

The Center For Creative Community
P. O. Box 2427
Santa Fe, New Mexico 87504

LIBRARY, SECTION G
Institute for Advanced Study

Responsibility
Cooperative Extension Services
Gift of to the
Harriet Naylor Memorial Library

PARTNERS FOR ACTION: THE ROLES OF KEY VOLUNTEERS

Sara M. Steele, Cathaleen Finley, Carol A. Edgerton

**PARTNERS FOR ACTION:
THE ROLES OF KEY VOLUNTEERS**

Sara M. Steele, Cathaleen Finley, Carol A. Edgerton

IN APPRECIATION

This book was inspired by:

- the more than 4,000 volunteers and Extension staff who provided information.
- the key volunteers who permitted us to observe their activities and who shared their ideas with us.
- the Extension volunteer study's national advisory committee and Dr. George Mayeske who was the Cooperative Extension System's liaison to the study.
- the hard working study staff through the five years of the study.
- the Extension staff from Wisconsin and other states who assisted with interviewing in the 12 counties which were examined in depth, and who read and reacted to reports.
- support and cooperation from colleagues in the Department of Continuing and Vocational Education, UW-Madison, and the Cooperative Extension Service, UW-Extension.
- funding provided by the U.S. Department of Agriculture under Cooperative Agreement No. 12-05-300-657, with contributions from the University of Wisconsin-Madison. The contents of this publication do not necessarily reflect the views or policies of the Department of Agriculture nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

The Cooperative Extension System and the University of Wisconsin-Madison offer their programs to all eligible persons regardless of race, color, creed, age, gender, handicap, or national origin, and are equal opportunity employers.

TABLE OF CONTENTS

| | | |
|----|---|-----|
| 1 | Introduction | 1 |
| 2 | Taking More Responsibility for Volunteer Activities | 6 |
| 3 | Overview - Who Volunteers | 24 |
| 4 | What Is Gained From The Work of Volunteers | 41 |
| 5 | What do Volunteers Gain? What Are the Disadvantages? | 59 |
| 6 | How Volunteers and Extension Work Together | 76 |
| 7 | Partnerships with Community Groups | 96 |
| 8 | 4-H | 125 |
| 9 | Agricultural Commodity Groups | 162 |
| 10 | Extension Homemakers | 172 |
| 11 | Partnerships With Individuals | 193 |
| 12 | Master Volunteers | 213 |
| 13 | Large Educational Events and Special Projects | 241 |
| 14 | Policy, Planning, and Support Groups | 260 |
| 15 | Enhancing Volunteer Opportunities | 281 |
| 16 | Expanding Volunteer Programs | 300 |
| 17 | Setting a Positive Climate | 324 |
| 18 | Helping Volunteers Learn and Develop | 352 |
| 19 | Looking To the Future | 381 |
| | Reference List | 411 |
| | Appendix, Description of the Study | 418 |

PREFACE

This is a review copy of a very limited edition of this book. It was started on May 24th (1989) and was assembled in four days with the help of a word processor. It was reorganized for easier use in ten more days. Less than 10% of the book is new writing. Unfortunately, it was an end-of-year and end-of-funding activity and there was not time or staff to do the fine-tuned editing that is badly needed for consistency.

The book was assembled from the more than 30 reports from the Implications of Volunteerism in Extension (IVE) study and from the 29 thought and action papers that staff around the close of the study.

Co authors Cathy Finley and Carol Edgerton wrote much of Chapters 6-14 as reports form and prepared several of the thought and action papers. Cathy is now busy as an Angus breeder and consultant for adult education programs. Carol is engrossed in her graduate work and serving as a teaching assistant in Educational Psychology. I've completed several studies since the volunteer study. Some of them provide additional insights in this book. In addition, Lorna Miller, who worked with us on the study, Boyd Rossing, Bob Bright, and I, have been deeply involved in an in-service educational program for our Extension agents called "Expanding Leadership through Building Community Partnerships in Issue Programming." That experience has yielded greater insight into partnerships and leadership which also has been included in the book.

Why attempt a book when so little time could be given to it? There were several reasons:

1. Reflection on current events gave me a feeling of the imperativeness of getting the findings from the study to key volunteers. As a study staff, we were very aware of their importance as evidenced by the chapter on policy, planning, and support volunteers. They are in just as good a position to make use of the findings as is any Extension agent.

The study was reported in bits and pieces, assuming that Extension agents would pay more attention to short reports that came over time than to one large report. We know that agents shared some of the reports with volunteers, but the volunteers on our national advisory committee urged us to put the most important pieces under one cover so that the interested volunteers with Extension and staff and volunteers from other agencies could profit from it.

2. Extension has gone through a transition since the volunteer study was started. Some may see working with volunteers as a low priority in the areas that are being emphasized. I felt that an effort should be made not only to summarize the excellent work of volunteers in the past but to show how that work could fit into the new programs Extension is developing.
3. We felt we owed it to the wonderful people who took time to tell us about their volunteer activities. So many people gave us so many wonderful ideas that we felt they had to be captured in some kind of permanent form. The short easily read reports from the various phases were convenient, but will not be easily located by new Extension staff and volunteers. A book is much more substantial.

All of us who have worked on the national study of volunteerism in Extension hope that you will find this book both interesting and helpful.

--Sara M. Steele
June 16, 1989

CHAPTER 1

INTRODUCTION

Have you ever been part of a team of volunteers who worked hard and long on a special project or activity and then finally saw the value of the completed task? Can you remember the exhilaration you felt? the sense of pride? the sense of accomplishment? the sense of something hard tackled and carried through? of something well done? a feeling of fellowship with the others who worked with you?

We sensed those feelings as we talked with hundreds of volunteers and the people they helped from across the United States. The feelings grew and multiplied with each person with whom we talked as we studied the work of volunteers with the Cooperative Extension Service during the 1980's.

We found that volunteers play many roles, carry out many tasks. Some work as individuals; some work as a member of a group. Some work a few hours; some work many days. Some are very visible; some are almost invisible. Some are leaders; others are followers. Most receive little attention and publicity. Yet the cumulative effect of volunteers is of tremendous value and importance to others and to their communities.

Volunteerism--working together to help others--is as old as time. It is the stuff that helped pioneers survive. It has been very visible at times of crisis--depression, war, disease. But it is equally important day-by day in the complex, technological world of today. In fact, in a world of affluence and social isolation, volunteerism may be even more important than it was when people had to rely upon each other to survive.

Yet volunteerism can quietly disappear in the communities across the country unless volunteers, agencies, and government understand the importance of their work and the importance of continuing to make volunteer opportunities available to all kinds of people.

Key Readers

Agencies like the Cooperative Extension Service make opportunities available. But it is leaders among volunteers who see that those opportunities continue and are best used. Therefore, this book is addressed to leaders in the volunteer community. It is addressed to the hundreds of volunteers who have special responsibilities with the Cooperative Extension programs. It is written to those volunteers who:

- Serve on advisory and oversight groups. The name of the group differs from state to state. Some such groups function for Extension as a whole. Others function for one program.
- Hold key positions in which they coordinate or guide other volunteers.
- Have a special relationship with Extension personnel and who are dedicated to helping Extension better serve the people of their counties or states.
- Serve as officers of community or commodity organizations which work closely with Extension.

In other words, this book is written not to every volunteer but to those volunteer partners who are in a position to influence both Extension personnel and other people in their community.

Intentions

We are trying to share with the broader community things we found out about volunteerism and how to keep it strong. We hope that through the various chapters and ideas you will:

1. **Better understand how agencies and volunteers work together.** Chapter 2 discusses responsibilities and partnerships.
2. **Better understand who volunteers and why they volunteer.** Chapter 3 provides an overview of who volunteers.

3. **Increase your understanding of the value of volunteer activities.** Chapter 4 provides findings about what clientele, communities and Extension gained from the work of volunteers. Chapter 6 presents findings about what volunteers gain and the disadvantages they see.
4. **Increase your understanding of volunteer activities.** Several chapters in the center of the book describe volunteer activities. Chapter 6 presents an overview of how volunteers and Extension work together. Chapter 7 discusses partnerships with community organizations followed by individual chapters about 4-H, Agricultural commodity groups, and Extension Homemakers. Chapter 11 begins a discussion of partnerships with individuals followed by a chapter about Master Volunteers and one that describes some large educational events and special assignments. The last chapter in this series, Chapter 15, describes the work of policy, planning, and support groups.
5. **Consider ways to enhance and improve volunteer activities in your community.** (Chapter 16 summarizes the study's recommendations followed by chapters which give specific suggestions about expanding volunteer programs, setting a climate for volunteer activities and helping volunteers learn and develop.
6. **Consider how volunteer activities with Extension need to expand or adjust to the future.** (Chapter 18)

Those wanting to know more about how the study was conducted will find that information in the Appendix.

We hope that through sharing some of the things we found as we secured information from more than 4,000 people in rural neighborhoods and in large cities you will gain a greater understanding of the importance of your leadership role and ideas which will help you expand your activities.

Others Are Welcome

Although this book is addressed to those who have been, are, or will be leaders in volunteer programs with Extension; others are welcome to read. Most Extension volunteers will get ideas from the various chapters and may want to see if and how their particular volunteer role or task is discussed.

Volunteers working in other agencies may find ideas which will be useful to them if they replace the term Extension with the name of the agency or organization with which they work. It may be of interest also to people who want to better understand volunteerism or the Cooperative Extension Service.

Some chapters of the book may be of value to people who are thinking about volunteering and looking for the best opportunities. However, the reader is warned that the reading may be a little heavy going. The book is based on a study and provides more detail than the average reader may want.

We've written several reports and thought papers which have been addressed to the employed staff of Cooperative Extension, but this book is specially for the leaders among the volunteer part of the partnership. We think that you play a very important role in shaping Extension activities and are key to keeping volunteer partnerships strong in your county or state.

Cooperative Extension Service

For readers who are not familiar with the Cooperative Extension Service or are only familiar with one or two of its programs, the Cooperative Extension Service is an agency which is jointly funded by the federal, state, and county governments to provide programs in Agriculture, Home Economics, 4-H, and Community Development. At the federal level, the Cooperative Extension System (CES) is a unit with the United States Department of Agriculture. At the state level, CES is part of the Land Grant University in your state and, in the south, it is part of the 1890 college or of Tuskegee Institute. At the county level, it is a County Department under the direct supervision of the Board of Commissioners, County Board, or other elected governance body.

There is a county Cooperative Extension office in almost every county of the United States. It is usually located in the county seat. Although initiated in 1914 to assist rural families, Cooperative Extension now provides educational program for both rural and urban families in a variety of areas related to its four main foci. Most programs are carried out in partnership with volunteers.

There are similarities in several of the programs from state to state, but for the most part states and counties are able to concentrate on those programs which are most important to their particular communities.

Extension staff and volunteers working together carry out hundreds of different programs and projects. Some of the volunteer activities which people are most familiar are 4-H, agricultural commodity groups and applied research, Extension Homemakers, and Master Volunteers such as Master Gardeners. However, many community groups, such as Garden Clubs, Tourism Bureaus, and Chambers of Commerce have secured help from Extension on various community activities.

Many volunteers are primarily aware of those programs with which they are directly involved. So when a volunteer who has worked closely with Extension for years speaks of volunteer opportunities, he or she is most likely to speak about one part of such activities. The result may be somewhat like the story of the blind men feeling the elephant. Volunteer activities may be described as being primarily individual efforts helping with applied research and demonstration plots. Or they may be viewed as ad hoc task forces working on a specific project. Or as the work of officers and leaders of 4-H and Homemaker Clubs.

Most studies which have been done on volunteering in Extension have focused on one program or on the work within one program area such as 4-H. This is one of the first studies which has looked at volunteer activities across program areas and across counties.

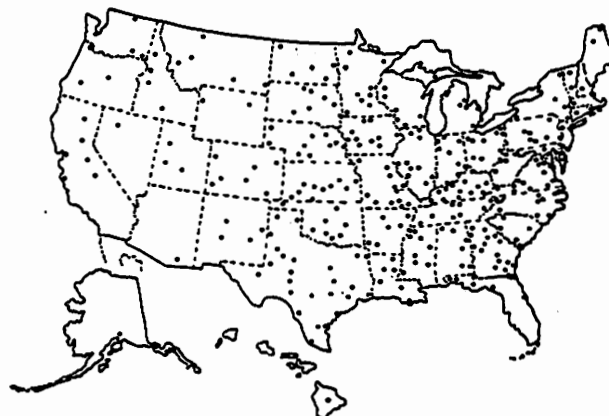
Based on a National Study

This book is based on experiences of the authors with a national study of the work of volunteers with Extension which we conducted in the 1980's. The study was conducted as part of the National Accountability and Evaluation Program of the Cooperative Extension Service and was funded by the Extension System, USDA, and the Wisconsin Cooperative Extension Service.

During that study, we examined the value of the work of volunteers from various perspectives--volunteers, Extension agents, clientele, and community leaders. Information was secured from almost 4000 volunteers, clientele, community observers, and Extension agents in more than 300 counties across the United States. See the list of counties on the next page for the counties in your state.

The counties were randomly drawn from all U.S. counties, so we feel we saw both strong and weak volunteer activities. In addition to telephone interviews with volunteers from across the country, we visited 12 counties ranging from Maine to Washington and Texas to New York and talked face to face with hundreds of volunteers and the people they helped. We were extremely impressed with what people had to say.

County Locations of Respondents



**COUNTIES PARTICIPATING IN THE IVE PROJECT
A NATIONAL SAMPLE STRATIFIED BY POPULATION**

ALABAMA

Colbert
Henry
Morgan
Pike
Randolph
Tallapoosa

ALASKA

Anchorage
Skagway-Yakuta
Sitka

ARIZONA

Cochise

ARKANSAS

Chicot
Greene
Hempstead
Searcy
Sevier
White
Woodruff

CALIFORNIA

Amador
Mariposa
Monterey
Nevada
San Francisco
Shasta

COLORADO

Delores
Denver
Fremont
Las Animas
Rio Blanco
San Miguel
Yuma

CONNECTICUT

New Haven

DELAWARE

Kent County

DISTRICT OF COLUMBIAFLORIDA

Calhoun
Nassau
Okaloosa
Santa Rosa
Taylor
Volusia

GEORGIA

Bibb
Camden
Glascok
Glynn
Haralson
Harris
Irwin
Jackson
Jeff Davis
Polk
Putnam
Taylor
Ware
Warren
Wayne
Wheeler

HAWAII

Hawaii-Hilo

IDAHO

Adams
Benewah
Jerome
Nez Perce

ILLINOIS

Boone
Brown
Cass
Christian
DeKalb
Hamilton
Jersey
Lawrence
Ogle
Sangamon

INDIANA

Decatur
DeKalb
Floyd
Harrison
Lake
Laporte
Miami
Newton
Ohio
Spencer

IOWA

Cass
Cerro Gordo
Ida
Jackson
Marion
Monona
Polk
Shelby
Tama
Winnebago

KANSAS

Barber
Chase
Coffey
Harvey
Kiowa
Marion
Meade
Miami
Pawnee
Reno

KENTUCKY

Campbell
Hancock
Magoffin
Marshall
Metcalfe
Owsley
Perry
Pulaski
Taylor
Todd
Webster
Woodford

LOUISIANA

Caldwell
Morehouse
Pointe Coupee
Terrebonne
Vernon
Winn

MAINE

Aroostook
Piscataquis

MARYLAND

Carroll
Talbot

MASSACHUSETTS

Berkshire
Essex

MICHIGAN

Bay
Gladwin
Iosco
Lelanau
Sanilac
Schoolcraft
Washtenaw

MINNESOTA

Anoka
Beltrami
Chisago
Lake
Mahnomen
Meeker
Rice
Rock
Sibley

MISSISSIPPI

Adams
Calhoun
Marshall
Quitman
Rankin
Simpson
Tunica
Winston

MISSOURI

Audrain
Barton
Butler
Carter
Crawford
Franklin
Monroe
Nodaway
Ripley
St. Louis
Shannon
Stone

MONTANA

Big Horn
Fallon-Carter
Liberty
Powell
Ravalli

NEBRASKA

Antelope
Colfax
Custer
Douglas
Frontier
Kearney
Kimball
Loup
Platte
Sioux

NEVADA

Humboldt

NEW HAMPSHIRE

Sullivan

NEW JERSEY

Morris
Warren

NEW MEXICO

Bernalillo
Curry
DeBaca
Socorro

NEW YORK
Chautauqua
Clinton
Fulton
Greene
New York City
Orange

NORTH CAROLINA

Alleghany
Granville
Haywood
Martin
Orange
Pender
Robeson
Surry
Wake
Washington

NORTH DAKOTA

Divide
Grant
Ransom
Stutsman
Traill

OHIO

Defiance
Geauga
Harrison
Henry
Huron
Madison
Montgomery
Portage
Warren

OKLAHOMA

Coal
Garvin
Johnston
Kay
Kiowa
Oklahoma
Okmulgee
Texas

OREGON

Columbia
Crook
Douglas

PENNSYLVANIA

Blair
Clearfield
Dauphin
Delaware
Fulton
Jefferson
Susquehanna

RHODE ISLAND

Kent

SOUTH CAROLINA

Abbeville
Allendale
Beaufort
Greenville
Williamsburg

SOUTH DAKOTA

Campbell
Edmunds
Hughes
Jackson
Kingsbury
Minnehaha
Spink

TENNESSEE

Clay
Coffee
DeKalb
Fayette
Greene
Henderson
Jefferson
Macon
Washington

TEXAS

Andrews
Bailey
Blanco
Borden
Calhoun
Camp
Cass
Dimmit
Edwards
Falls
Hartley
Hemphill
Hill
Jefferson
Jim Wells
Milam
Montgomery
Nolan
San Patricio-Aransas
Schleicher
Terry
Tom Green
Walker
Winkley
Zapata

UTAH

Millard
Piute
Tooele

VERMONT

Lamoille
Rutland

VIRGINIA

Culpeper
Danville
Fairfax
Franklin
Grayson
Greensville
King William
Montgomery
Prince William
Pulaski
Shenandoah
Surry
Westmoreland

WASHINGTON

Columbia
Kitsap
Okanogan
Walla Walla

WEST VIRGINIA

Cabell
McDowell
Pleasants
Preston
Ritchie
Wetzel

WISCONSIN

Brown
Dunn
Grant
Lafayette
Vernon
Washburn
Washington

WYOMING

Campbell
Teton

The multiple-year study was divided into four phases. Occasionally throughout the book you will find a phase referred to.

| | <u>Focus</u> | <u>Who Provided Data</u> | <u>When</u> |
|-----------|----------------------|--|---|
| Phase I | Impact on Extension | Agents | Winter 1984 |
| Phase II | Impact on Volunteers | Volunteers | Winter 1985 |
| Phase III | Impact on Clientele | Clientele, Extension Observers and Communities | Fall 1985, Winter 1986 Site visits to 12 counties, winter, spring 1986 |
| Phase IV | Combined Impact | No new data | 1986-1988 |

The study was overseen by a national advisory committee of volunteers, Extension staff, and volunteerism experts which consisted of Volunteers: Norman Mindrum, IL; Frances Moore, NY; Fayola Muchow, SD; Jean Pace, AR; Vicente Serrano, CO. Extension Personnel: James Everts, WI; V. Milton Boyce, DC; Elizabeth Crowley-Montgomery, VA; Gregg R. Hodges, AL; George Mayeske, DC; Theodore James Pinnock, VA; Gloria Shibley, OR; William Thompson, NM; Ronald C. Woolley, TX. Experts: Paula Beugen, MN; Delwyn Dyer, VA; James Peterson, MI. Consultants: Ivan Scheier, NM; Eldon Schrinier, ND.

The description of the study in the Appendix will give you more information about the study.

Some paragraphs and sections in this book are newly written as we've switched thinking about the relevance of our findings to the employed staff of the Cooperative Extension Service and begun to think about their relevance to lead volunteers. Other pages bring reports and thought papers developed for staff and volunteers together under one cover.

Volunteers with Extension/Extension Volunteers

For ease in communication, the volunteers who work with Extension will be called Extension volunteers. However, the term "Extension volunteer" is not meant to imply that Extension always initiates the activity or that the volunteers "belong" to Extension. Often those volunteering with Extension are active in a community organization and ask Extension to help them as they carry out a specific activity.

Probably the most accurate term is "volunteers who secure assistance from Extension" in that it recognizes that most of the activities facilitated by Extension actually belong to the volunteers of the community and will continue or disappear, based upon whether or not local volunteers want them to continue. However, such a term is much too long and cumbersome to insert in sentence after sentence.

One of the strengths of the Cooperative Extension volunteer relationship is that many volunteers function as individuals and as independent groups who work with Extension in a partnership relationship. The agency's name, Cooperative Extension, comes from the fact that Extension is cooperatively funded by federal, state, and county taxes. However, the name also often has set the approach that Extension employees use in working with volunteers in shared education and action programs which are important to individuals and communities.

CHAPTER 2

TAKING MORE RESPONSIBILITY FOR VOLUNTEER ACTIVITIES

This chapter focuses on understandings helpful to key volunteers in facilitating more opportunities for volunteers:

1. Volunteers' responsibilities for volunteer programs.
2. Program ownership.
3. Partnerships.
4. Leadership styles.

Volunteers helped to create the Cooperative Extension Service back in the early 1900's. They have worked with Extension staff to help people improve farming and homemaking practices and to help youth learn life skills throughout the years. The emphasis has changed through depression, world wars, inflation, off-farm migration, and as communities have changed; but partnerships have continued. Key volunteers have been instrumental in changes throughout Extension's history and have helped the Cooperative Extension Service adjust to changes in communities and societies. In addressing key volunteers in this book, we are assuming that such volunteers legitimately have the responsibility of advising and/or guiding Extension work with volunteers.

After studying the impact and value of the work of volunteers with Extension, the study staff and the National Advisory Committee recommended that partnerships between volunteers and Cooperative Extension systems should be fully supported, expanded, and enhanced. "They recommended that Extension staff and advisory groups:

1. **Review current volunteer efforts;**
2. **Determine whether these efforts should be expanded and/or enhanced;**
3. **Determine whether additional volunteer programs and/or activities are needed."**
(Recommendations for Enhancing Extension-Volunteer Programs, UW-Madison Department of Continuing and Vocational Education, 1987).

The extent to which advisory groups will carry out these suggestions depends upon individual members' views of who owns volunteer programs, and who owns Extension programs. Again, like the blind men feeling the elephant, there are different views of ownership. The first sections of this chapter will summarize some of those views.

The basic assumption is that, regardless of ownership, partnerships need to be formed and maintained. So, the last two sections will deal with kinds of partnerships and how they can best be formed and maintained.

This chapter does not directly provide data from the study, but moving from the study's emphasis on partnerships, provides a conceptual base of the concept of partnership and touches on the kind of leadership which needs to be present in combination between Extension agents and advisory groups or other key volunteers.

KEY VOLUNTEERS' RESPONSIBILITY RELATED TO EXTENSION WORK WITH VOLUNTEERS

Key volunteers can play a very important role in being sure that Extension offers the fullest possible number and kinds of opportunities to volunteers. Key volunteers represent three points of view: 1) that of volunteers and potential volunteers, 2) that of the community, and 3) that of Extension.

At any point of change, and the Cooperative Extension Service is going through considerable change as will be discussed in the last chapter, key volunteers need to be sure that sufficient attention is given to roles for volunteers.

As indicated in the final chapter, Extension's resources are diminishing just at a time when the opportunities and need for Extension volunteer partnerships is the greatest.

Why Take Responsibility?

There are several reasons for key volunteers' taking more responsibility for seeing that volunteer opportunities are expanded:

- The primary reason is that those opportunities are so extremely valuable to volunteers, the people they help, and communities. This reason will be substantiated in more detail in Chapters 3 and 4. Rather than decreasing, such opportunities need to be expanded.
- Extension personnel vary in the degree of importance they place on working with volunteers and in their concept of ownership of programs. Extension resources are diminishing and agents are more pressed for time (see the sections which follow).
- Some counties have considerable change in agent personnel. A stable core of volunteers can help programs continue through such changes and can help new agents understand the nature and value of existing programs.
- Key volunteers represent the community and are able to best identify the kinds of opportunities needed in a specific community and to work toward their development regardless of the extent to which Extension staff are able to provide leadership and support in developing such opportunities.

Agents Differ in Their Understanding

We've found that Extension agents differ in the degree of importance they place on working with volunteers.

- Some feel it is the most important thing they do and are reluctant to develop any programs where volunteers are not integrally involved. In such instances, key volunteers have the easy task of reinforcing and interacting with the agent to build ideas together.
- Some agents, however, view themselves only as working directly with clientele and have little idea of how volunteers can be useful. Volunteers may have to explain and teach these agents and open them up to new possibilities.
- Most agents are somewhere in between, used to working with volunteers in some situations, but somewhat limited in their perception of the many ways in which volunteers can work with Extension.

Extension Administrators Differ in Their Valuing of Volunteer Activities

Some Extension Administrators have worked in counties and worked closely with volunteers as a county Extension agent or as a state specialist and view volunteers as key partners. Others come from elsewhere in the academic community with very limited contact with Extension volunteers and view Extension's role as primarily that of disseminating research rather than helping people develop and helping them use research.

Some administrators feel that Extension completely owns all activities the paid staff engage in and, thus, should make all decisions about those activities.

Channels for Influencing Extension

Volunteers can have a great deal of influence on the policies and procedures of Extension. Some exert influence through formal positions; some, through informal relationships.

Although the titles for the formal positions differ from state to state, in most counties volunteers have the opportunities to serve on:

- Overall Extension Boards; Extension executive boards, councils or committees legally authorized to oversee the work of the Cooperative Extension Service in a specific location.

- Program Area Committees--a committee that works with programs within a specific program area such as Agriculture or Home Economics. Members usually represent several groups or interests.
- Action Planning Committees--ad hoc task forces, subcommittees of program area committees, committees for specific programs or events.
- Coordinators of Volunteer Activities--a volunteer who works closely with the Extension agent in organizing and guiding volunteer activity.

Volunteers serving on the first two kinds of committees should be raising questions about the extent to which agents and volunteers are working together. Volunteers serving on action planning committees can suggest that more volunteers should be involved. More ideas about the roles of volunteers who work on policy and planning are found in Chapter VI. Volunteer Coordinators are in an especially good position to plant ideas and encourage agents to expand their thinking about how to work with volunteers.

- Informal roles--although volunteers can exert a good deal of influence as a group and as a member of an oversight or program committee, volunteers are most likely to influence Extension agents individually by their own enthusiastic suggestions and ideas about how volunteers should be involved.

Some key volunteers are very aware of the importance of Extension agents working with volunteers and strive to foster such activities. Others are unaware of the importance or do not see that this is an area for their concern. In part, this may be whether key volunteers are able to look beyond their own experiences and consider opportunities for others.

WHO OWNS EXTENSION VOLUNTEER PROGRAMS?

In deciding how and how much influence to exert on Extension, one of the first questions is how you feel about who owns those programs where volunteers and Extension work together. How much responsibility should volunteers have? How should they relate to Extension staff? Who owns Extension programs? Who should manage them? Answers depend upon your philosophy about how volunteers and Extension should relate to each other.

Individual Extension professionals and local volunteers act on philosophy as they conduct programs. However, administrative philosophy sets the context of that action. Administrative and programmatic philosophy should be in harmony with each other.

This chapter contrasts three philosophical views of professional/volunteer relationships and raise questions about relevant applications of each. The three philosophical positions are:

- Extension-centered philosophy;
- Partnerships between Extension and volunteers;
- Volunteer-centered philosophy;

Volunteers' Views of Who Is Helping Whom

The volunteers in the national study of the implications of volunteerism in Extension were about equally divided in terms of how they viewed the helping relationship. About a third, 36%, felt they were helping Extension. About a third, 34%, felt they were getting help from Extension, and about a third, 30%, said they were mutually helping each other.

The percentage saying they were helping Extension ranged from 31% of the Agricultural Cooperators to 45% of the Master Home Economics Volunteers. The percentage saying that Extension was helping them ranged from 19% of the Master Gardeners to 49% of the Extension Homemakers. The range saying that each helped the other was from 24% of the Agricultural Cooperators to 40% of the Master Gardeners.

Which Philosophy When?

We suit our operating philosophy to the particular situation. However, it is important to recognize the difference in the three main philosophies and to consider the working strategy appropriate for each.

- Which approach do you generally prefer?
- Which do volunteers prefer?
- Which suits your particular programs best?
- Which will accomplish most in your situation?
- What must you do to carry out your preferred philosophy successfully?

Extension-focused Philosophy

Volunteers are unpaid Extension staff who extend Extension person power. "We work with volunteers to deliver and broaden the impact of Extension educational efforts. Extension uses volunteers in many ways."

The Extension-focused view of the work of volunteers:

1. puts the emphasis on Extension. The programs are Extension's. Volunteers are helping agents carry them out.
2. places all responsibility for the completed program (successful or unsuccessful; very valuable or trivial) on Extension.
3. insists that the Extension professional maintain the main leadership role and control most of the decisions.
4. expects Extension personnel to plan and direct volunteers who do the work.
5. places the emphasis on the program and the clientele and considers the role of volunteers essential but peripheral to the main project.
6. places high emphasis on good management and views the Extension employee's role as that of managing volunteers.

Extension's purpose is viewed primarily as disseminating information from campus and USDA research to local people.

A drawing would show a straight line organizational chart. Greatest control would rest at the top with program leaders and specialists who transmit information to agents who in turn transmit it to volunteers and ultimately to clientele.

The Extension Professional's Role

In the Extension-focused philosophy, the Extension professional does most of the thinking and tries to communicate decisions clearly to volunteers. The volunteer does what he or she is directed to do.

Volunteer-focused Program

Volunteer-focused philosophy puts all of the emphasis on volunteers. "Sometimes we ask Extension if we think they can be of any help, but Extension is no more important than some other agencies." Such a philosophy:

1. recognizes that the program belongs to the volunteers rather than Extension.
2. places all responsibility for success and value on the volunteers. Extension has no responsibility.
3. insists that leadership and control rests with volunteers.
4. expects volunteers to do both the work and the planning, sometimes using information provided by Extension.
5. places emphasis on Extension's being of help when asked. Extension may view such requests as moderate or low priority.
6. emphasizes Extension's being able to deliver what volunteers request.

Extension views volunteers like any other clientele--someone to be responded to if response happens to be within Extension's priority program areas.

A flow chart would show volunteers and Extension staff being on an equal level with arrows reaching from the volunteer through the Extension agent and back to the volunteer.

The Extension Professional's Role

In the volunteer-focused philosophy, the Extension professional only does what he or she is asked to do and takes little responsibility beyond responding to requests.

Extension-Volunteer Partnerships

A partnership philosophy believes that both are equal (but different). "We are working together to help the people in this community."

1. Extension and volunteers share. Both feel they own the program.
2. Both are responsible for the success of the program.
3. They share leadership roles and make decisions mutually. Sometimes a volunteer is the main leader with an Extension agent or specialist assisting. Sometimes the agent is in the main role with volunteers assisting. Sometimes they "co-lead."
4. Both share in planning and carrying out those plans. Tasks are divided according to individual talents and interests rather than upon title or role expectations.
5. Both feel that their most important programs cannot be carried out without the help of the other partner.
6. Both work to facilitate and support the other. Management may be shared. Both recognize that coaching and inspiration are as important as good management.

The purpose of Extension is viewed as developing people's capacity to evaluate and to use information. Helping volunteers help others is crucial to getting information used.

A flow chart drawing of this kind of programming would not be nearly as neat. There would be several units scattered about the page as the main focus--these units would be voluntary organizations, ad hoc groups, individuals united in a particular effort, or individuals acting alone attempting to help others or make a voluntary contribution to their communities. These units would be larger in scale than the circles and boxes representing Extension agents and professionals.

Arrows would indicate a two-way flow.

The Extension Professional's Role

The Extension professional's role changes from that of director to that of guide; from that of instructor to that of coach; from that of implementer to that of counselor. In a partnership philosophy, the agent must be able to contribute and be able to deal with views different than his or her own.

Which Philosophies Are Operating?

Usually there is considerable variation across Extension as to which philosophy is operating. Some is situation-dependent. County traditions vary. Some feel that the Extension program belongs to the county people. Others see it as something coming from the Land Grant University which is helpful to the county. Some depends upon the philosophy of those who are responsible for the programs. It is possible to comment generally on philosophy that seems to be operating. (The programs mentioned below will be explained in more detail in later chapters.)

Currently, the Master Volunteer concept generally illustrates an Extension-focused program. However, some agents and specialists work with volunteers who coordinate the Master Volunteers and involve both those coordinators and the volunteers themselves in planning and designing the tasks that will be carried out. That moves the program closer to a partnership.

Agricultural commodity groups appear to function from a volunteer-focused philosophy although they acknowledge Extension's help. Involvement of volunteers in agriculture research either can be as partners with the volunteer helping to design the research and to promote demonstrations or can be carried out only as an Extension-focused activity with volunteers only providing the land.

Extension Homemakers appear to be moving from being Extension-focused to volunteer-focused. However, county visits in the 1983-88 national Extension volunteer study found partnerships operating in some counties where Extension Homemaker committee members and Extension Home Economists worked together on important community programs affecting homes and families.

4-H can be any of the three, depending upon the personal philosophies of those involved. Some view 4-H leaders as carrying out Extension 4-H programs. Others view 4-H leaders as belonging to their communities and coming to Extension for help. Still others treat the relationship as a partnership with both responsible for 4-H activities at all levels--local, county, district, state, regional, and national.

Extension's work with other volunteer organizations and volunteers from other programs may be any one of the three. Extension may try to use them to carry out Extension programs. The organization may try to use Extension. Or the two may develop a partnership.

Why Philosophy Is Important?

Operating philosophy is important both to Extension and to volunteers because it affects:

1. **the permanency of educational and leadership resources.** The Extension-centered focus and volunteer-centered focus often lead to short, intensive bursts of activity with no real follow-through. When an agent's or volunteer's attention turns to other things, the volunteer effort disappears. A partnership philosophy is more likely to build a base for continuing programs.
2. **the nature of Extension support.** The greater the responsibility volunteers feel for a program, the harder they will work to secure funding and other needed support.
3. **the strength of Extension programs.** Creative volunteers who share responsibility for a program can multiply strength and outreach.
4. **agent tenure and morale.** Extension administration's philosophy shows most in the criteria applied in judging agent performance. Administration and agents need to be in agreement upon the philosophy which will be followed. Rewarding agents for facilitating and supporting volunteer efforts will encourage them to do more.
5. **accuracy.** In some program areas, especially those dealing with chemicals, Extension has to be absolutely sure that it is not misquoted. Misquoting can occur as easily under one philosophy as the other. Even when Extension agents have direct control of the program, volunteers may get restless under restraints and give their own version. But when they have responsibility and know that they are liable for what they say, they may be more cautious.

6. **accuracy of image.** An awkward situation arises if top administration tells funders and the outside world that Extension is operating under one philosophy while the majority of the troops are following the other.
7. **type of volunteer involved.** The educational level in most counties has risen. In most counties, local volunteers range from retired professionals with national or international acclaim to people with little formal education but a lot of practical experience and native intelligence. Some volunteers prefer to let others do their thinking and control the action. Some are willing to accept a secondary role because they believe so strongly in the cause. Many will move on to something else when they find they are not given sufficient opportunity and responsibility or are not comfortable with the ability of the professional handling the situation.
8. **satisfaction of the volunteers involved.** Regardless of roles and tasks, most volunteers need to feel that they as individuals are important to the activity and that their ideas as well as their work is valued.
9. **concentration on priorities.** One of the most serious arguments against the partnership or volunteer-foremost philosophy is that it can make priority setting difficult and drain limited resources. It is argued that sharing decisions with volunteers spreads Extension too thin and doesn't give sufficient critical mass in areas of priority. This weakness can be corrected by making volunteers partners in planning Extension programs and negotiating priorities at the state and the county level, or by setting limits in terms of how much time and on what content areas an Extension professional will give assistance in relation to content areas which are not top Extension priorities. It may be possible to tackle several priorities if staff are skillful in working with diverse volunteer groups.
10. **tradition within the county.** People follow what is expected of them. Tradition can chain people to past expectations or can build new expectations. Any time leadership changes, whether the change is in the Extension agent or in key volunteers, there is an opportunity for tradition to change either for better or for worse. Operating philosophy needs to be redefined at that point.
11. **the models presented to others.** People learn from experience in one situation and transfer that learning to other situations. The operating philosophy of Extension and its volunteers can affect volunteering in other programs.

Keep Action and Philosophy Consistent!

It is important that advisory group members and officers of groups which work cooperatively with Extension understand these various philosophies and the nature of the relationships involved in various volunteer programs.

The philosophy must be comfortable both to the volunteers and to Extension staff. Sometimes key volunteers need to be alert to differences in philosophy and help to reconcile those differences. Sometimes a wise volunteer needs to get the agent and volunteers talking about how they view the relationship and how working relationships could be improved. Often friction is a symptom rather than the whole problem. The problem may rest with the individual philosophies that are being operationalized in the situation.

Understanding the three philosophies becomes important if Extension has to drop a particular activity. Volunteers may need to decide whether it is valuable enough to the county for them to try to keep the program or activity going on their own. If they view the program as belonging only to Extension, it may never occur to them that they could take it over completely. If they have always viewed it as at least partly their program, with Extension only playing a supporting role, they would simply continue and find a replacement for Extension's contribution. For example, some members of Congress and some advisors to the administration question tax support to 4-H through Extension. If Extension should drop or severely reduce the resources going into the 4-H program, would 4-H gradually fade away? Or are there enough volunteers who believe that 4-H is the program of volunteers that they would find a way to keep it going?

FORMING AND MAINTAINING PARTNERSHIPS

Other concluding recommendations from the Extension study stressed the importance of partnerships.

"STRENGTHEN EXTENSION-VOLUNTEER PARTNERSHIPS Partnerships are strongest when there is active and equal sharing: Extension and volunteers working together to help people and communities. Extension should not "use" volunteers to carry out its programs. Volunteers should not "use" Extension agents.

1. **Make volunteers equal partners in needs identification, program planning, implementation, evaluation, and responsibility for the success of programs. A mix of ideas from different perspectives often results in the strongest programs.**
2. **Work as partners:**
 - a. **sharing in decisions;**
 - b. **generating ideas;**
 - c. **respecting each other's ideas;**
 - d. **creating program opportunities;**
 - e. **deciding which programs will be conducted;**
 - f. **promoting and building support for programs;**
 - g. **carrying out programs;**
 - h. **evaluating and improving programs;**
 - i. **deciding when a program should be dropped or changed;**
 - j. **avoiding complacency.**
3. **Include the concept of volunteer partnership in orientation and inservice education programs for Extension personnel and for volunteers.**

Key volunteers need a good understanding of the concept of partnership so that they can facilitate good partnership arrangements both in their own working relationship with Extension and in helping establish other partnership arrangements. As we have thought more about partnerships in developing a special staff development program for Wisconsin Extension agents, we believe that both agents and key volunteers need to understand:

- the practical transactions of contributions and benefits.
- the conceptual base of partnerships.
- advantages and disadvantages of partnerships.
- how partnerships are negotiated.
- conditions that promote and hinder effective partnerships.
- how to maximize partnership opportunities.

Practical Transactions--Contributions and Benefits

In a good partnership both volunteers and Extension contribute to the activity. The contributions of volunteers and Extension complement each other.

LOCAL VOLUNTEERS PROVIDE:

- time and talents;
- credibility from real use of information;
- local understanding;
- accessibility in each community;
- contact with people.

EXTENSION PROVIDES:

- information;
- credibility of the university base;
- teaching and organizing expertise;
- a state and nationwide network;
- continuity in support.

County, state, and federal elected officials support the partnerships through Extension allocations. Communities support the partnerships by contributing supplies and meeting places.

And both volunteers and Extension programs gain from the partnership even though others get the greatest gain from their activities.

LOCAL VOLUNTEERS GAIN:

- information usable in other situations;
- increased skill in working with people;
- satisfaction from helping;
- greater understanding of their community;
- shared interests;
- opportunity to develop talents;
- new friendships.

EXTENSION ACHIEVES:

- stronger programs;
- more relevant and useful programs;
- greater influence;
- more people reached;
- more communities served;
- more programs active at one time;
- more clientele confidence in programs.

The Conceptual Base

Partnership is a term that is easily taken for granted. Yet the concept has several dimensions. It can take place in a variety of forms. Advisory groups need a general understanding of those forms as they reflect upon current partnerships between Extension and volunteers in their county and as they consider future partnerships with new groups and other agencies.

People work together for a variety of reasons. The main reason why people/agencies form partnerships is that they realize that more is gained by working together than by working separately. But working with someone else involves a good deal more than one first thinks. It is important to consider the various forms of working relationships which can be developed and understand the directions that a particular relationship is taking.

People can work together in a variety of ways. We are using the term "partnership" in a very broad sense. We are using it as synonymous with relationships with the added connotation that the word means sharing and working together. According to the dictionary:

Partner implies a relationship, frequently between two people, in which each has equal status and a certain independence but also implicit or formal obligations to the other or others.

It is the equal status element which is the distinguishing context of a partnership. The rules of the game and the successful skills and approaches needed are not necessarily the same in such a situation as they are when the context leads more toward a leadership/follower relation.

Equal status. Equal status can be defined in many ways. The dictionary does not define the kind of equal status meant. We could hypothesize that the equal status might refer to one or more of the following (equal status in terms of):

- a. power;
- b. amount of control of an activity or group;
- c. sharing in decisions;
- d. sharing in contributions;
- e. sharing doing the work;
- f. sharing in getting the credit;
- g. recognition for special talents and abilities;
- h. sharing in having his or her ideas heard and sometimes accepted by others.

The status points may vary but, generally, it would seem that all partners have an opportunity for input into goals and related decisions. Partners are not just expected to carry out our decisions.

Some Independence. The term partnership does not mean that everyone works through everything together and makes every single decision together no matter how large or small. The second part of the definition is also important. Partners have a degree of independence, but have certain agreed upon obligations to meet. Partners can work out areas of responsibility where, after some discussion with the full partnership, individuals can go forward and act fairly independently on their responsibilities as long as they are within the agreed upon context.

This concept of partnership can apply to an individual volunteer and an agent working together. It also can apply to the semi-formal relationships which develop between an organization--commodity group, Extension Homemakers Council--and Extension or between Extension and another agency. Many of the ideas that follow relate more specifically to partnership relationships between Extension and organizations and groups. Some of the ideas, especially in relation to shared leadership which appear at the end of the chapter, may have special meaning as agents and oversight committees work together.

Kinds of Partnerships. Borrowing from the world of business, a full partnership means complete equality. There may be limited partnerships where some partners play larger roles than others. There also can be silent partners who provide resources but choose not to take part in the decisions. There can be senior and junior partners. But as the partnership is set up, these limitations are clearly agreed upon by the partners. Not all partnerships have to have full equality in sharing in control, power, work, mutual vision.

Agencies/organizations and the people who represent them form various kinds of relationships. Some kinds of relationships among agencies or organizations include:

Pseudo-partnerships (sole ownership). One person or agency dominates the program, and others voluntarily assist.

Networks. An informal "keeping in touch." People/agencies keep each other informed and to some degree can rely on each other when something is needed. Some networks are very altruistic. "You need something? I'll help, and forget I did so." Others function on a "favor done" basis. "I'll do it, but I'll take an IOU" and will call that IOU when I need something you can provide." There usually is no commitment to working closely together. But there is an acknowledgment that there are others with like interests and it is well to keep in touch with them.

Partial Cooperation. Two or more people or agencies work together and cooperate reasonably; however, each keeps its own independence. Although there may be some sharing in parts of programs, usually each maintains its own identity and way of working.

Coalitions and Alliances. Relationships of those working toward common goals are formalized through agreements and formal meetings. Some resources are shared, and some activities are jointly undertaken; but usually each performs in its own way.

Full partnerships. The program is a joint effort. Most of the decision making, work, and recognition is shared among the partners. A full partnership can function as a team, working as one person--sharing, complementing, and extending each other's abilities and talents.

Advantages and Disadvantages of Partnerships

It is important for key volunteers to recognize why agents and other volunteers may be reluctant to enter into full partnerships. There are usually disadvantages as well as advantages.

Some of the costs and benefits are listed below. (Wright as cited by Rossing.) The advantages need to outweigh the costs for a partnership to be successful.

Benefits

- expanded scope of services and programs
- increased awareness of situations in the community
- better access to a wider range of resources
- less duplication of effort
- increased quality of services
- improved credibility and greater visibility

Costs

- time and effort required to get items on each other's agenda
- time and effort required to reach joint decisions
- additional communication links and information processing
- interpretation within an organization of another's behavior
- negotiation of rules for distribution of power and influence
- loss of autonomy

Successful partnerships can also lead to less visible results. (Rossing, 1989)

- a mutual learning process. Parties learn about each other's personal and organizational initiatives and constraints.
- empowerment replacing isolation. Isolation is reduced while empowerment increases.
- new roles and new relationships that bring about personal and organizational development.
- exploring new perspectives of partners which infuse the rest of their programming with new understandings.

However, some partnerships lead to frustration, communication breakdowns and conflict among partners. Even relatively successful partnerships experience difficulties. Initial excitement about potential benefits gives way to competing versions of reality, conflict, and diminished commitments to the relationship. (Rossing, 1989)

Although agents and volunteers often share a common interest, they may perceive the need and activity differently. Differences in perspectives frequently engender mistrust, especially where parties perceive that interests and actions of other parties may be at odds with their own. As a result, individuals and organizations are often reluctant to enter into partnerships, preferring instead to handle their own affairs. (Rossing, 1989)

The key to achieving beneficial partnerships is understanding their dynamics and then creatively sustaining joint ventures long enough to achieve their positive potentials.

Negotiating Partnerships

A volunteer attempting to strengthen a partnership or help Extension form a new partnership needs to understand the difference between three reasons for forming a partnership. Someone must perceive a need for change; someone must feel a need for bringing in activities or resources outside normal patterns.

That need for change can be interpreted as "obliged to," "ought to," or "want to." (Jones and Maloy, 1988 as cited by Rossing).

- "Obliged to" occurs when a party feels obliged to cooperate because of some legal, organizational, or policy requirement that dictates. Congress or a state legislature can mandate that two or more Departments must work together as Congress mandated that USDA (of which Extension is a part) and DHSS decide on a common message about human nutrition.
- "Ought to" prevails where a party sees the logic and supposed benefit of a partnership without necessarily feeling enthused or seeing any immediate personal or professional gain. "Ought to" often is stimulated by the urging or examples of others.

"Want to" occurs when a potential partner sees real benefit from the partnership and is very interested to enter into it.

"Want to" provides the most promising context. Such partners can often overcome potentially disruptive conflicts. Less cooperation is likely from the "obliged to" and "ought to" situations. Often the "want to" partnerships evolve as much from compatible personalities or sense of intense need than from rational deliberation.

Conditions that Promote and Hinder Effective Partnerships

Partnerships may be fluid in nature, changing and evolving sometimes in unpredictable ways. The key volunteer needs to understand factors which may promote or hinder effective partnerships. The information which follows from specialists who study relationships may seem remote until you think about it in terms of a disagreement between an Extension Home Economist and the Extension Homemaker Council Executive Board, the 4-H Agent and the 4-H Leaders Council Board of Directors, or the Agricultural Agent and an Agricultural commodity's Board of Directors.

Many promising inter-organizational relationships, like marriages, do not last. Successful partnerships are characterized by interdependence, structural compatibility, and preservation of some degree of autonomy. (Deschler and Wright, undated as cited by Rossing).

Certainly fruitful relations are more likely when the well being of parties coincides. Interdependence may result from similar services, similar clients, similar professions, or similar funding sources. Of course, interdependence only fosters cooperation when it is recognized.

Structural compatibility refers to the day-to-day patterns and mechanisms for communicating, making decisions, and carrying on work of the various parties. The more these structures differ, the greater are the obstacles to cooperation.

Finally, it is important to ensure that all parties retain their autonomy and be allowed to experience a fair exchange of benefits and costs.

Other factors affecting the degree of teamwork among the partners are listed below. (Gibson, Moore and Lueder's, 1980)

Barriers to Teamwork

| <u>Barriers</u> | <u>Examples</u> |
|--|---|
| 1. Threat to autonomy | Members feel that coordination will reduce freedom to make decisions and run their programs. |
| 2. Professional staff fears | Professionals fear loss of freedom. They may be committed to different ways of working with clients. |
| 3. Client representatives | Fear that these persons will try to dominate the organizations that serve the clients. |
| 4. Disagreement among resource providers | Persons or groups providing resources disagree about client needs and services to be provided. |
| 5. Multiple local governments and many private and public organizations are involved | Coordination is complicated if too many organizations are involved. |
| 6. Lack of "domain" consensus | Disagreements among the organizations regarding the right of one or more organizations to be involved. Disagreements about which organizations should: 1) function in which geographical areas, 2) provide which services, 3) to which clients. |
| 7. Different expectations from federal, state, and local levels | Different expectations exist with regard to which clients should be served and which services should local levels be provided. |
| 8. Coordination is a low priority | Participating organizations don't really think that coordination is needed. |
| 9. Costs and benefits are uncertain | Staff in organizations think the costs of coordinating will be too high or that program costs will be too high. |
| 10. Resources not available | An organization would like to participate but doesn't have resources to use in the coordinated effort. |

Facilitators to Teamwork

- | | |
|---|---|
| 1. Domain consensus | Organizations agree that each is legitimate with regard to: 1) the geographical area to be served, 2) the services to be provided, and 3) the clients selected. |
| 2. Organizations have comparable objectives and functions | Organizations share an interest in the same problems and work with clients in the same way. |

- | | |
|---|--|
| 3. Availability of funds tied to coordination | Organizations can get the needed resources only if they coordinate with others. |
| 4. Number of organizations kept to moderate level | Easier to promote coordination if the number of organizations and communities included is kept to a minimum. |
| 5. Awareness of interdependence | Organizations know they have interests in the same clients, are already coordinated in some ways, or can see that they need each other. |
| 6. Organizational activities are "standardized" | Organizations that have developed a routine way of serving clients find it is easier to coordinate. It is easier for these organizations to reach an agreement about the jobs for each organization in the coordinated effort. |
| 7. Perceived crises | A threat to the clients served, to the community, or a common threat to the organizations encourages coordination. |
| 8. Informal ties between members and trustees | Trustees and members who belong to more than one of the organizations can encourage coordination and promote trust. |
| 9. Presence of common clients | Clients or advocates for clients who are already served by several of the organizations can encourage coordination. |
| 10. Service failures and unmet needs that cross common boundaries | If common clients have unmet needs that involve several organizations, organizations may see that coordination is needed. If several communities see that a common problem faces them, coordination is more likely. |

Maximizing Partnership Opportunities

The following general guidelines (adapted by Rossing from Jones and Maloy, 1988) can help you achieve the maximum from your partnership opportunities.

1. **Focus on arrangements where small numbers of interested individuals can creatively explore their partnership interests.** When larger numbers of people are pushed to participate they are less likely to "buy in."
2. **Recognize the importance of initial joint activities as a time of heightened tensions, of testing expectations, and of intense learning.** Try to encourage openness about strengths and limitations before premature closure on an unworkable plan or premature dissolution based on unstated hesitations.
3. **Try to understand and help others understand the complex array of different perspectives and assumptions that various parties bring to the venture.** The communication of these viewpoints affects whether conflict or cooperation will ensue.
4. **Early in the process, provide opportunities for parties to openly identify their personal goals, commitments and potential contributions as well as boundaries and off-limits areas.** Clear statements provide a basis for reconciling differences. A lack of statements engenders mistrust and likely leads to conflict later as differences surface.
5. **Leave some aspects of the collaborative effort undefined.** For example, while responsibilities for specific activities may be assigned, the means and ends may be left unplanned. Such vagueness allows creative possibilities to emerge and provides needed protection for the autonomy of participants.
6. **Seek a balance in recognizing successes and limitations.** While announcing successes produces positive partner and public relations, improvements are spurred by recognition of unmet challenges and changing needs.

7. **Explore new patterns for organizing and carrying out activities.** Some problems are ill-served by existing delivery patterns e.g. workshops or bulletins. The variety of perspectives involved in partnerships creates opportunities for identifying and experimenting with new approaches.
8. **Beware of accentuating an "us versus them" attitude among those active in the partnership and those outside of it.** Different views about the purposes and outcomes of collaboration naturally develop among insiders and outsiders. When possible, try to alleviate misunderstandings rather than deepening them.
9. **As partnerships develop be ready and willing to evolve new structures and leadership.** While the relationship may start with resources for doing more of the same or with similar methods but diverse ends, in time they should foster some sharing of goals and new methods. New understandings and dynamics should unlock new possibilities and foster new approaches.
10. **In general, partners should adopt flexible styles and procedures, through loosely coupled structures.** They should encourage voluntary participation and personalized networks. Reframing of issues, valuing of deviant ideas and actions, listening to suggestions and criticisms, and supporting experimentation all contribute to unleashing the potential of partnerships.

LEADERSHIP AS A SHARED RATHER THAN INDIVIDUAL CONCEPT

For any program to be successful, there must be sound and solid leadership. Volunteer activities are better when the volunteers understand the leadership structure and are comfortable with it. Partnerships, however, may involve a different form of leadership. For example, a simplified concept of leadership/followership resembling that of one shepherd (leader) moving a flock of sheep (followers) may be inappropriate. Think instead of a situation where five energetic shepherds, all with different goals as to the next pasture, converge to move a flock of sheep. Who leads? What will happen to the flock?

Some relationships, in particular those between advisory group members and Extension Agents, involve people who are very used to being leaders, people of equal or higher status than the agent. Both Extension staff and volunteers need to be adept in ensuring that the leadership functions well. Sometimes Extension agents will take the lead. At other times, they will be the anchor person, covering ground which other leaders fail to cover.

Four Forms of Leadership

Four forms of leadership need to be understood and examined carefully in relation to partnership relationships and the leadership provided by the team of individuals who are the primary partners in the program. Those four forms of leadership are:

- autocratic;
- transactional;
- collaborative;
- transformational.

Autocratic Leadership. One person or a small central group of people hold the power, maintain control, direct other people, and meet their own particular needs with little regard for the needs of others.

Extension considers that work on a particular problem is its program, and it recruits voluntary assistance from others but keeps the control of the total program in Extension hands. The Extension representative directs the program.

Transactional Leadership. Each partner maintains power. Leadership (control and direction) alternates between partners. The power distribution varies, and exchanges allow each to exercise power and meet one's own needs.

Extension and other agencies or organizations enter into a joint-endeavor; but through that endeavor, each group is able to reach its own goals as well as any mutual goals. Different people (agencies) may take the lead on different parts of the activity to get specific things done which meet the need of the particular agency or individual. The Extension representative has responsibility for directing specific parts of the program but not overall control of the whole program.

Those involved in transactional leadership situations need to thoroughly understand and be skilled in the art of negotiation.

Collaborative Leadership (teamwork). Power is shared equally or shifts fluidly according to group needs. Each partner participates with equal opportunity and according to the requirements of the shared vision.

Extension and other partners are able to come to an agreement on a common goal and ways of reaching that goal. This goal and these activities either satisfy individual partners' needs, or all partners are willing to accept the joint goal and activities as more important than the needs (programs, goals) of individual partners. Control of the whole project rests jointly in the primary partners as a leadership team and is kept in the hands of that team. Extension's representative shares in that leadership and plays needed roles, as appropriate, to keep the team moving.

Gibson, Moore, and Lueder list the following attributes of ideal teamwork relationships among others:

- Participants function well in a variety of roles (initiating, informing, summarizing, mediating, encouraging) and know when appropriate roles are needed.
- Participants communicate openly and nondefensively; they listen attentively.
- Participants allow and encourage equal participation and sharing of ideas, including expression of dissenting views.
- Participants confront conflicts and problems; they use disagreement and conflict productively.
- Leadership is provided by different individuals in the group in coordinating each task or effort (not authors' original words).

Transformational Leadership. Power equalizes through a recognition of complementary contributions to a shared goal or vision. Power is used as a unifying pursuit embracing the transformed goals of those involved. All work together to see that individual needs are met, and each partner is helped to be the best that he or she can be.

One partner (or the leadership team) starts with control but helps others to increase their ability to lead and to take a share in the control of the program. For example, an Extension agent may start a Master Volunteer program, making all of the decisions and doing all of the directing of the volunteers but may help some of the Master Volunteers to grow in experience and understanding until a coordinating team shares in the planning and directing of the activity.

A partnership can be collaborative without being transformational. That is, a team can work well together without deliberately helping all members take more power and improve their individual abilities. Transformational leadership is somewhat different than the other three, in that form of leadership there is concern for empowering others in addition to dealing with whatever task or activity is shared within the group.

The leadership form used by an individual or a group can start as any of the other three and move toward a transformational form if those involved take time to be concerned about all participants and help each to gain in leadership ability. You can attempt to ensure a transformational form of leadership in most instances. However, to do so, you have to be equally concerned for each individual involved and not solely preoccupied with the success of the program.

The four forms of leadership (autocratic, transactional, collaborative, and transformational) should be considered in relation to how the primary partners work with each other. They also should be considered in how the leadership core (primary partners) interact with others involved in the program.

Autocratic leadership can be effective if it is beneficent but not patronizing. Depending upon the stature of the volunteer, transactional leadership may be important. The volunteer may want something in return. When it is possible to build a shared vision of the importance of the program and the nature of the program, collaborative leadership between the key partners and others working in the program may develop. And/or the leader team may be using the program or project to help others build their leadership ability and deliberately may transfer control to others through transformational leadership.

Some volunteers are more comfortable when they have a share in the decisions and management. Others prefer to be directed by someone else. The kind of relationship (shared power and collective or transformational leadership or traditional leader/follower relationship) will vary according to the tasks and personalities involved.

However, in general, transformational and collaborative leadership styles give greater satisfaction in the long run than do the autocratic or transactional styles. In addition to getting a job done, the leaders are attempting to help each person involved to develop his or her own talents and abilities and to feel an ownership share in the program.

A very important term in society today is "empowerment," or the helping of people to take more responsibility and have more power over the situations which affect them. An Extension philosophy which believes that responsibility is shared and that volunteer opportunities are valuable as learning experiences for the volunteers uses those forms of leadership which are most likely to empower others.

Often the key actors (Extension among others) need to help some volunteers (task force leaders, committee chairs, work crew coordinators) understand various forms of leadership and how to effectively work with the others. Some situations permit semi-formal training sessions; in other instances the help is provided through reflective discussions and sharing of actual experiences or through fact sheets, newsletters, or other mediated material that the volunteer leader can explore on his or her own.

There is a great deal to be learned about leadership both from experience and research. We will not elaborate on the topic further, but simply point out that for a partnership to be effective the partners also need to be skilled as leaders.

Roles Needed within a Leadership Team

Certain roles must be played effectively for a large program to be carried out efficiently with major impact and enjoyment on the part of those involved. Similar roles need to be carried out by participants in advisory groups or other task or work groups. In a sole leader situation, the one person has to handle all of the roles. When there is a leadership team, all of the roles must be covered; but they can be played by different individuals--the individual best suited to a particular role.

Some of the roles which must be covered include:

- **vision and inspiration.** Someone within the leadership team has to be able to show charisma so that all those who must work hard see the value of that work. Someone has to translate the nebulous goal and value of the effort into something tangible enough for the most practical person to accept.
- **analysis and creativity.** Someone has to be able to analyze needs and creatively identify and evaluate alternatives for meeting those needs.
- **management.** Someone needs to be sure that all of the activities mesh and are carried out with the least possible waste of resources.

- **human relations.** Someone has to be able to prevent quarrels from flaring and to smooth down rough situations. Someone has to understand and be concerned about the stature of each person involved.
- **direction.** Someone needs to be able to guide others in getting specific tasks done.
- **esprit de corps and enjoyment.** Someone has to add humor, comfort, and pleasure to the working environment.

Considerable attention has been given recently to the term "bonding," the deliberate procedures by which strangers or people who know each other but hold diverse views are helped to create positive linkages and interpersonal relationships. Some bonding activities are as simple as "get acquainted games." Other procedures, those which help people grow in trust, are more complex.

- **conflict management.** Someone has to be alert for how differing views emerge and are handled. Should conflict develop, someone has to help the group deal with the conflict constructively and appropriately.

This particular role is very important when issues are involved. To adequately deal with an issue, it is important to understand various points of view. Some of these points of view conflict. If diverse views are represented within the partnership, there is certain to be disagreement and conflict; but that conflict needs to be handled constructively so that the program can be of the greatest benefit to the most people.

It is very difficult for any one person to cover all of the bases successfully. You are aware of people who have been rated very high for their vision but are very poor managers or who are excellent managers but can't see beyond the immediate. One of the real advantages of a partnership with a leadership team is that there is more likely to be sufficient talents to cover the major roles (or the partnership can be expanded to get the right mix).

Extension Agents' Roles in Partnerships

The Extension agent isn't automatically the leader in volunteer/Extension partnerships. Nor is a volunteer automatically the leader. Each partnership may share leadership tasks differently, according to the skills and interests of the people who make up the team. Someone has to be conscious of the various bases and help to be sure that they are all covered. In some instances, someone else in the team will be willing and able to handle this guiding role. In others, the agent will need to pick it up and either deal with it directly or unobtrusively help the team shape up responsibilities which fit the personalities involved.

Extension agents, like other leaders, differ greatly in their strong suits. One agent may be best at reinforcing the vision and inspiration. Another may be best at helping develop management procedures for the program. Another may be best at providing the *esprit de corps* that keeps people working together. In some partnerships the agent will be able to play your long suit. In others, the agent will notice someone else proficient in that area and will need to let the other person go forward while you find another role.

Perhaps the most uniform role that Extension agents are expected to play is that of providing information and/or seeing that the most appropriate and accurate information is used. However, in a few situations, some other agency or organization personnel will have access to more complete information than you can secure from the University (for example, statistics specific to a community or county). Another fairly uniform role is that of guiding the group through program development functions--1) analyzing the problem, and identifying the kind of education and action which are needed, 2) setting goals, 3) planning an appropriate sequence of activities 4) organizing how those activities will be carried out, and 5) continually monitoring and evaluating the progress made by those activities.

A good team member needs to understand his or her own strengths, be able to identify strengths in others, be able to identify the kinds of strengths needed in the partnership, and ensures the roles are covered. Successful teams and team members aren't fashioned in heaven and/or by chance. They come about through thought and skillful work.

In Summary

The Extension Volunteer study found that the most successful and impactful programs were those where there were sound partnerships between Extension agents and talented volunteers. Extension agents and key volunteers should be mutually responsible for the success of volunteer programs.

This chapter has pointed out the importance of key volunteers' taking responsibility for seeing that such partnerships evolve. It has also identified some general areas related to program ownership, the nature of partnership, and kind of leadership needed which may help volunteers and Extension agents improve volunteer opportunities in their counties. The chapter contained "book learning" about these subjects rather than the feelings and beliefs of volunteers involved in partnerships. The two sources of knowledge need to be blended.

The study staff felt that the instances where Extension/volunteer partnerships developed programs which helped others in their community learn about leadership and teamwork were especially impressive.

Chapter 3

OVERVIEW -- WHO VOLUNTEERS

This chapter provides an overview of the nature of volunteerism:

1. Volunteering among Americans.
2. Volunteering with Extension.
3. Who volunteers help.
4. Where volunteers work.
5. How people become volunteers.
6. Who volunteers.
7. Expanding volunteer participation.

Before exploring further, let's think about who we are talking about when we use the term volunteer. What does the term mean? How extensive is volunteering across the United States? How extensive is volunteering with Extension?

DEFINITIONS

For the purposes of the Extension study, a volunteer was defined as any person who assists Extension or others through time, effort, funds, or materials; is not paid by Extension; is of any age--adult, youth, child; and assists either for short (2 hours or less) or long periods of time.

In the broader community a volunteer is thought of as being someone who freely helps someone else without being paid. Ivan Scheier (1980) suggests four characteristics of volunteer activity:

1. The activity is relatively uncoerced (voluntary).
2. The activity is intended to help.
3. The activity is done without primary or immediate thought of financial gain.
4. The activity is work, not play.

Structured and Unstructured Volunteering

American volunteer activity can be divided into two main clusters--1) that which is done on one's own without connection to any kind of agency or organization, such as helping neighbors and friends and 2) that which occurs in relation to an agency or organization. The 1985 Gallup Study conducted for Independent study found that about 19% of the population volunteered informally; alone, such as helping neighbors. Most of volunteer activity is done as part of some kind of structured activity--either through the projects of an organization, or in assisting a specific agency.

The national study of volunteering with Extension found that 81% of the volunteers interviewed said that they shared Extension information with one or two others. Sharing information which will help others occurred regardless of the specific tasks the volunteers carried out.

EXTENT TO WHICH AMERICANS SERVE AS VOLUNTEERS

The Gallup Organization conducted a study for Independent Sector which determined the number of people in the total population who volunteer and secured other information about the nature of their volunteer activity and their own characteristics. Information was collected through 1638 personal, in-home interviews conducted between October 12, and October 21, 1985. They drew a national sample of people 14 years of age or older. The total number of volunteers included in the Gallup sample was 786, or 49% of the total sample.

Focus of Volunteering

The Gallup survey found that about half of all Americans recalled carrying out some kind of volunteer activity in 1985. There was considerable range in the nature of the activity. The most frequent arena for volunteering was in religious organizations, followed by educational agencies, general fund raising and recreation. The percentage of the American public indicating volunteering in various areas was as follows:

- 23% in religious organizations
- 13% educational agencies;
- 11% general fund raising;
- 10% recreation;
- 9% health areas;
- 8% civic, social, and fraternal associations;
- 7% social service, welfare agencies;
- 4% work-related agencies;
- 4% political areas;
- 4% arts and culture;
- 4% community action areas;
- 1% justice areas.

Several comparisons will be made in this chapter between Extension volunteers and American volunteers as reported from the Gallup study. The comparisons will be used in order to better understand Extension volunteers. In addition to comparing Extension volunteers with the overall findings of the Gallup study, information will also be given about volunteers in four of the categories. Examples of programs included in each of those four Gallup categories are as follows:

Education: Elementary and secondary education, colleges and universities, libraries, information centers, auxiliary organizations - i.e., PTA, alumni groups.

Civic, Social, and Fraternal Associations: Boy & Girl Scouts, citizens' unions, veterans' organizations and auxiliaries, animal Humane Society.

Recreation: Little Leagues, membership in clubs, i.e., swimming, skiing, riflery, hunting.

Community Action: Antipoverty boards, environment, consumer advocacy organizations, i.e., Nuclear Freeze, Save the Whales.

Who Volunteers?

Some volunteer regardless of gender, age, education, income, or other characteristics. See the table on the next page. However, frequently those with certain characteristics are somewhat more likely to volunteer than are others.

Gender. Women were somewhat more likely to volunteer than men, but the percentages were fairly close--45% of the men and 51% of the women recalled that they had served as a volunteer.

Age. When age of respondents was examined, the Gallup study found that the lowest age group volunteering were those 75 and over. But even with this age group, at least one in four had served as volunteer in 1985. Those between the ages of 25 and 49 were most likely to volunteer, with those 14-17 second. In these age groups slightly more than half had served as volunteers.

Education. The lowest percentage of an educational group volunteering was 26% of those who had not completed 8th grade, as compared with 65% of those who had completed college. The findings point out two things. One, that there are some highly educated people who were not drawn into volunteer activities in 1985 and may be potential volunteers. Two, that those with less education are also willing to volunteer and should not be overlooked.

Ethnic Background. Whites were only somewhat more likely to say they volunteered than were non whites, 49% and 38%.

Marital Status. Respondents who were married were more likely to volunteer than were those who were single, widowed, divorced or separated, 52% compared with 39%.

Child at Home. Those with children at home were more likely to volunteer than were those who did not have any children at home, 54% as compared with 42%. Other studies have indicated that some parents are more likely to volunteer for programs in which their children are involved.

Income. When the Gallup study looked at the incomes of those among their interviewees who had volunteered, 40% of those with incomes under \$10,000 had volunteered in 1985 as compared with 66% of those with annual household incomes of between \$40,000 and \$49,000. That simply says that although those in an upper middle income bracket may be more likely to volunteer, still one out of five of those with low incomes had also served as a volunteer.

Employment. Those employed part time were more likely to volunteer than were those who were employed full time. Those who were not employed were least likely to volunteer. The range was from 62% of the part time to 49% full time and 44% of those who were not employed.

**Percent of the Total Population with Selected
Characteristics Who Volunteer**
* (Gallup Study 1986, 10-12)

| | <u>Number of Interviews</u> | <u>% Who Volunteer</u> | | <u>Number of Interviews</u> | <u>% Who Volunteer</u> |
|--------------------------------|---------------------------------|----------------------------|--------------------------------|---------------------------------|----------------------------|
| <u>Sex</u> | | | <u>Education</u> | | |
| Male | 826 | 45% | College graduate | 300 | 65 |
| Female | 812 | 51 | Some college | 306 | 61 |
| | | | High school graduate | 593 | 46 |
| <u>Age</u> | | | Some high school | 270 | 38 |
| 14-17 | 96 | 52 | Grade school | 166 | 31 |
| 18-24 | 152 | 43 | Grade 7 or less | 73 | 26 |
| 25-34 | 353 | 53 | | | |
| 35-49 | 409 | 54 | <u>Child under 18 in House</u> | | |
| 50-64 | 336 | 44 | Yes | 799 | 54 |
| 65-74 | 190 | 43 | No | 811 | 42 |
| 75 + | 95 | 26 | | | |
| | | | <u>Region</u> | | |
| <u>Race</u> | | | East | 404 | 43 |
| White | 1471 | 49 | Midwest | 429 | 52 |
| Non-white | 167 | 38 | South | 463 | 44 |
| | | | West | 342 | 54 |
| <u>Marital Status</u> | | | <u>SMSA Region</u> | | |
| Married | 1118 | 52 | Metropolitan | 415 | 38 |
| Single | 222 | 39 | Suburban | 593 | 50 |
| Widowed | | | Non-metropolitan | 630 | 52 |
| Divorced | | | | | |
| Separated | 199 | 39 | <u>Religion</u> | | |
| | | | Protestant | 941 | 52 |
| <u>Employment Status</u> | | | Catholic | 460 | 44 |
| Full-time | 711 | 49 | Jewish | 40 | 48 |
| Part-time | 183 | 62 | | | |
| Not Employed | 705 | 44 | <u>Household Size</u> | | |
| | | | 1 | 149 | 34 |
| <u>Annual Household Income</u> | | | 2 | 517 | 44 |
| Under \$10,000 | 289 | 40 | 3 | 319 | 48 |
| \$10,000-19,999 | 414 | 42 | 4 + | 623 | 55 |
| \$20,000-29,999 | 309 | 44 | | | |
| \$30,000-39,999 | 236 | 64 | | | |
| \$40,000-49,999 | 127 | 66 | | | |
| \$50,000 + | 154 | 56 | | | |

VOLUNTEERING WITH THE COOPERATIVE EXTENSION SERVICE

In 1983, about 2.9 million individuals worked with Extension as volunteers. Put another way, about one person out of every 80 in the United States worked with the Cooperative Extension Service in one or more ways in carrying out a volunteer activity.

Kind of Volunteer Activities

Those who volunteer with Extension often fall into more than one of the Gallup categories. Extension volunteers are both working with a governmental and with an educational agency. When the projects/activities they are working with involve community improvement, they are working in community action areas. Some volunteers work with Extension as a member of a community organization. Some work cooperatively as a member of a religious organization.

Relationship to Extension

The majority were involved in programs initiated by Extension. But the Cooperative Extension Service also serves as a source of information for people who are working independently to help other people. For example, someone helping a neighbor understand how to reduce the amount of sodium in his or her meals might secure a leaflet from Extension for that neighbor. And many volunteers from social organizations and other agencies work cooperatively with Extension on some projects. The first phase of the Extension study found the following amounts of activity.

Extension Programs. About three-fourths worked within ongoing Extension programs: (a) in groups Extension helped to form; (b) in Master Volunteer programs; and (c) in short-term projects.

Agencies and Organizations Not Closely Related to Extension. More than 743,000 of the volunteers were from other agencies and organizations: community organizations, farm groups, youth groups, business and professional groups, health and safety organizations, or other local organizations.

Independent Volunteers. Extension agents were a resource for over 105,000 volunteers who acted on their own without being affiliated with Extension or any other agency or organization.

Extension Volunteer Programs

Some of the volunteers in specific Extension programs worked as a part of an organization. Some were specialized volunteers such as a Master Gardener or a 4-H Leader. Others just lent a hand. Overall, about a million and a half volunteers were enrolled in specific Extension volunteer programs. Another million helped with special projects and activities.

Extension Organizations. Over the years, several community or county organizations have developed throughout the country which have close ties to the Cooperative Extension Service, including Extension Homemakers Clubs, 4-H Clubs, agricultural commodity and breed groups, and some community and resource development committees. The table below shows the frequency with which these programs are found in counties throughout the United States and the number of volunteers serving as officers or leaders of those groups. The largest number in any one program was the more than 524,000 adults and youth serving as volunteer leaders with local 4-H clubs.

Number of Volunteers From Organizations Which Work Closely with Cooperative Extension

| | <u>% of Counties Indicating</u> | <u>Approximate # of Volunteers</u> |
|-------------------------------------|-------------------------------------|--|
| Local 4-H Clubs and Interest Groups | 96% | 524,000 |
| Extension Homemaker Clubs | 80 | 269,000 |
| Ag Commodity and Breed Groups | 88 | 70,000 |
| Resource Extension Groups | 67 | 52,000 |

Master Volunteer Programs. Within the last few years Extension has developed Master Volunteer programs not associated with organizations. Volunteers exchange a specified number of hours of community service -- often teaching others -- for a specified number of hours of training from the Extension agent. The first such program was the Master Gardener program. By 1983, one-fourth of the counties reported Master Gardeners with a national total of about 15,000 volunteers. Similarly, about a fifth of the counties said they have Master Home Economics Volunteer Programs with about 9,700 volunteers. In addition, about 15% of the counties reported a Master Volunteer program in community or resource development with about 18,000 such volunteers nationwide.

Specific Projects. The third kind of Extension volunteer program is specially designed for a specific project. For example, agents reported helping volunteers assess the need for an after school day care facility, organize a speakers bureau or provide consumer information at local grocery stores. These programs vary across counties; but in most counties, Extension agents assist volunteers in organizing short term projects.

Volunteers Who Lend a Hand. In addition to the volunteers who hold specific roles in structured Extension programs, thousands of others assist for shorter periods and help in a variety of ways. Some are guest speakers on Extension programs. Some help with activities and events by providing transportation, stuffing envelopes, directing traffic, lettering signs, or supervising activities. Others help those who are in specific roles. Such helpers are seldom counted in Extension reports, but their work is very important.

Number of Extension Volunteers Compared to the Number of Staff

In 1983 there were approximately 2,984,000 volunteers with Extension working with about 11,200 Extension agents. Or in other words, Extension in 1983 was functioning with about 266 volunteers for each Extension agent.

The number of Extension volunteers per county ranged from 39 to 18,000, with a median of 615 per county. The number of Extension agents per county ranged from 1 to 25 with a medium of 3 agents per county or about 11,000 agents.

Number of Volunteers In An Average County

With the exception of 4-H Leaders and Extension Homemaker volunteers, the average number of volunteers in various programs was fairly small. The numbers in the table which follows are the numbers of volunteers reported by median county when all counties reporting the particular kind of volunteer activity were arrayed.

Median Number of Volunteers In Extension Initiated Programs

| | |
|---|-----|
| Organizations | |
| 4-H clubs/interest groups | 104 |
| Extension Homemakers | 65 |
| County 4-H leader groups | 36 |
| Ag commodity/breed groups | 18 |
| Ex. initiated resource groups | 10 |
| 4-H middle/key volunteers | 14 |
| EFNEP youth groups | 18 |
| Special Volunteer Programs (Individuals) | |
| Resource master volunteers | 10 |
| Master gardeners | 10 |
| Home Economics master volunteers | 7 |
| Integrated pest management volunteers | 4 |
| Special Projects and Activities | |
| Key Agricultural cooperators | 8 |
| Home Economics EFNEP | 18 |
| Other Extension youth groups | 10 |

The average number of volunteers that Extension agents worked with who were with other agencies or organizations ranged from 9 to 37.

Number of Volunteers From Other Agencies And Organizations

| <u>Agency/Organization</u> | <u>Median</u> |
|----------------------------------|---------------|
| Community groups | 37 |
| Youth organizations | 25 |
| Business and professional groups | 25 |
| Farm organizations | 20 |
| Government agencies | 22 |
| Health and safety groups | 9 |

The average numbers are somewhat dependent on population. When the figures for the 75 counties in the study that had populations under 10,000 and the 54 counties with populations of more than 100,000 were compared there were marked differences.

Medians for Low and High Population Counties In the Sample

| County Characteristics | Medians for Counties With Populations of: | |
|--|---|-----------------|
| | <u>-10,000</u> | <u>100,000+</u> |
| Population | 6,255 | 250,938 |
| % urban | 0% | 81% |
| People per square mile | 6.6 | 372.8 |
| Number of farms | 315 | 547 |
| Number of Extension agents | 2 | 5 |
| Median number of different individuals | | |
| total volunteers | 333 | 1,248 |
| Extension volunteers | 187 | 811 |
| People reached by volunteers | 1,111 | 8,850 |

What Extension Volunteers Do

Community volunteers and Cooperative Extension staff work together in many ways. Often individual volunteers serve in more than one way. Some of those ways include:

Teaching and Information Sharing. Cooperative Extension agents serve as resources to local volunteers who, in turn, share information with other people. Overall in 1983, more than 2,894,000 volunteers used agriculture, home economics, community or youth development information from the United States Department of Agriculture or a Land-Grant University to help more than 48 million people.

Community Projects. In 1983, more than 558,000 volunteers gave local leadership to and secured Cooperative Extension help for more than 189,000 community projects. Another 529,000 helped organize and conduct fairs, camps, and community events. Such community projects expanded community resources and fostered a sense of community.

Local Organizations. More than 414,000 officers of local organizations used Cooperative Extension information to enhance their leadership in local organizations. More than 1,043,000 volunteers improved Extension programs by advising on needs and best approaches. Over 1,924,000 helped with other tasks.

The 2.9 million individuals were involved in more than 7.3 million volunteer efforts.

Tasks of Extension Volunteers as Compared with General Tasks of Volunteers

Extension volunteers are most often involved either in activities which directly teach or share information with others or in carrying out tasks which support such activities.

Extension volunteers were much more likely both to teach and to serve as committee members and organizational officers than were the volunteers in the Gallup survey. However, the main mission of Extension is education, which is not true of many of the agencies in the Gallup study.

Percent of Extension Volunteers According to Kind of Activity

| | |
|--|-----|
| Shared information with 1-2 others | 81% |
| Coordinated/organized events | 62 |
| Provided funds/facilities/supplies | 62 |
| Served on a committee | 61 |
| Group teaching | 60 |
| Planning group | 56 |
| Officer/leader | 56 |
| Major project/effort | 52 |
| Promoted/recruited | 47 |
| Radio, television, telephone | 45 |
| Supervised/guided other volunteers | 42 |
| Advisory group | 38 |
| Trained others to teach | 24 |
| Other tasks such as helping with a survey or providing office assistance | 18 |

Eighteen percent of the Gallup study volunteers taught a church-related class or served as a teacher or tutor as compared with 60% of the Extension volunteers who did group teaching and 81% who shared information with one or two others.

Ten percent of the Gallup study volunteers had served on a committee as compared with 61% of the Extension volunteers.

Less than ten percent in the Gallup study indicated volunteering to take telephone calls as compared with 45% of the Extension volunteers whose volunteer work included telephone calls, exhibits, radio, or TV work.

Five percent of the volunteers in the Gallup study indicated serving as an officer as compared with 56% of the Extension volunteers.

The kinds of activities asked about in the Gallup survey differed markedly from those included in the Extension survey. In addition, the Gallup survey asked about what had been done during the past month, while Extension asked about the previous year. The activities of volunteers in the Gallup study are given below.

Percent of Volunteers in the Gallup Study According to Kind of Activity

| Type of Work | Total | Percent of volunteers indicating | | |
|--|-------|----------------------------------|--------------|------------|
| | | Education | Civic/Social | Recreation |
| Assisting elderly/handicapped/social service | 19% | 0% | 1% | 0% |
| Fund raising for local organization | 15 | 16 | 12 | 9 |
| Babysitting | 15 | 0 | 3 | 0 |
| Aide/Assistant to paid employee | 12 | 30 | 2 | 3 |
| Sunday school/Bible teacher | 10 | 2 | 0 | 0 |
| Committee member | 10 | 11 | 12 | 8 |
| Answer telephone/make calls | 8 | 4 | 1 | 11 |
| Teacher/tutor | 8 | 19 | 3 | 1 |
| Choir member/director | 6 | 4 | 0 | 0 |
| Aide to clergy | 6 | 1 | 0 | 0 |
| Recreational activity leader | 5 | 2 | 4 | 26 |
| Organization officer | 5 | 3 | 5 | 2 |
| Driver | 4 | 3 | 2 | 4 |
| Cleaning/janitorial work | 4 | 5 | 1 | 1 |
| Church usher | 4 | 0 | 0 | 0 |
| Fund raising for national organization | 4 | 2 | 6 | 3 |
| Office personnel | 4 | 3 | 4 | 1 |

Amount of Time

Volunteers spent more than 71 million days on activities relating to Extension in 1983. Volunteers invested about 51 days for every day invested by an Extension agent.

The Extension study asked volunteers the number of hours they spent in one peak month on one Extension volunteer activity. The Gallup study asked the number of hours they had spent volunteering in the past month. Over half (55%) of the Extension volunteers spent 19 or less hours during the period. Over half (53%) of the Gallup sample volunteers spent 12 or less hours during the month before the interview.

Time Spent Volunteering

| <u>Extension</u> (% by hours spent in 1 peak month on 1 Extension activity) | | <u>Gallup Study</u> (% by hours spent in past month) | |
|---|-----|---|-----|
| Less than 5 | 15% | 1 - 12 | 53% |
| 5 - 9 | 17 | 13 - 36 | 33 |
| 10 - 19 | 23 | 37 - 99 | 10 |
| 20 - 30 | 21 | 100 + | 2 |
| 40 + | 21 | Don't know | 2 |

The average time contributed per week by the volunteers in the Gallup study was 3.5 hours. The average Extension volunteer indicated contributing between 60 and 70 hours during the past year which would average out to 1.3 hours a week. However, the average Extension volunteer indicated being involved with a volunteer activity with Extension 6-15 times a year rather than on a weekly basis, so the average hours per week when working on an activity would be greater than 1.3 hours.

Spending More or Less Time Now Than Formerly

The Gallup survey indicated that the pool of people who volunteer changes over time. When volunteers were asked whether they spent more, fewer, or the same hours today on volunteer work as compared to three years ago, 40% indicated that they spent more, 25% reported that they spent fewer hours, and 32% indicated that they spent the same number of hours volunteering today as compared to three years ago. (This question was not asked in the Extension survey).

Giving More than Time

Many volunteers contribute both time and money. The Gallup survey found that those who volunteer their time are more likely than non-volunteers to contribute to charitable organizations as well.

"While those who work as volunteers are more likely than non-volunteers to contribute to various charitable organizations, they do not necessarily contribute money or property to the areas of volunteer activity in which they participate. Slightly less than four in ten who work in the area of health or social services report contributing to an organization in either of these areas. About half working in an educational setting, for a civic, social, or fraternal association, or in the recreation area report making a contribution to one of these areas. Those who work for a political organization or within the area of arts and culture are a little more likely to report contributing money or property to an organization within these groupings, i.e., 60% of those who work for a political organization and 55% of those who work in the area of arts and culture also contribute to the areas in which they work. Finally, among those who work for a religious organization, nine in ten also report contributing money or property to a religious group." (Gallup 1986, 44)

The Extension survey of volunteers found that 62% said they had provided funds, facilities, or supplies for an Extension activity during the previous year.

Extent of Volunteering with More Than One Program

For the most part, the volunteers who responded to the Gallup survey worked with only one agency/organization (71%). However, 86% of Extension volunteers indicated they volunteered with other programs in addition to Extension.

WHO VOLUNTEERS HELP

Many different people have been helped by volunteers who work with Extension. There was evidence of learning and other benefits by youth and adults, men and women, ethnic groups, farm and non-farm families, disadvantaged and advantaged.

Age. Age groups from 8 to over 80 were represented.

Gender. More than two-thirds of the Clientele were women.

Ethnic Backgrounds. About 4% of the Clientele were from a minority ethnic background.

Residence. Less than half of the respondents lived on farms: 14% were from cities of 10,000 or more. The others were from smaller cities or lived in the country, but not on a farm.

Occupation. There was an extensive range in occupations. One-fourth of the Clientele were homemakers and almost one-fifth were farmers.

Education. About one in 20 had not completed high school. More than one in four had a college degree.

WHERE VOLUNTEERS WORK

Most of Extension's major volunteer programs occur in all counties regardless of the characteristics of the county. Master Volunteer programs are the exception. They are newer programs first developed in urban areas which are spreading more slowly to rural counties.

Some of the community leaders who were interviewed only mentioned *agriculture* when they described their community. Some mentioned both *agriculture and other industry*. Some described *urban counties or rural counties that had very little farming*. Some described *communities in transition*. There were great contrasts in the descriptions:

"Mountain area. Low income. Shirt factory. Good schools."

"The community is not large, mostly for retired people. Flat land, a few hills; mostly rangeland."

"It's a bedroom community. Many young families in the community. It is a transient area. Very high cost of living."

"Very rural and very poor."

"One of the most affluent, industrial corporate headquarters of conglomerates."

Extension volunteer programs adapt to their environments. They are effective in urban as well as rural areas, in affluent and in poor communities. Extension structure and programs are shaped in part by association with community volunteers, reflecting their values and the social, economic, and natural resource context of the community. The volunteer formats observed in the 12 counties visited in Phase III of the Extension study were versatile, often unique, and the structural arrangements varied.

HOW PEOPLE BECOME VOLUNTEERS

The questions in the Gallup and Extension surveys differed, but it was apparent that although some of those who volunteer seek out a volunteer role, the majority take part either because they are asked or because they see a family member or friend benefiting from their participation.

| | <u>Extension</u> (one response) | <u>Gallup Study</u> (multiple responses) |
|--|------------------------------------|---|
| Sought out on own | 30% | 22% |
| Asked by Extension agent | 30 | - |
| Asked by relative or friend | 30 | - |
| Asked by someone | - | 39 |
| Asked by an organization | 10 | - |
| Through participation in an organization | - | 31 |
| Family member/friend benefiting | - | 29 |
| Saw an advertisement | - | 4 |
| Other, don't know | - | 12 |

The Gallup study data indicate that those over 65 were least likely to have been asked by someone. The percentage of volunteers who take part to benefit a family member or friend decreases with age.

Why Volunteers Became Involved and Continued

The majority of volunteers in both surveys are involved because they know they are helping others.

Over half of the volunteers in the Gallup study began and continued as volunteers because they wanted to do something for others.

Over 81% of the Extension volunteers indicated that they gained satisfaction from helping others from their volunteer work.

Only 10% of the Gallup study volunteers indicated that they decided to volunteer because they wanted to learn and gain experience. On the other hand, 62% of the Extension volunteers indicated gaining useful knowledge and increasing their leadership ability; 69% said they increased skills of working with people; and 63% said they were able to use their talents in challenging ways.

Other reasons for becoming a volunteer given in the Gallup survey were: 36% indicated a preexisting interest in the activity or work; 32% indicated finding enjoyment in what they do; nearly 3 in 10 (28%) report that they volunteered in a particular activity because of religious concerns; slightly more than 1 in 4 reported that they knew someone who was involved or would benefit from their time; and 10% reported that they volunteered because they had a lot of free time.

When asked why the respondent continued to volunteer in these activities, the largest proportion stated again that they wanted to do something useful to help others (55%). Other responses included: "I enjoy doing the work" (38%); "I had an interest in the activity or work" (37%); "religious concerns" (26%); and "I had someone who was involved or would benefit from it" (24%).

Turning Down Volunteer Opportunities

The Gallup survey indicated that out of the total population, "one person in five" has been asked to do some kind of volunteer work which they have not done. Among this group, the most frequently mentioned reason for not doing the volunteer work is lack of time or too busy, mentioned by 67%. Other reasons for not doing the volunteer activity include health problems (11%), lack of interest (12%), and working schedule (8%).

These findings are consistent with those reported in the 1981 survey.

"Six percent of the respondents gave reasons which fell into the other category. These responses include the following: 'The location had changed and was no longer convenient,' 'I am not emotionally able to do it anymore,' 'I didn't feel as though I was being appreciated,' 'It was too difficult to get anyone to contribute or help,' 'I didn't feel qualified,' 'I had no means of transportation,' and 'I had no child care'" (Gallup 1986, 45).

Extension volunteers were asked whether they had encountered problems as a volunteer with Extension. Three out of five respondents (58%) felt they had not encountered any problems while they worked as an Extension volunteer. Too much time required and frustration/anxiety were most frequently mentioned by those who recognized problems. Other problems included: high cost, stress in family, personality clashes, conflicts with family activities, fatigue/burnout, and feeling used.

WHO VOLUNTEERS

The pages which follow will show that people with some characteristics are more likely to volunteer than others, however for both Extension and volunteering in other agencies/organizations, it is important to remember:

1. People volunteer regardless of their demographic characteristic if they feel that the work is important and enjoyable. Even among the groups who were least likely to volunteer, over a fourth are currently volunteering. For example, among those over 75, over a fourth had served as a volunteer in 1985.
2. No demographic group is completely absorbed in volunteering. Some in each group have not found the right volunteer activity or become interested in volunteering. For example, although college graduates were most likely to serve as volunteers, 40% were not serving in 1985. Although those ages 35-49 were most likely to serve, almost half had not volunteered in 1985.
3. Extension programs seem to appeal to people with varied characteristics. Extension appears to be drawing more volunteers with beyond high school education and fewer without college educations than other volunteer programs.
4. There is still both a need and a potential for increasing the number and percent of volunteers from among men, ethnic minorities, and people with less education and income. Demographic characteristics should not be used as an excuse for not volunteering.

Gender

Extension volunteers were more likely to be female than those in the Gallup study. However, the gender ratio differed greatly according to type of activity. For example, Extension attracted about the same percentage of males as did formal education systems but a smaller percentage than some other community programs.

Volunteering According to Gender

| | <u>Extension</u> | <u>Total</u> | <u>Gallup Study*</u> | | | |
|--------|------------------|--------------|----------------------|-----------------------------------|-----------------------------|-------------------|
| | | | <u>Education</u> | <u>Civic/Social Fraternal</u> | <u>Community Action</u> | <u>Recreation</u> |
| Male | 32% | 47% | 35% | 54% | 58% | 60% |
| Female | 68 | 53 | 65 | 46 | 42 | 40 |

*1985 Gallup Study data recalculated. In this series of tables, the Gallup data had to be converted from % of a population group that volunteers to the % of all volunteer who had the specific characteristic.

Age

The age base of the two studies differed; Extension volunteers were more likely to be 35-49 years of age than were the Gallup study volunteers. The Gallup study included all those 14 and older. The Extension study did not direct agents to include 4-H youth who were volunteers. Some counties did include them; others did not. Extension volunteers tend to be older than those found in the population as a whole.

Volunteering According to Age

| | <u>Extension</u> | <u>Total</u> | <u>Gallup Study*</u> | | <u>Community</u> | |
|---------|------------------|--------------|----------------------|-------------------------------|------------------|-------------------|
| | | | <u>Education</u> | <u>Civic/Social Fraternal</u> | <u>Action</u> | <u>Recreation</u> |
| 14 - 24 | 3% | 14% | 16% | 6% | 13% | 14% |
| 25 - 34 | 16 | 24 | 35 | 27 | 24 | 29 |
| 35 - 49 | 41 | 28 | 39 | 35 | 41 | 43 |
| 50 - 64 | 27 | 19 | 6 | 19 | 11 | 12 |
| 65 + | 13 | 15 | 4 | 13 | 11 | 2 |

* 1985 Gallup Study data recalculated

Marital Status

The Gallup survey included marital status, but the Extension survey did not. Over three-fourths (78%) of the Gallup study volunteers were married; 11% single; and 10% widowed, divorced, or separated.

Ethnic Group

Both groups of volunteers were very similar regarding ethnic group with 7% of Extension volunteers and 8% of those in the Gallup study being non-white. Within the Gallup sample, the percentage of ethnic minorities ranged from 9% in educational agencies to 2% in civic/social/fraternal groups.

Volunteering According to Ethnic Group

| | <u>Extension</u> | <u>Total</u> | <u>Gallup Study*</u> | | <u>Community</u> | |
|-----------|------------------|--------------|----------------------|-------------------------------|------------------|-------------------|
| | | | <u>Education</u> | <u>Civic/Social Fraternal</u> | <u>Action</u> | <u>Recreation</u> |
| White | 93% | 92% | 91% | 98% | 95% | 96% |
| Non-white | 7 | 8 | 9 | 2 | 5 | 4 |

* 1985 Gallup Study data recalculated

Employment Status

Both Extension volunteers and those in the Gallup study had very similar employment status. Extension percentages were very similar to Gallup study volunteer percentages for those working with formal educational systems.

Volunteering According to Employment Status

| | <u>Extension</u> | <u>Total</u> | <u>Gallup Study*</u> | | <u>Community</u> | |
|--------------|------------------|--------------|----------------------|-------------------------------|------------------|-------------------|
| | | | <u>Education</u> | <u>Civic/Social Fraternal</u> | <u>Action</u> | <u>Recreation</u> |
| Full-time | 47% | 45% | 47% | 51% | 53% | 59% |
| Part-time | 16% | 15% | 19 | 15 | 21 | 14 |
| Not employed | 37% | 40% | 34 | 34 | 26 | 27 |

* 1985 Gallup Study data recalculated

Education

Extension volunteers tended to have a higher level of education than those in the Gallup study. For Extension volunteers, 57% had attended college compared to 47% in the Gallup study. The percentage of Extension volunteers with more than high school education was slightly higher even than that of the Gallup study volunteers who worked within formal educational systems. However, Extension volunteer percentages were lower than the percentage found in the Gallup sample volunteering in community action agencies.

Volunteering According to Education

| | <u>Gallup Study*</u> | | | | | |
|------------------|----------------------|--------------|------------------|-----------------------------------|-----------------------------|-------------------|
| | <u>Extension</u> | <u>Total</u> | <u>Education</u> | <u>Civic/Social Fraternal</u> | <u>Community Action</u> | <u>Recreation</u> |
| College graduate | 29% | 24% | 30% | 21% | 43% | 28% |
| Some college | 28 | 23 | 23 | 26 | 19 | 27 |
| High school | 34 | 45 | 43 | 48 | 24 | 41 |
| Grade school | 8 | 8 | 4 | 5 | 14 | 4 |

* 1985 Gallup Study data recalculated

Income

While the two studies did not use the same grouping for income, there was some similarity. The median income group for Extension volunteers was \$25,000 to \$34,000. For volunteers from the Gallup sample, the median income group was \$20,000 to \$29,000. The median income of educational volunteers and community action volunteers was the same as for the total Gallup volunteer sample. The median for Gallup study civic/social/fraternal volunteers and recreation volunteers was higher--\$30,000 to \$39,000.

Volunteering According to Income

| <u>Extension</u> (family income) | | <u>Gallup Study*</u> (household income) | |
|-------------------------------------|----|--|-----|
| Under \$5,000 | 4% | Under \$10,000 | 15% |
| \$ 5,000 - \$14,999 | 13 | \$10,000 - \$19,999 | 23 |
| \$15,000 - \$24,999 | 24 | \$20,000 - \$29,999 | 18 |
| \$25,000 - \$34,999 | 19 | \$30,000 - \$39,999 | 20 |
| \$35,000 - \$44,999 | 26 | \$40,000 - \$49,999 | 11 |
| \$45,000 and over | 13 | \$50,000 and over | 12 |

* 1985 Gallup Study data recalculated

Children under 18 in the Home

The same percentage of Extension volunteers and volunteers from the Gallup sample (56%) had children in the home who were under age 18. The percentage of volunteers with children under 18 among the Gallup groups were as follows: education, 77%; recreation, 70%; civil/social/fraternal, 66%; and community action, 55%.

Place of Residence

Even though the two studies used different measures, it was apparent that the majority of the volunteers in the Gallup sample were from suburban and non-metropolitan areas and that Extension was more likely to reach those who live in rural areas.

Volunteering According to Place of Residence

| | <u>Extension Volunteers</u> |
|----------------------|-----------------------------|
| Farm | 44% |
| Rural non-farm | 20 |
| City under 10,000 | 15 |
| City 10,000 - 24,999 | 7 |
| City 25,000 - 99,999 | 7 |
| City over 100,000 | 5 |

| | <u>Gallup Study*</u> | | <u>Civic/Social</u> | <u>Community</u> | |
|------------------|----------------------|------------------|---------------------|------------------|-------------------|
| | <u>Total</u> | <u>Education</u> | <u>Fraternal</u> | <u>Action</u> | <u>Recreation</u> |
| Metropolitan | 20% | 17% | 10% | 20% | 13% |
| Suburban | 38 | 40 | 39 | 39 | 42 |
| Non-metropolitan | 42 | 43 | 52 | 41 | 45 |

* 1985 Gallup Study data recalculated

Region

The Gallup survey found volunteering more uniform across regions than did the Extension survey. There is some indication in both studies that people in the East/Northeast were somewhat less involved in volunteer activities than were those in other regions.

The percentages in each of the four activity groups examined from the Gallup study were also more equally distributed although there was a slight tendency for the percentage in civic groups to be higher in the Midwest, and the percentage in community action groups was higher in the East.

The percent of volunteers from the East/Northeast was lowest in both studies. However, that may relate to the population base of the study. Although different regional names were used, the same regional groupings were used in both surveys. The weighted percentage of interviews from each area in the Gallup survey was as follows: East, 24.6%; Midwest, 26.2%; South, 28.3%; and West, 20.9%. The division of counties in the Extension survey among districts was as follows: Northeast, 13%; North Central, 35%; Southern, 37%; and Western, 15%.

Volunteering According to Region

| | <u>Gallup Study*</u> | | <u>Civic/Social</u> | <u>Community</u> | | |
|------------|----------------------|--------------|---------------------|------------------|---------------|-------------------|
| | <u>Extension</u> | <u>Total</u> | <u>Education</u> | <u>Fraternal</u> | <u>Action</u> | <u>Recreation</u> |
| East** | 13% | 22% | 20% | 20% | 33% | 22% |
| Midwest*** | 35 | 28 | 29 | 39 | 21 | 29 |
| South | 37 | 26 | 26 | 23 | 23 | 24 |
| West | 15 | 24 | 25 | 18 | 23 | 25 |

* 1985 Gallup Study data recalculated

** In Extension survey called Northeast

*** In Extension survey called North Central

EXPANDING VOLUNTEER PARTICIPATION

The following conclusions and comments developed after comparing information from the Extension study with the Gallup study may be of interest to volunteers who are interested in attracting more people to volunteer activities.

Employment

1. The fact that more people are employed does not necessarily mean that Extension will find it impossible to get more volunteers. Volunteer tasks and positions will need to be designed so that they can be handled by people with full-time employment.

Almost half of both Extension's current volunteers and the Gallup sample have full-time jobs. In the Gallup sample, more people who worked full-time volunteered than did those who were not employed. However, this group includes retirees, some adults with infants, those disabled or otherwise not able either to work or volunteer. Those with part-time jobs had the highest percentage volunteering.

2. Additional attention may need to be given to those who are not working and not volunteering. Often it is because the person is older, is homebound, or perhaps is not aware of personal talents or the opportunities for volunteering. Some volunteer tasks can be adjusted or developed for completion within the home or by people with specific handicaps or special talents.

Gender

3. Extension should continue to make volunteer roles attractive to women of all ages. They are most likely to be attracted to the volunteer activities developed by Extension.
4. Extension should draw more men into volunteer roles. More thought may need to be given to how to recruit more men and make volunteer roles attractive to them.

In general, according to the Gallup study, educational agencies appear to be more apt to attract women as volunteers than men. Yet youngsters in Extension and in school need more male role models, and many men can benefit from the kind of growth experience provided in helping others to learn. It may be important for Extension to help men understand the importance of their working in volunteer roles which help others learn and to help them become comfortable in those roles. Or, it may be important to consider how recreation is effective in recruiting men and see whether any lessons can be learned. (The Gallup study showed a higher percentage of men volunteering in recreational activities than in all other areas).

Recruiting more men may be difficult, but not impossible. Men do serve as volunteers. It may be that educational programs have not been as attractive as other volunteer activities to many of them. Within the population as a whole, almost half of the men have been attracted to some kind of volunteering.

Ethnic Minorities

5. Extension should be able to increase the number and percentage of volunteers from ethnic minority backgrounds.

Extension is doing slightly less well in attracting ethnic minorities than is occurring across the country and in educational programs in general (based on the Gallup study figures). Ethnic minorities do volunteer. Over a third of those from a minority ethnic background interviewed by the Gallup Organization had served as a volunteer in 1985.

Age

6. Extension should consider actively recruiting more teenagers and young adults as volunteers.

It was apparent that youth and young adults will volunteer. For the most part, Extension has only involved youth and young adults in 4-H programs, and often teens are only eligible for leadership and similar volunteer roles if they are actively involved in other 4-H projects. Extension may want to consider some additional programs in other program areas which will attract young volunteers or develop ways in which 4-Hers can serve as volunteers in carrying out other Extension programs.

7. **Extension should continue to include and perhaps make a greater effort to ask older individuals to volunteer.**

Extension may be fortunate in that some of its older volunteers may come naturally--through aging with Extension. The finding that the percentage of older Extension volunteers is similar to the percentage of older volunteers for civic, social, and fraternal organizations in the Gallup study indicates that some individuals join organizations such as Extension Homemakers, farm commodity groups, and veterans' organizations and continue with them for a lifetime. Whereas, other areas such as education or recreation may be more attractive to adults while they have children in their home (based on Gallup study results). Extension is challenged then to help them keep active as volunteers when they turn organizational leadership roles over to younger members.

Extension may also need to reach out beyond those who are readily available through cooperating organizations. It was noted in the Gallup study that those over 65 were least apt to be asked to serve as a volunteer. Some of those people who have recently retired may be the most in need of active participation in volunteer activities.

Extension volunteers who are older may be helpful both in providing leadership in programs serving the aging population and in helping younger volunteers learn from past experience.

Income

8. **Extension may need to give more attention to recruiting volunteers from lower income brackets.**

Low income individuals do volunteer. The Gallup figures show that two out of five of those interviewed who had less than \$10,000 household income had served as a volunteer. Drawing individuals at the higher and lower income ranges may be a special challenge to some Extension agents because, according to the Extension study results, middle income individuals and families are most apt to participate in Extension programs.

Education

9. **Extension can count itself fortunate that it is able to attract volunteers who have substantial educational backgrounds and should help those individuals make the greatest possible use of their backgrounds and talents through volunteer roles which challenge them.**

Extension appears to be drawing more people with education beyond high school than was generally found among the Gallup study volunteers. That is logical given Extension's emphasis on teaching or of putting information to use in projects and events. It may also reflect a change in the educational level of rural residents. Some other self-selection process may be involved as well. For example, community leaders may generally have more education than others and may be more likely, also, to be involved with Extension.

10. **However, Extension agents and advisory groups in many communities may want to look carefully at current volunteer opportunities to see that there are tasks and roles that are attractive to those with high school educations or less.**

In some instances, such as in the case of 4-H, those with more education may change the role of the 4-H leader or its image sufficiently that others will not be comfortable with it.

Volunteering can be especially useful in helping people experience lifelong learning. Several of those interviewed in the Extension study said, "It was my way of going on to college."

Place of Residence

11. Expanding volunteer programs in large urban areas could be a special challenge and goal of Extension.

It would appear from the Gallup data that volunteering is not as strong in large cities as it is in non-metropolitan areas. Extension has a great deal to offer in strengthening urban neighborhoods if it can adapt to urban settings some of the successful principles of working with volunteers and can generally foster the concept of volunteering. There are many more agencies needing volunteers in population-dense settings. However, it is very clear from the Gallup data that there are many potential volunteers who haven't as yet been recruited.

Possibly Extension could develop strong alumni groups in urban areas made up of people who grew up in a rural area or who had worked with Extension when they lived in a more rural situation. Such groups might help Extension branch out more successfully in urban settings.

12. Again, Extension, like other nationwide volunteer programs, is to be commended for having programs which adjust to local situations. Volunteering in population-sparse rural areas has some definite problems; and, yet, the Extension study shows that volunteers function in such counties as well as in moderate-sized, mixed rural and urban counties.

Other Findings

13. Extension may be in a fortunate position of having volunteers who link well to other volunteer activities.

The Gallup survey seemed to indicate that people primarily volunteered with one agency. (However, there may have been a contextual factor in the structure of the survey which led to that finding). If in fact that is the case, then Extension may be somewhat unique in the way it is able to link to other volunteer groups and activities.

14. Extension may be able to offer more interesting and challenging roles than some other agencies.

The kinds of tasks examined in the two studies were very different. For example, many volunteers in the Gallup study were involved in fund-raising. That has been a minimal activity in Extension-- although 4-H in some places and Extension Homemakers and other organizations do raise money to support special projects. If Extension's tasks are more appealing, perhaps that fact should be capitalized on in recruitment efforts.

19. Not all people will be able to accept a request to volunteer.

Those asking others to volunteer need to be able to understand and accept a failure to respond. They need to be able to sort out why the person refused. If several people decline because of the time required, it may mean the task or role needs to be divided or simplified. It may also be that at certain times people have less time than at other times. In the latter case, asking the same person six months or a year later might get a different response.

An agent participating in a Wisconsin study of 4-H Middle Management Positions said that she tried to help 4-H leaders leave gracefully and kept the door open for them to return. She realized that individuals' life situations change and that people tire and need periods of rest. Often, they are willing to come back either into the same role or a different role in the same program.

CHAPTER 4

WHAT IS GAINED FROM THE WORK OF VOLUNTEERS?

This chapter summarizes how the work of volunteers with Extension:

1. General helpfulness.
2. Benefits to clientele.
3. Benefits to communities.
4. Benefits to Extension.
5. Benefits to Extension program areas.

The value of volunteerism to volunteers will be discussed in the next chapter.

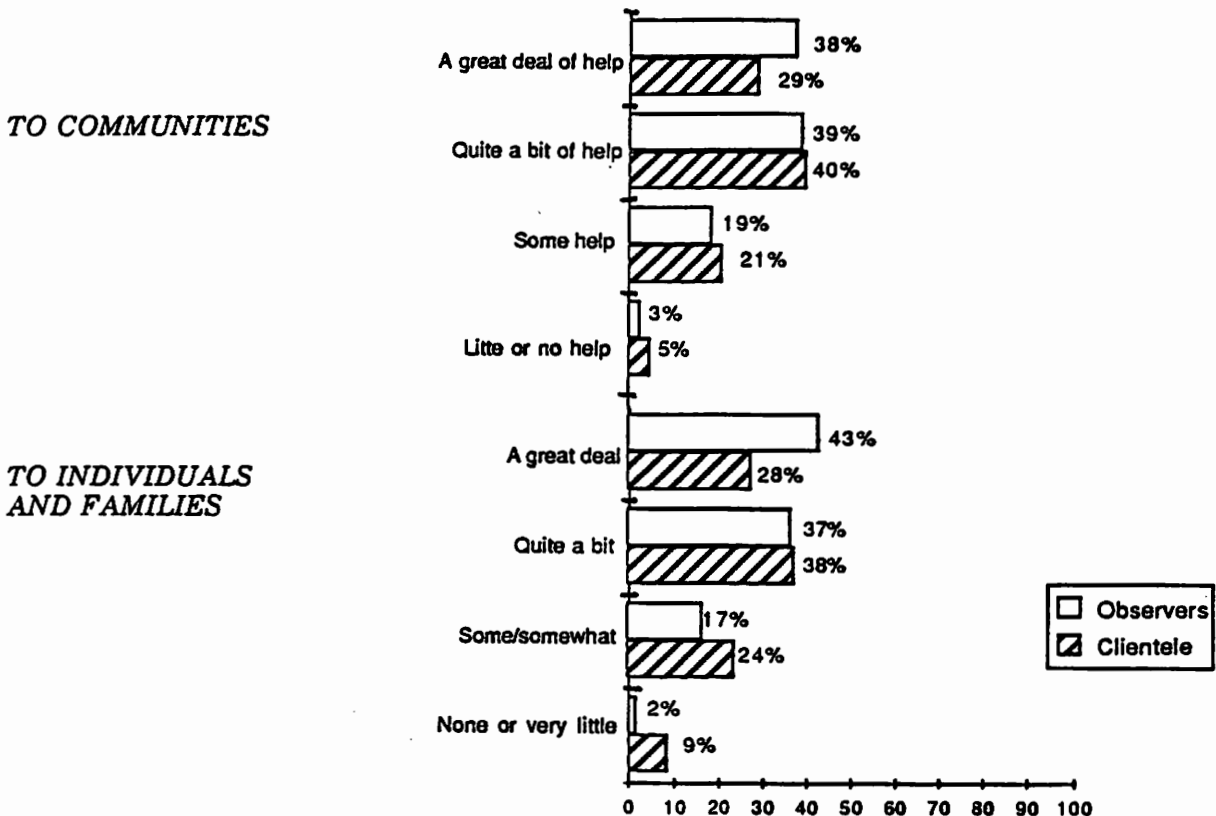
EXTENSION VOLUNTEERS ARE HELPFUL

When the information was sorted and value examined in different ways, major categories of value emerged as will be indicated in this chapter, but the overall conclusion was that:

Extension volunteers are an important community resource. They are very helpful to those they reach and to their communities. Observers and Clientele agree that Extension volunteers have a significant impact on individuals, families, and communities.

At least two-thirds felt that Extension volunteers helped people and communities "quite a bit" or "a great deal". Less than a tenth indicated they were "little" or "no" help.

Percent of Respondents Indicating Helpfulness of Extension Volunteers



The findings in this chapter come from randomly drawn respondents interviewed in a national sample of 309 counties including:

- 469 people from lists of Clientele reached by Extension volunteer programs;
- 540 Observers (members of Extension advisory groups or other community influentials);
- 715 Extension clientele, volunteers, and observers in 12 randomly selected counties.

Information was collected directly from clientele and from observers both through a national telephone surveys and in the Phase III visits to the sample of 12 counties. In addition, more than 1,000 Extension agents from the sample counties replied to a mailed questionnaire.

They various respondents said volunteers who work with Extension are important to their communities and to individuals and families within those communities. In addition to responding to rating questions, clientele and observers said things like:

"I have nothing but good to say about volunteers. Without them we could have none of these programs."

"I think they do a fine job in our community; they've created a lot of programs for people of all ages in our community and have always seemed to hit on the right project at the right time. I'm just very proud of them and proud to be associated with them."

After reflecting upon experiences in 12 counties, interviewers concluded: *Extension, like many other volunteer programs, enlists community people who do a great deal to help others in their communities.* Volunteers reach relatives, neighbors, friends, and others in their communities. They often reach people who would not come to an agency for information.

Extension programs are generally stronger and broader when program responsibility is shared with volunteers. There is more support in communities. Programs are more extensive, and have more impact. Their value is higher and is recognized more extensively when volunteers are closely involved in implementing as well as planning programs.

How Volunteers Help

Participants respond to the "human touch" of Extension education programs made possible by volunteers.

One of the most important contributions volunteers make is the impact on the lives of the individuals with whom they interact. Much of that impact comes because of the personality and interest of the volunteer. Clientele valued volunteers because:

"They give of themselves." "They are people who care." "Their willingness and cooperation."
 "Their friendliness. They help you any way they can." "Their enthusiasm...they are able to see the needs of the community and then meet those needs."

Volunteers facilitate learning in ways which Extension agents cannot. While Extension brings credibility in terms of a basic source of content, volunteers add credibility by their testimony that they have used the information in their own situations. The cooperative effort of Extension and volunteers relates education to real experiences.

"The people they are trying to reach will listen to volunteers because they know and work with them. Volunteers are an important link between the agents and the public they serve."

"They are down to earth and practical people."

"Their accessibility: they are there when you need them. They have the information or get it."

"Their interest in their subjects keeps me interested."

VOLUNTEERS HELP CLIENTELE

After studying the data, the study staff and advisory committee came to the conclusion that:

Volunteers facilitate learning in ways which Extension agents cannot. While Extension brings credibility in terms of a basic source of content, volunteers add credibility by their testimony that they have used the information in their own situations. The cooperative effort of Extension and volunteers relates education to real experiences.

It was apparent from the responses that volunteers were effective both in helping people learn and in helping them improve their lives.

Volunteers Help Others Learn. Volunteers were effective in sharing information and in influencing others to use new information, develop skills, change attitudes, set goals, and solve problems.

- Clientele said volunteers helped them acquire new information and develop new skills.
- Observers said volunteers helped people develop attitudes, set goals, and solve problems.

Volunteers Help People Improve their Lives. Volunteers with Extension helped people to increase economic, social, physical, and psychological well-being. They helped people:

- manage economic resources, be better consumers, stretch incomes, be more productive and efficient, and raise community income levels.
- improve the appearance of homes, communities, and environmental quality.
- improve family life, citizenship, leadership, and community participation.
- improve physical well-being through improved nutrition, health, and safety.
- be more informed on community problems and strengthen community organizations.

In addition, Extension volunteers had extensive social-psychological impact. They helped people:

- share interests and become more socially active and involved in communities.
- develop their own talents and abilities, increase self-confidence and sense of accomplishment, acquire new interests, and feel better about themselves.

It was concluded that:

Participants respond to the "human touch" of Extension education programs made possible by volunteers. One of the most important contributions volunteers make is the impact on the lives of the individuals with whom they interact.

Although respondents had suggestions for improvement, very few saw any negative effects from the work of volunteers with Extension.

Who Do Volunteers Help?

There was evidence of learning and other benefits by youth and adults, men and women, the ethnic majority and minorities, farm and non-farm families, disadvantaged and advantaged. Many share information with others not reached by Extension agents or volunteers. People who are helped often become volunteers.

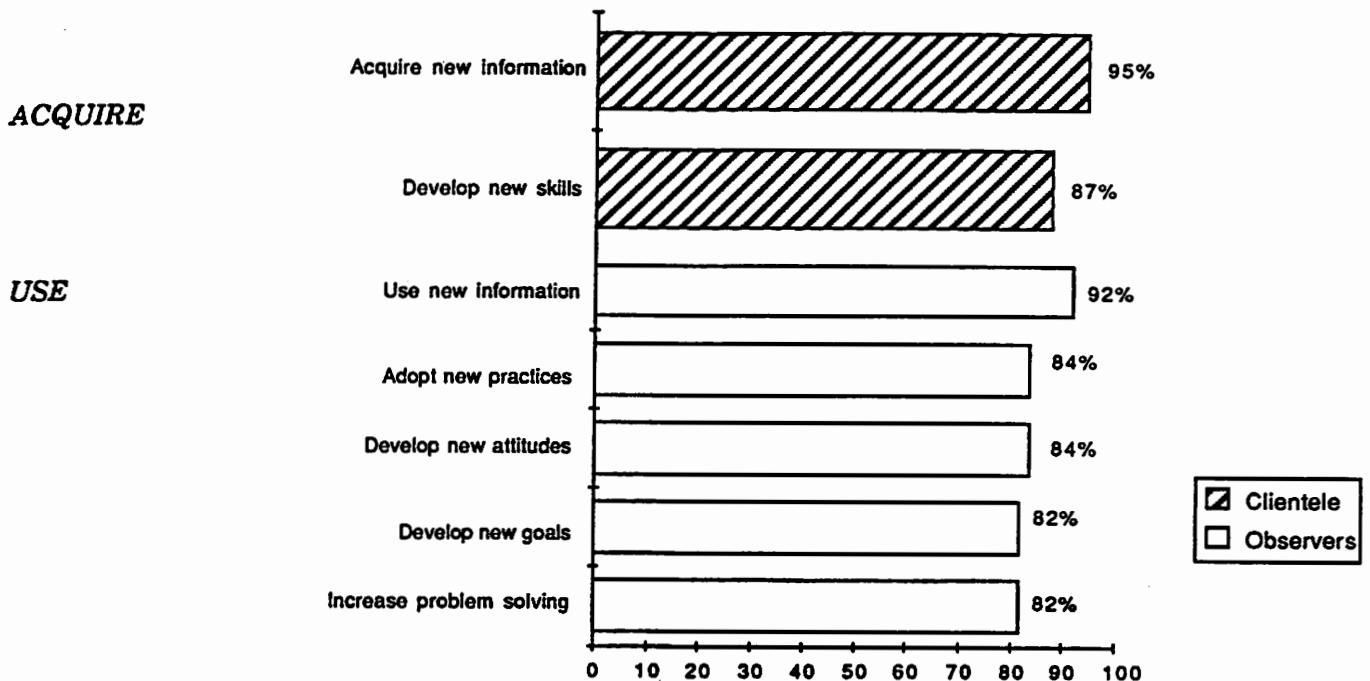
Volunteers Help Others Learn

Volunteers were effective in sharing information and influential in getting other people to use new information.

Most Extension Clientele indicated that volunteers helped them acquire new information and develop new skills. Well over half said they or someone else in their household had received "quite a bit" or "a great deal" of help in acquiring new learning.

Extension Observers said volunteers were effective in helping others apply new information and practices, use it in problem solving and in developing new attitudes and goals.

Percent of Respondents Indicating Extension Volunteers Helped Others Learn*



* The study used a scale of five choices ranging from lowest to highest amount of help: "no help," "little help," "some help," "quite a bit," and "a great deal." In this graph and in the graphs which follow, the "some", "quite a bit" and "a great deal" categories are combined.

Volunteer Influence Multiplies

Information is shared. It goes beyond the the volunteer's immediate contact. Through involvement in other organizations and community affairs volunteers and clientele often share new information in such a way that it feeds into "natural" networks. More than 80% of the clientele interviewed said that they shared information received from volunteers at least occasionally. About a third shared information with more than 25 people. More than 80% of the Clientele said that they shared information received from volunteers at least "occasionally." Almost half (45%) did so "frequently."

Almost 60% of the respondents shared information with 1 to 25 persons, while almost a third shared with 26 to more than 100 persons. Clientele were most likely to share Home Economics information (51%). Farming, gardening, and other information were each shared by about one-third of the Clientele.

Examples of How Clientele Gained

Clientele gave hundreds of examples of how they had benefited from the help of Extension volunteers. Many mentioned home, family, and gardening information or skill. Some mentioned farming. Several mentioned 4-H projects. Other subjects such as career preparation, government, and leadership were also mentioned.

Some spoke of specific instances where information was gained and used:

"We received information on gardening and crops; family things like how to protect your home, etc.; how to help people who are older; how to work with children and drugs; homemaking helps (canning and sewing); how to trim trees and various yard work and landscaping; minor electrical repairs."

"Greater knowledge of chemicals is most important...most people don't have adequate knowledge of that subject and don't realize the implications. We get updated material. This helps a lot.

"Support and advice in farm economics issues, particularly in light of recent farm problems."

"Through the leadership sessions, it was real educational for me to see all the agencies and people involved in government. If I really wanted to fight for something, I have a little better knowledge of all the different rules.

"Helped me become more aware of good nutrition."

"She taught my daughter various skills in photography which may lead to a career."

"I learned to soil probe myself, to test water capacity.

"We used to put herbicide on broadcast. Now we put it on in bands."

"Showed me how to make a rack for climbing beans; also told me how to construct a simple green house from plastic sheeting and strips to cover my garden beds so I could grow plants earlier."

"4-Hers learn decision making. How to make up their minds."

Others indicated broader learning:

"4-H gives them an idea of how the rest of the world lives."

"Gave me a sense of value of life. You don't need material things to be happy."

"It goes deeper into the daily living skills...training you how to be a homemaker or farmer. It goes into more country pride."

There were hundreds of examples of broader benefits from using Extension information provided by volunteers:

"We saved money."

"Familiarized us with markets and how to use futures market to help us establish prices for our commodities."

"We've learned how to be a better consumer."

"The fact that the children have been in 4-H for a year, it has pulled us together as a family. The meetings are for parents as well as children."

"Makes us feel more confident in our work and appearance and family."

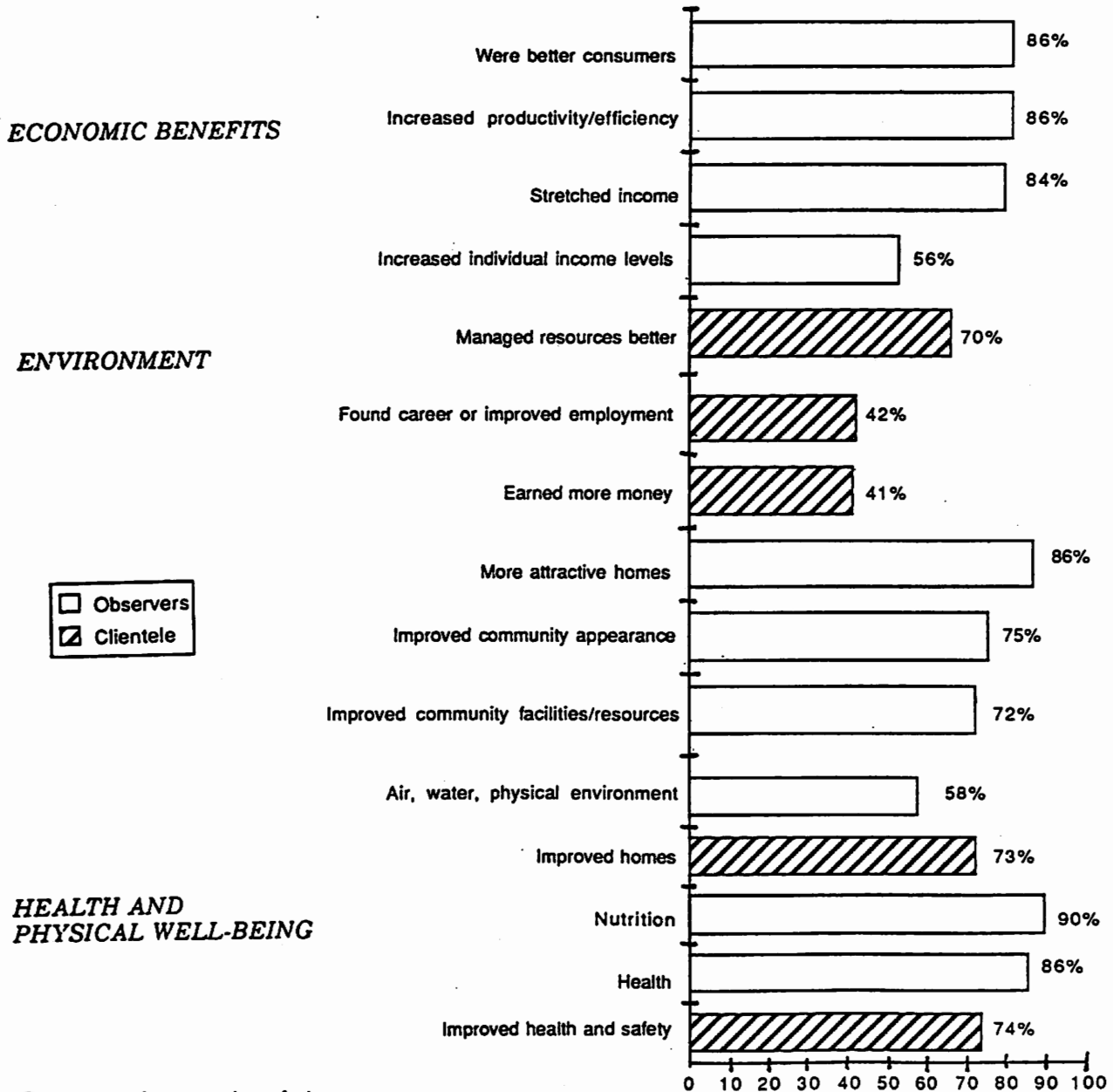
"I can do things now that I didn't know how to do before."

Extension Volunteers Make a Difference for Individuals and Families

Volunteers assisted by Extension helped people to increase economic, physical, psychological and social well-being. They helped people improve homes and communities.

Extension volunteers have helped people manage economic resources better, be better consumers, stretch income, and be more productive and efficient. Extension volunteer programs have helped some people improve employment or increase their income. Some Extension volunteers have helped increase community income levels or to increase economic development. Volunteer activities related to nutrition, to home and farm safety, and to general "wellness" have been very helpful.

Percent of Respondents Identifying Benefits to Individuals and Families



Some noted managing their resources:

"We learned how to use our money better and how to replace shrubs, etc."

"We've learned how to be a better consumer."

"We changed our chemical application on the farm, and that helped us save money."

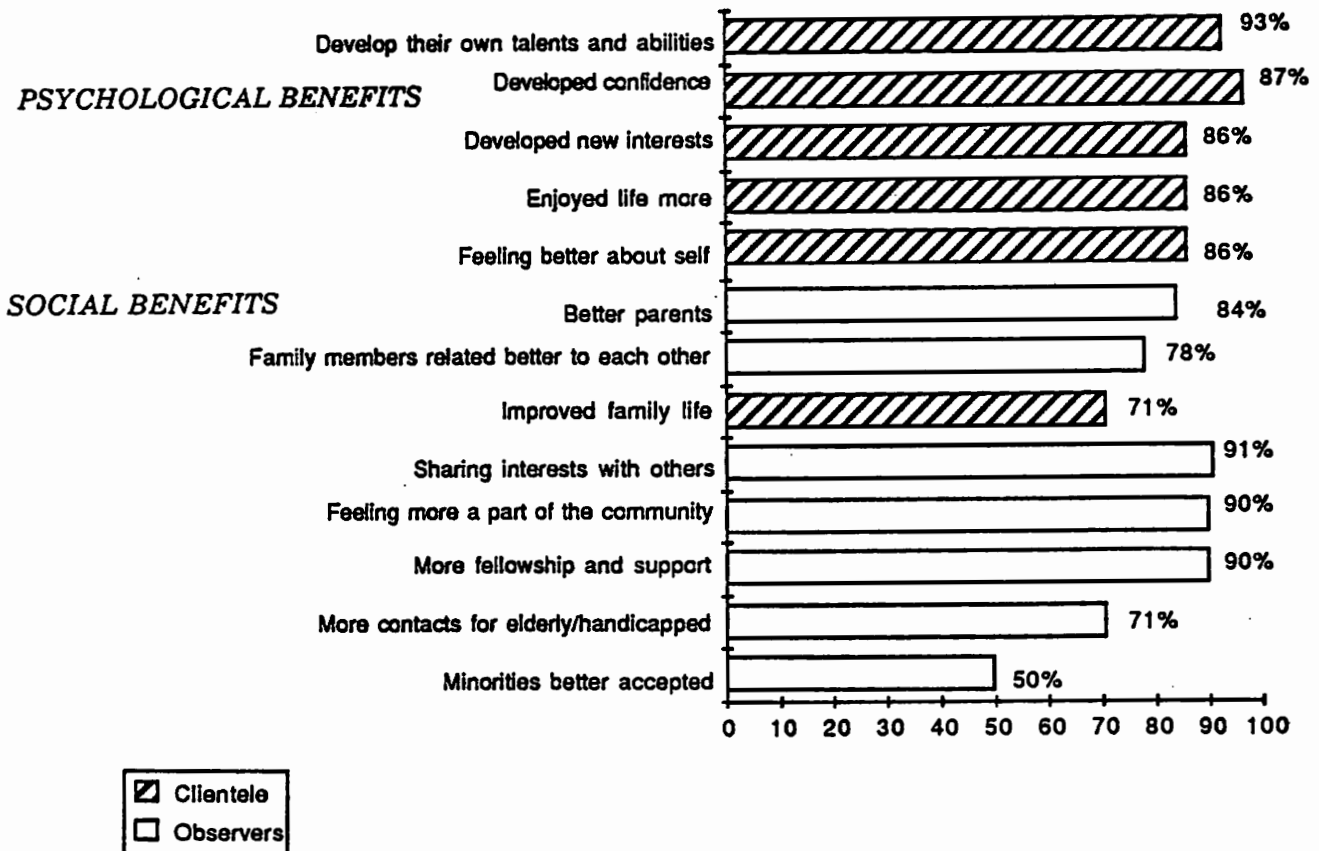
"I have gained some information, especially in the area of health insurance and finances."

"Had a farmer help us determine if we should give up farm or continue."

"Got us to keep a daily systematic way of accounting for our monies. When we went to do our taxes this year, there was nothing to it. He also helped plan for our big annual expenses."

The social impact of Extension volunteers was extensive. Their work helped families, helped individuals relate better within the community, improved community activities, and helped increase community participation. Social-psychological "wellness" is increasingly important in times of increased stress. Increased confidence and self-esteem may make individuals less vulnerable to society's complex problems and abusive ways of dealing with those problems.

Percent of Clientele Indicating Extension Volunteers Increased Social-Psychological Gains



Volunteers helped people develop their own talents and abilities, increase their confidence and sense of accomplishment. They helped others acquire new interests, enjoy life more, and feel better about themselves.

Increased confidence was important to many:

"Gave me more confidence that I could do things myself. She had confidence that we could pull it off, and we did."

"My son--going on his own gives him more confidence; by being in these programs, it helped him to mature."

"Makes us feel more confident in our work and appearance and in our family."

"Gave more assurance and courage to try new things since the death of my husband."

"Helped kids develop confidence in public speaking situations as well as educating them in various practical homemaking skills."

"They helped my husband's ego, also, and helped him to see that he can do it."

"My daughter is kind of shy. 'Share the Fun' makes her perform and build her confidence. It's gotten her into a group of kids."

"She's really given self-confidence to kids."

"My daughter had never modeled before. The 4-H leader and the junior leader helped her personally with her hair and how to walk on stage and all other information. That helped my daughter have confidence in front of the crowd."

Others mentioned new interests:

"The flower arrangements. I learned so much from that. I can do things now that I didn't know how to do before."

"Helped several of our kids develop interest in photography. Has given demonstrations in his photo studio and lab to help them learn more. Helped them select photo equipment for themselves."

"I met people with similar interests and have been more involved in the community."

Others said the volunteer provided encouragement:

"Encouraged to participate. Helps kids build more well-rounded personality."

"Making us aware that there are many types of stress. I was very impressed by all the different types of stress and how to deal with it. I like Extension because it makes you feel that you're not alone."

"Encouraged me to use my homemaking talents more. Set a good example and showed me I could do more than I was doing, like applying for a credit card without using my husband's name."

"I didn't feel that my presentation fit. The leader really helped me get it together so that it went well."

"My daughter was in a cattle showing event, and many 4-H leaders were available with their support and leadership. The support from these people other than from the parents, I feel, meant a lot to them."

Several kinds of social benefits were described by some clientele. Some spoke of improved family life:

"On a whole as a family, we have all grown from the sharing and doing of this. Brought us closer together."

"We gained a lot as a family. It has been fun. We've made a lot of new friends and had new experiences. We've learned a lot."

"The fact that the children have been in 4-H for a year, but it has pulled us together as a family. The meetings are for parents as well as children."

Most volunteer activities have both serendipitous and intended effects.

VOLUNTEERS HELP COMMUNITIES

Respondents said that volunteers who worked with Extension were of considerable help to communities. Communities benefit from projects coordinated by volunteers, improvements made by individuals, and the extent to which volunteers help others to become more active in the community.

Some Extension volunteers have helped increase community income levels or to increase economic development. However, the greatest value appears to come from the tasks carried out by volunteers which enrich communities without costs to local government. Extension volunteers encourage others to become involved in their communities and to develop their own leadership abilities. Volunteers assisted by Extension have helped strengthen community organizations and develop community social and cultural opportunities.

In addition to giving high ratings to the way volunteers help people be better citizens, share interests and feel part of the community, Extension Observers rated volunteers highest on strengthening organizations, involving more people in community activities, and keeping people more informed about community issues.

Again, many examples were given:

"Improved community income, more efficient production, better marketing."

"Helped get people back into the work force and doing things for themselves."

"Defining needs and goals in tourism that were met."

"A sense of community awareness, of belonging, and that you can do something that can make a difference."

"There is a definite 'can do' attitude in the community. Positive attitudes toward community and many projects completed."

"It makes a better working relationship, and it has helped people in rural areas to have hope and work together."

"For the first time, people are drawn into a community group. Oftentimes when people move into a new community like ours and are absorbed into our unit as a group, their self-esteem grows."

"Real leaders in agriculture have come out of 4-H because of some of the leadership they were taught on 4-H projects."

"They've developed leadership to the extent that people are serving on more boards "

"Better understanding of jail and prison issues, the reassessment program, planning and zoning, and the effect of urban development."

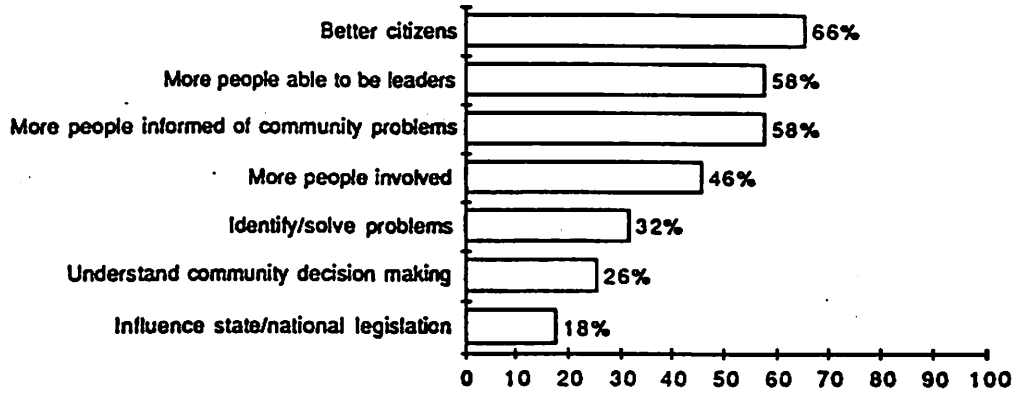
"The people, working together, have kept our community together. The experience handed down by these people to the people without the experience is worthwhile."

"It has helped educate the people about issues that they would not have know about."

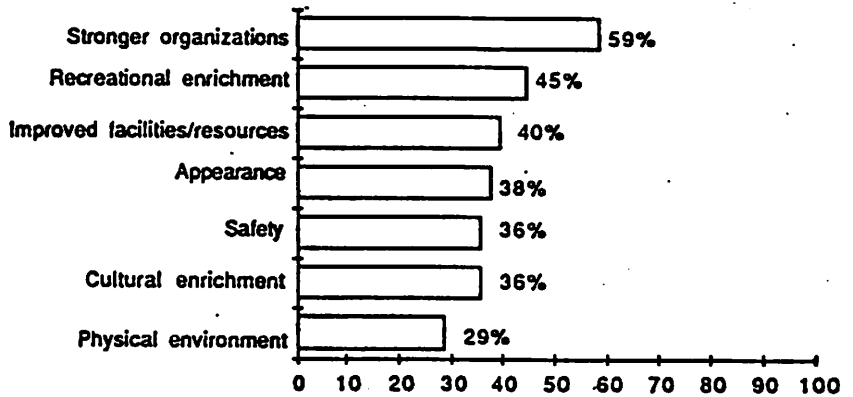
"Black and white women get along with each other much better."

Percent of Observers Indicating Extension Volunteers Were "Quite a Bit" or "a Lot" of Help in Selected Areas

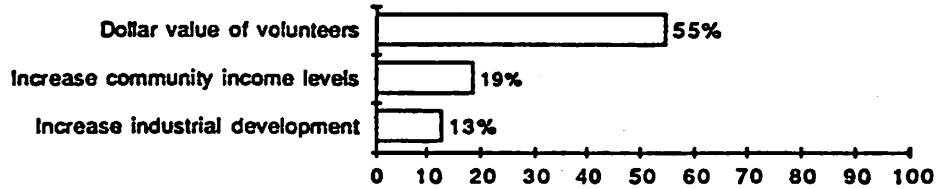
LEADERSHIP



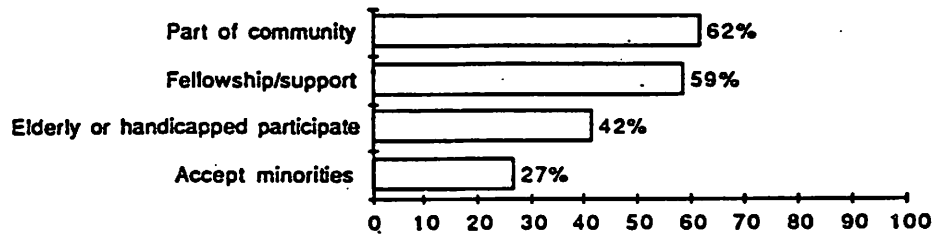
IMPROVED COMMUNITY



ECONOMIC BENEFIT

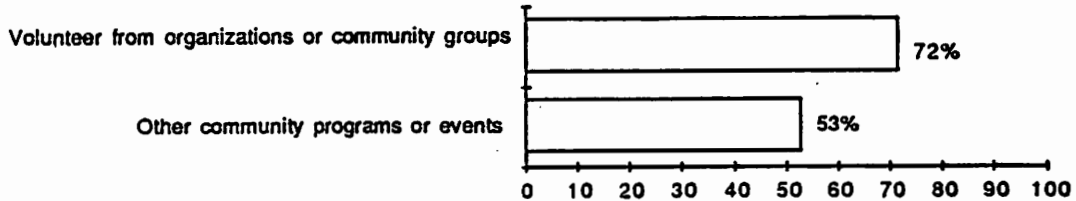


COHESIVENESS



In addition to the work of volunteers who were directly involved in Extension volunteer programs, many observers were also aware that Extension agents helped volunteer organizations, community programs, and events not directly connected with Extension.

Percent of Extension Observers Aware of Extension Assistance to Other Community Organizations and Activities



The respondents listed a wide variety of groups and organizations: farm-related organizations; churches; schools; PTA; Scouts and other youth groups; civic clubs like Lions, Kiwanis, Rotarian; Garden clubs; senior citizens' groups; and community services like Head Start.

It was apparent that volunteers working with Extension affect communities in several ways:

- by individual improvements made by clientele such as more attractive homes;
- through special community-focused projects;
- through creating a sense of neighborhood and community unity;
- by strengthening local and county organizations;
- by focusing attention on the importance of volunteering;
- by encouraging cooperation among agencies;
- by supplementing local budgets through extending services.

Observers mentioned few negative effects. More than 80% said there were generally no negative effects--volunteers do not waste people's time, they complete things, and they don't rile the community. Clientele talked about benefits and mentioned few harms.

What Communities Would Lose Without Extension Volunteers

Community leaders were asked what difference it would make to their community if volunteers didn't work with Extension. They responded in terms of loss.

What Communities Would Lose without Extension Volunteers

| | |
|--------------------------------|-----|
| Programs | 24% |
| Multiplier effect of Extension | 21 |
| General loss | 20 |
| Loss of knowledges source | 10 |
| Loss if individuals | 8 |
| Loss of leadership | 2 |

Respondents said:

"We wouldn't have a program if we didn't have volunteers."

"There is no way you could reach the number of people you do now if you did not have volunteers."

"The community would know very little about the Extension program. The Extension program is ineffective without voluntary leadership."

"It would be one person doing it all, and one person couldn't do it."

"It would be a much poorer place; quality of life would not be what it is."

VALUE TO EXTENSION STAFF AND EXTENSION

In addition to the direct benefit to clientele and strengthening communities, volunteers also are of great assistance to Extension and to Extension staff. Volunteers help Extension Staff and Extension in many ways.

- They greatly expand the hours of contact that Extension is able to give to clientele and communities.
- They provide assistance that Extension could not begin to provide within its level of funding thus providing people and communities with services which are not paid for.
- They are able to reach people that Extension staff can't reach.
- They help Extension make programs more meaningful to people in varied areas of the United States.

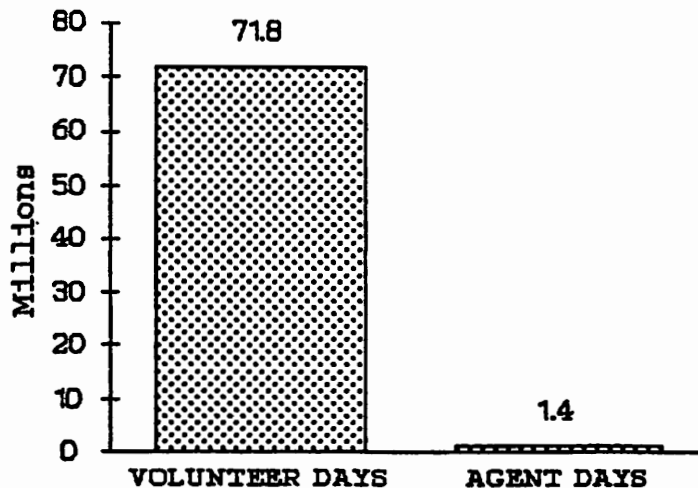
More Time For Clientele

The value of the time contributed by volunteers far exceeds the amount of time secured through paid staff.

- Volunteers invested about 51 days for every day an Extension professional worked with volunteers. The value of volunteer time, more than 4.5 billion dollars, far exceeded the total Extension service budget of \$860 million.

Volunteers spent more than 71 million days on activities with Extension in 1983. Volunteers invested about 51 days for every day of Extension professional staff time invested in volunteer activities.

NUMBER OF DAYS IN 1983 SPENT BY AGENTS AND VOLUNTEERS WORKING WITH EXTENSION

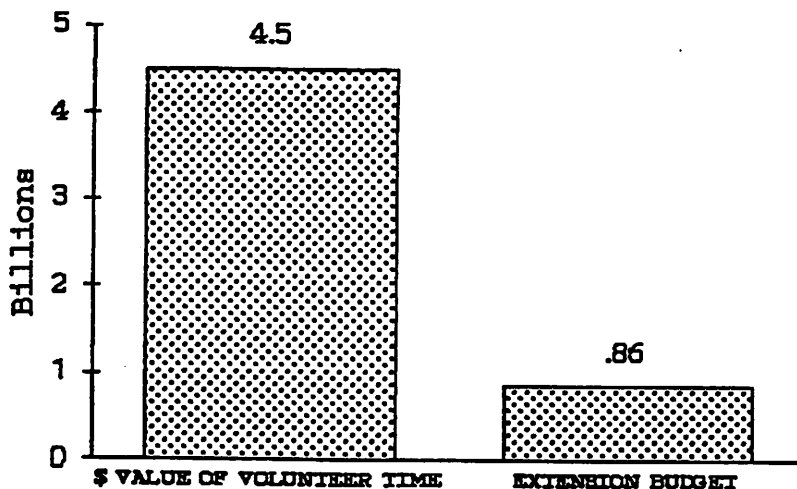


Time spent by individual agents in working closely with volunteers ranged from less than 20% of their total work time to more than 80%, with an average of about 33%.

Value Far Beyond Extension Budget

If the hours donated by volunteers had been reimbursed at a wage equivalent to the work involved, communities would have paid more than 4.5 billion dollars.

In contrast, the total budget for the Extension Service (federal, state, and county, and others contributions) in 1983 was approximately \$860 million.



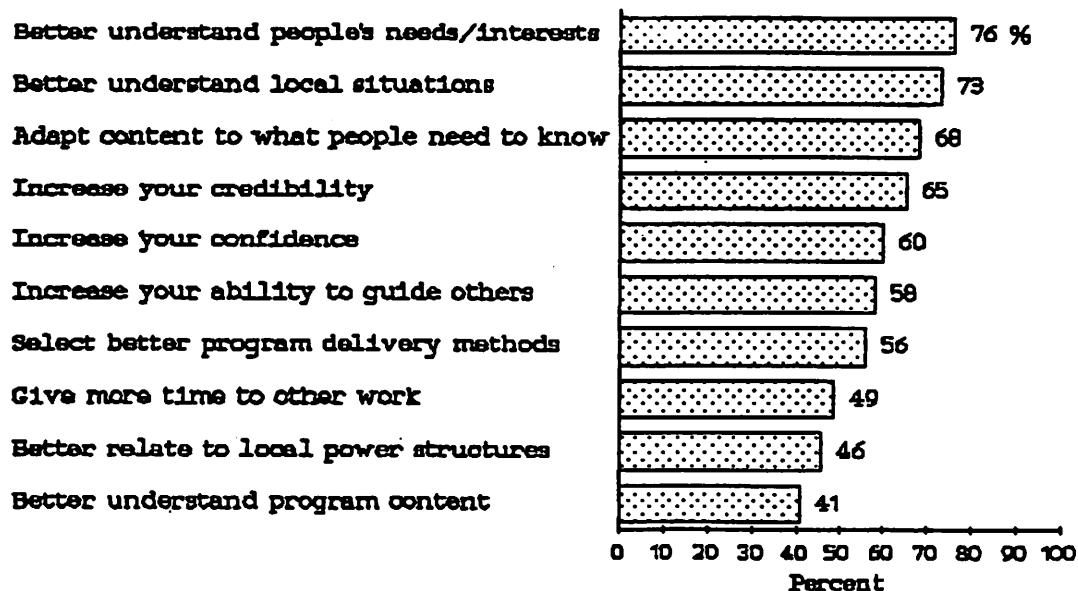
Help To Agents

Agent/volunteer partnerships impact Extension agents and Extension as well as clientele, communities and volunteers. Partnerships are usually formed to benefit clientele and communities and to assist an agency or organization in carrying out its mission. However, the experiences involved also benefit the volunteers and Extension staff.

Agents recognized that volunteers helped them in many ways. Most felt volunteers contributed a great deal to their understanding of local needs and situations. Several (40 to 50%) felt volunteers helped them considerably in relating to local power structures, in better understanding program content, or in giving more time to other work.

Percent of Agents Rating Volunteers' Impact on Themselves Very High (4 or 5 on a 5-Point Rating Scale)

Source: National sample of 1,000 Extension agents.



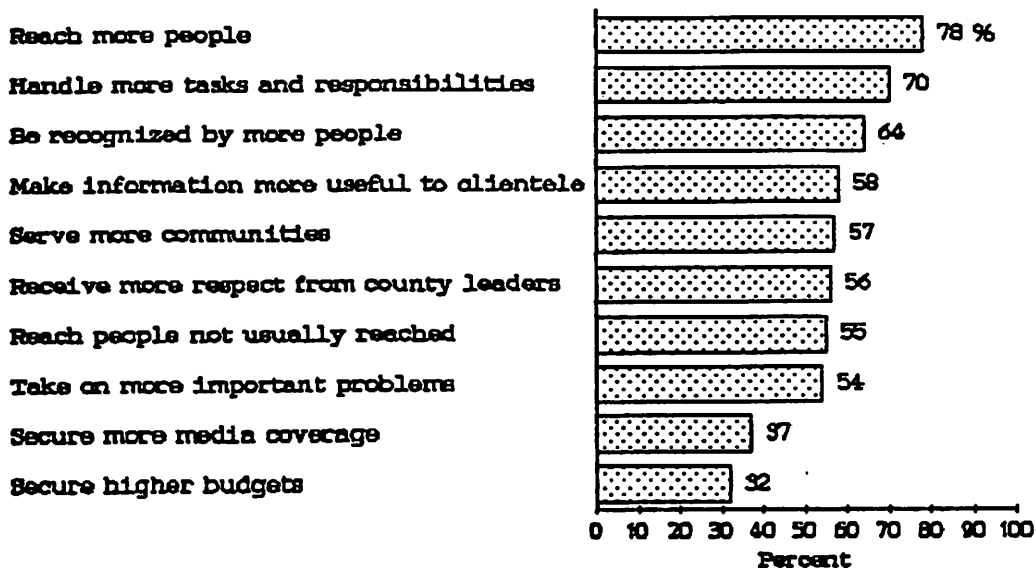
Help To The Extension Service

Agents felt volunteers contributed a great deal to Extension. Most agents felt volunteers greatly affected Extension's ability to reach more people and handle more tasks and responsibilities.

Many, at least half, rated impact on Extension high on being recognized by more people, making information more useful to clientele, serving more communities, receiving more respect from county leaders, reaching people not usually reached, and taking on more important problems. Fewer, about a third, felt volunteers had much impact on media coverage or budgets.

Percent of Agents Rating Volunteers' Impact on Extension Very High (4 or 5 on a 5-Point Rating Scale)

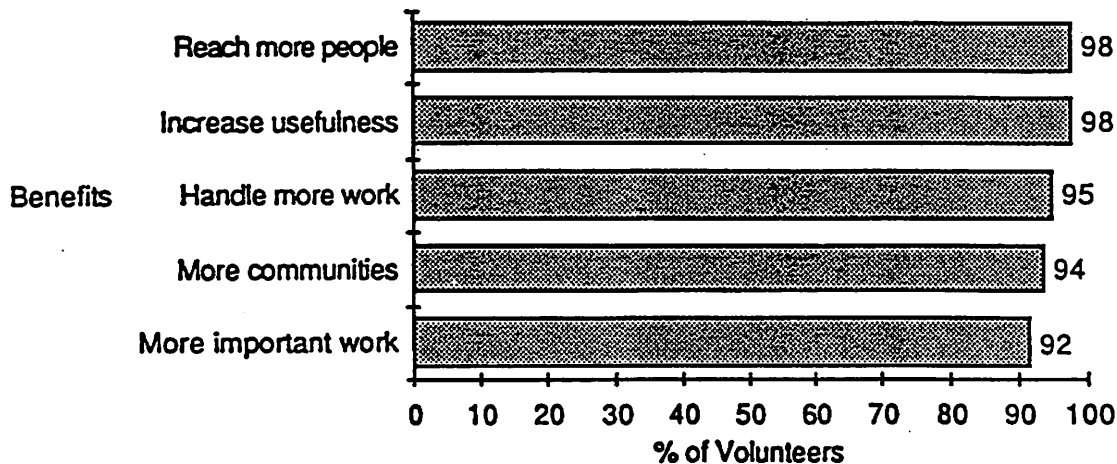
Source: National sample of 1,000 Extension agents.



Impact on Extension, agents, and volunteers seemed equally important when Extension agents were asked to select the five most important benefits of Extension work with volunteers. The three most often selected benefits were: helping Extension reach more people, helping agents better understand people's needs and interests, and increasing volunteers' leadership ability. The first two items were within the top three for each of the program areas.

Volunteers were aware that they were very helpful to Extension and Extension agents. Over three-fourths of the volunteers felt they were very helpful to Extension in reaching more people, making information more useful, and handling more responsibilities.

Percent of Volunteers Indicating that Volunteers Help Extension
Source: 1,114 volunteers from 288 counties in the national study sample.



VOLUNTEERS HELP SPECIFIC PROGRAM AREAS

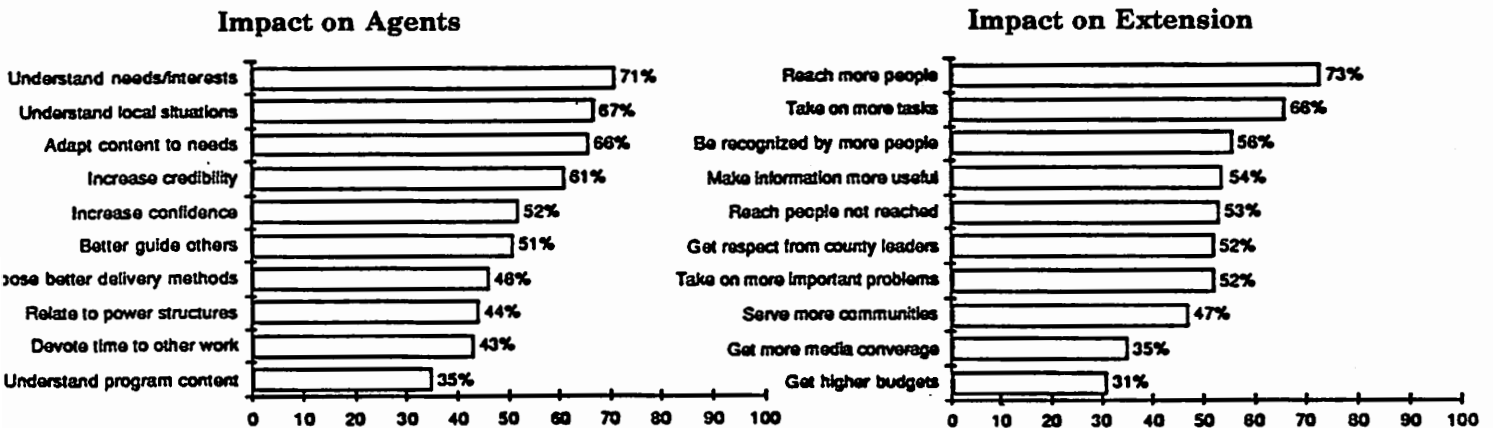
There are similarities and differences in how volunteers work in the main Extension program area. Volunteers are most visible in 4-H. Many volunteers who work with 4-H have specific titles. Volunteers are least visible in Agriculture. With the exception of Master Volunteer programs, Agricultural agents work closely with "cooperators" and commodity groups, and seldom think of them as volunteers.

Brief summaries were prepared from the data for each of the program areas with the exception of community development. Information about work with community development has already been presented in the section on how Extension helps communities. Some states have separate agents and programs in this area. In other states, such work is part of the role of Agricultural, Home Economics and 4-H agents.

Agriculture

Three-fourths of the Agricultural agents rated working with volunteers "very" important; 28% felt it was the most important thing they do. Many indicated that volunteers were of considerable help to them and to Extension.

Agriculture Agents Rating Volunteer Impact Very High (4 or 5 on a 5-point scale)



These findings are based on information supplied by more than 500 Agriculture and Horticulture Agents in a randomly drawn national sample of 315 counties (10% of all U.S. counties) stratified by population. Agents completed written inventories on the numbers of volunteers they worked with in various activities and their feelings about the value of such work as a part of the national study of the implications of volunteerism for Extension.

The study found that most Agricultural agents work with volunteers, but many may not think about them as being volunteers. Agricultural agents work with volunteers on applied research and demonstrations, with commodity groups, and with special committees and task forces. Some work with Master Gardeners; a few are piloting other Master Volunteer programs in Agriculture.

- In one year more than 730,000 volunteers working with Extension Agriculture and Horticulture programs throughout the United States reached more than 14 million people and worked with more than 40,000 community projects.
- Nationwide, Agriculture and Horticulture volunteers spent more than 9.7 million days on activities with Agricultural agents compared with less than .3 million days spent by Agricultural agents working with volunteers.
- If the hours donated by volunteers had been reimbursed at a wage equivalent to the work, communities would have paid more than 623 million dollars.

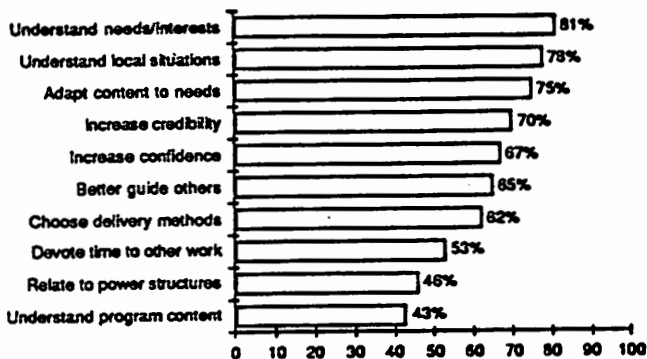
- The ratio of time spent in volunteer-related activities by volunteers and Agriculture agents was 31 to 1. There were 146 times more volunteers than agents working with Agriculture programs.
- However, the average Agriculture agent reported spending less than 10% of total time on recruiting, training, and supervision of volunteers. In the average county, the Agriculture agents spent 15 days with Extension volunteers, 8 days with volunteers from other agencies and organizations, and 5 days with volunteers who worked as assistants directly with the agent.
- The Agriculture agent in the average county worked with 99 different individual volunteers in 1983: Extension volunteer programs, 64; other agencies and organizations, 25; and independent volunteers, 10.
- In general, Agricultural agents were satisfied with the number of volunteers they were working with. Only 2% said they were working with too many. They were least satisfied with the number of volunteers they were working with who helped carry out programs.
- Almost half of the volunteers worked informally, lending a hand as needed. Relatively few were in Extension volunteer programs--3% were Master Gardeners or Integrated Pest Management volunteers, and 10% worked with special projects and activities. Some, 15%, were in Extension organizations; others, 26%, were from other agencies and organizations.

Home Economics

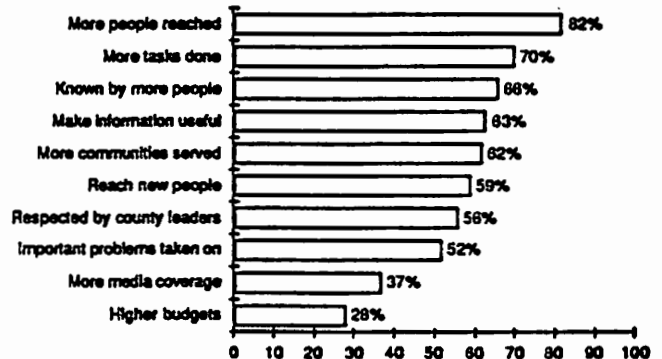
Nine out of ten of the Extension Home Economists rated working with volunteers "very" important; 40% felt it was the most important thing they do. Many indicated that volunteers were of considerable help to them and to Extension.

Extension Home Economists Rating Volunteer Impact Very High (4 or 5 on a 5-point scale)

Impact on Agents



Impact on Extension



These findings are based on information supplied by more than 312 Extension Home Economists in a randomly drawn national sample of 315 counties (10% of all U.S. counties) stratified by population. Agents completed written inventories on the numbers of volunteers they worked with in various activities and their feelings about the value of such work as a part of the national study of the implications of volunteerism for Extension.

The study found that most Extension Home Economists work extensively with volunteers and that some agents work with volunteers who, in turn, guide and help other volunteers.

- In 1983, more than 990,000 volunteers working with Extension Home Economists throughout the United States reached more than 11 million people and worked with more than 40,000 community projects.
- Nationwide, volunteers spent more than 21.8 million days on activities with Extension Home Economists in 1983.
- If the hours donated by volunteers had been reimbursed at a wage equivalent to the work (an average of \$8 per hour), communities would have paid more than 1.4 billion dollars.

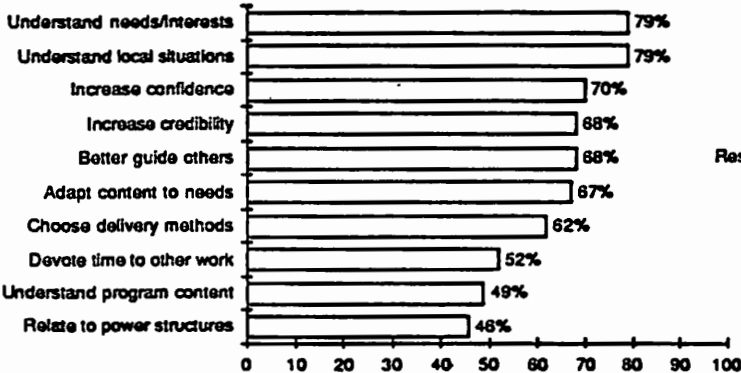
- The ratio of time spent in volunteer-related activities by volunteers and Extension Home Economists was 62 to 1. There were 336 times more volunteers than agents working with Home Economics programs.
- The average Extension Home Economist reported spending about 10% of total time on recruiting, nearly 20% on training, and approximately 10% on supervision of volunteers. In the average county, the Extension Home Economists spent 25 days with Extension volunteers, 10 days with volunteers from other agencies and organizations, and 8 days with volunteers who worked as assistants directly with the agent.
- The Extension Home Economist in the average county worked with 195 different individual volunteers in 1983: Extension volunteer programs, 154; other agencies and organizations, 31; and independent volunteers, 10.
- In general, Extension Home Economists were satisfied with the number of volunteers with whom they were working. Half felt they were involving too few volunteers, whereas less than 1% felt they were working with too many volunteers. Almost half felt they could work with more volunteers from other agencies and organizations.
- Over a third of the volunteers were in labeled roles in structured Extension programs (Home Economics groups close to Extension, special projects, and Master Volunteer programs). Nearly one-half were lend-a-hand without title in Extension programs or individually assisted Extension Home Economists. About one in five was from an agency or organization not closely related to Extension.

4-H

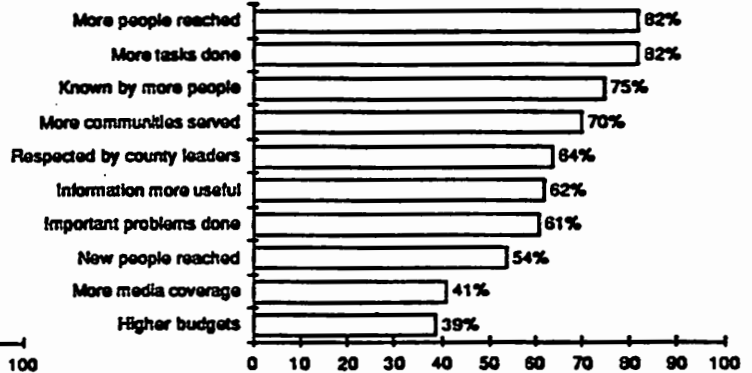
Nine out of ten of the agents working with 4-H rated working with volunteers "very" important; 70% felt it was the most important thing they do. Many indicated that volunteers were of considerable help to them and to Extension.

Agents Working with 4-H Rating Volunteer Impact Very High (4 or 5 on a 5-point scale)

Impact on Agents



Impact on Extension



These findings are based on information supplied by more than 384 4-H agents or other agents working with 4-H in a randomly drawn national sample of 315 counties (10% of all U.S. counties) stratified by population. Agents completed written inventories on the numbers of volunteers they worked with in various activities and their feelings about the value of such work as a part of the national study of the implications of volunteerism for Extension.

The study found that most agents working with 4-H work extensively with volunteers and that some agents work with volunteers who, in turn, guide and help other volunteers.

- In 1983, more than 1,240,000 volunteers working with 4-H programs throughout the United States reached more than 27 million people and worked with more than 80,000 community projects.

- Nationwide, volunteers spent more than 36.5 million days on activities with 4-H in 1983.
- If the hours donated by volunteers had been reimbursed at a wage equivalent to the work, communities would have paid more than 2.3 billion dollars.
- The ratio of time spent in volunteer-related activities by volunteers and 4-H agents was 59 to 1. There were 322 times more volunteers than agents working with 4-H programs.
- The average agent working with 4-H reported spending approximately 10% of total time on recruiting, nearly 30% on training, and about 10% on supervision of volunteers. In the average county, the 4-H agents spent 54 days with Extension volunteers, 10 days with volunteers from other agencies and organizations, and 10 days with volunteers who worked as assistants directly with the agent.
- Agents working with 4-H in the average county worked with 218 different individual volunteers in 1983: Extension volunteer programs, 175; other agencies and organizations, 27; and independent volunteers, 16.
- In general, agents working with 4-H were satisfied with the number of volunteers with whom they were working. Two-fifths felt they were involving too few volunteers in Extension groups, whereas less than 1% felt they were working with too many volunteers. More than two-fifths felt they could work with more volunteers from other agencies and organizations.
- Two-thirds of the volunteers were in labeled roles in structured Extension programs (4-H groups close to Extension, 4-H Middle Management and Key Leader programs). Nearly one-fifth were lend-a-hand without title in Extension programs or individually assisted agents. About one in five were from agencies or organizations not closely related to Extension.

CHAPTER 5

WHAT DO EXTENSION VOLUNTEERS GAIN? WHAT ARE THE DISADVANTAGES?

This chapter looks at the benefits to volunteers from two perspectives:

1. What volunteers say they have gained.
2. Disadvantages of volunteering with Extension.
3. How gains relate to a theory of human motivation and benefit.

Although people volunteer to help others, they usually find that they benefit themselves. Most volunteers receive multiple benefits from their work with Extension. Most feel they gain knowledge and skill, develop abilities and interests, and increase their feeling of self-worth through helping others.

"It is very important. It's made me grow. I have learned a lot. I have more confidence in myself now, and I know that I can do things that I didn't think that I could do before or had the ability to do. But I have been put in a position where I have done it. I know that I can."

"It's helped me see that I have talents that other people want."

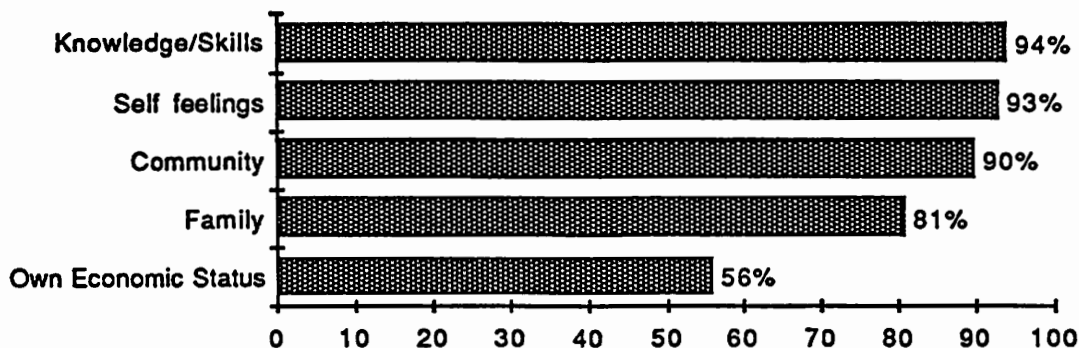
"The satisfaction of helping others receive help with their problems."

These are some of the ways volunteers interviewed in the national study of volunteering with Extension expressed what they had gained from their hours of work.

The previous chapter provided evidence that volunteers are very important to clientele, communities and Extension. This chapter explores what volunteers feel they gain.

WHAT VOLUNTEERS FEEL THEY GAIN THROUGH VOLUNTEERING

Almost all of the Extension volunteers who were interviewed felt that they had benefited in four of the five areas explored in the study. About the same percentages felt that they gained through increased knowledge and skill, feeling better about their own activities, and serving their community.

Percent Identifying Major Benefits to Themselves

Volunteers were selective in their responses on benefits. When responses to the five main benefit categories were examined, 1% indicated little benefit in any of the areas and 3% indicated a great deal of benefit in all five areas.

Volunteers were least apt to feel they gained financially. Volunteering is more apt to cost money than to result in financial gain.

Gain in Knowledge and Leadership Skills

Volunteers gain knowledge and skills from first-hand learning opportunities. They use this knowledge both to help others and in their own work. The Cooperative Extension Service makes a unique contribution to volunteer opportunities as it helps volunteers use university and federally sponsored research to help others with farm, home or community responsibilities.

"I think Extension has good information and that it's important that people get correct information."

"The knowledge that I have acquired is up-to-date, and I am able to share that with other people."

"I realized the great diversity and wealth of knowledge Extension has; I learned I could go to Extension for information on other things."

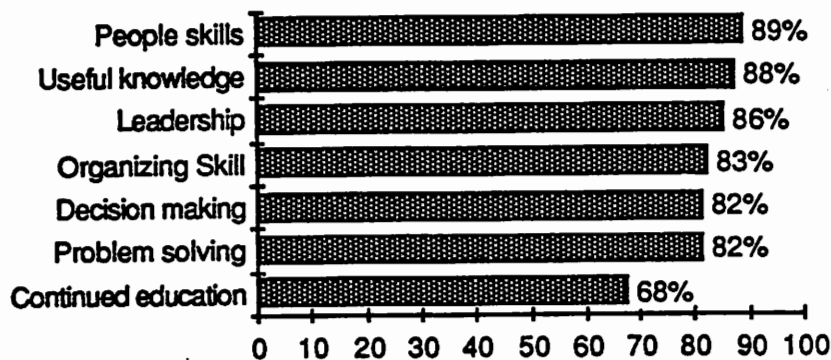
Some volunteers cited specific technical information on trace minerals, plant problems, soil erosions, new seeds, pest control, gardening, nutrition, home management, and food preservation.

Most also felt that the experiences helped them develop leadership skill in working with others.

"It's given me the ability to lead and the satisfaction of being able to please others and handle situations."

"Learning how to plan and organize better."

Percent Indicating Increased Knowledge and Skills



New Interests and Personal Satisfaction

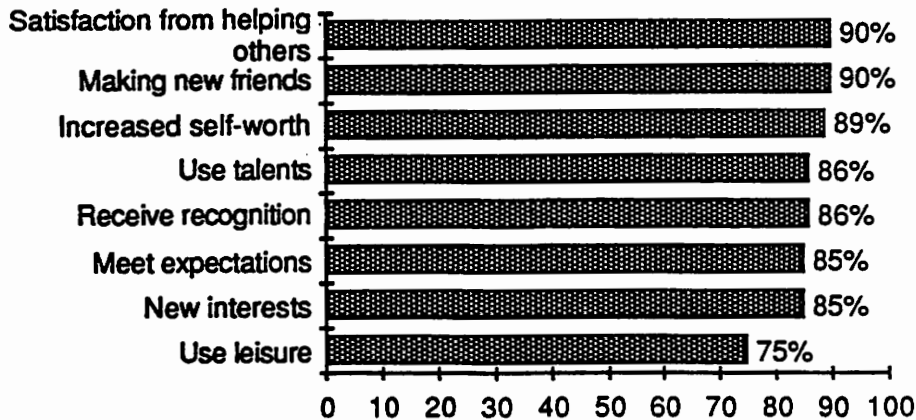
Volunteers develop talents, new interests, and new friendships through their work with Extension.

"Enlarging my contacts and making friends."

They also feel good about helping others.

"Being able to contribute to an organization and share your knowledge, and help them to not make mistakes that you have made so that they can carry on what you have learned."

Percent Indicating New Interests and Satisfaction



Gain From Helping The Community

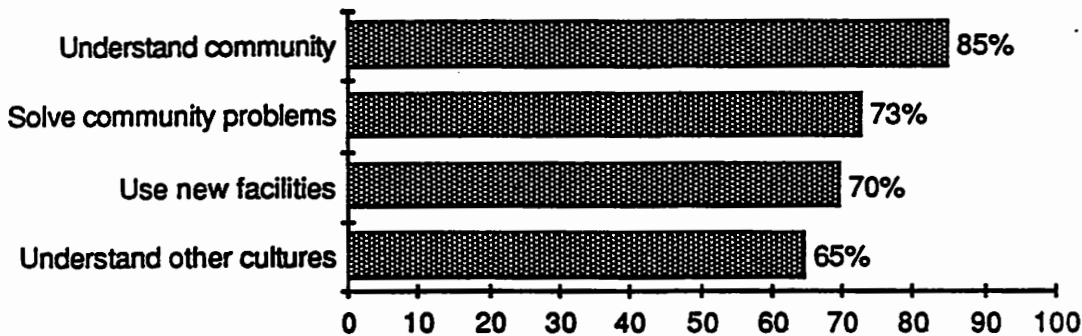
Volunteers gain an increased sense of self worth because they are contributing to the improvement of their community.

"The volunteer network helps to overcome the large size of the community."

"Unless the citizens, leaders, and respected people are involved, not as much gets done."

"More insight into some of the problems we're concerned with in our economic plight."

Percent Indicating Helping Their Communities



Family and Economic Strength

Volunteers feel that volunteering increases family togetherness and helps adults to relate better to children.

"I would say that the greatest benefit is that it has brought my family closer."

"I think it makes your kids appreciate you more. They take you a little less for granted."

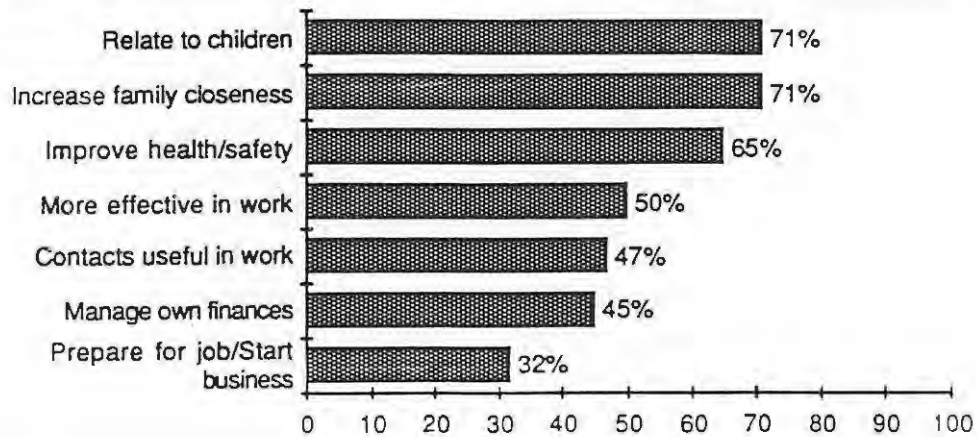
"My children are affected by my volunteering and do volunteering as well."

About half of the volunteers felt their work with Extension made them more effective in their work, made useful contacts, or helped them manage their own finances.

"It gives you another avenue to improve your own living standards."

"Working with Extension has helped give me economic stability."

Percent Indicating Strengthening their Family or Family Finances

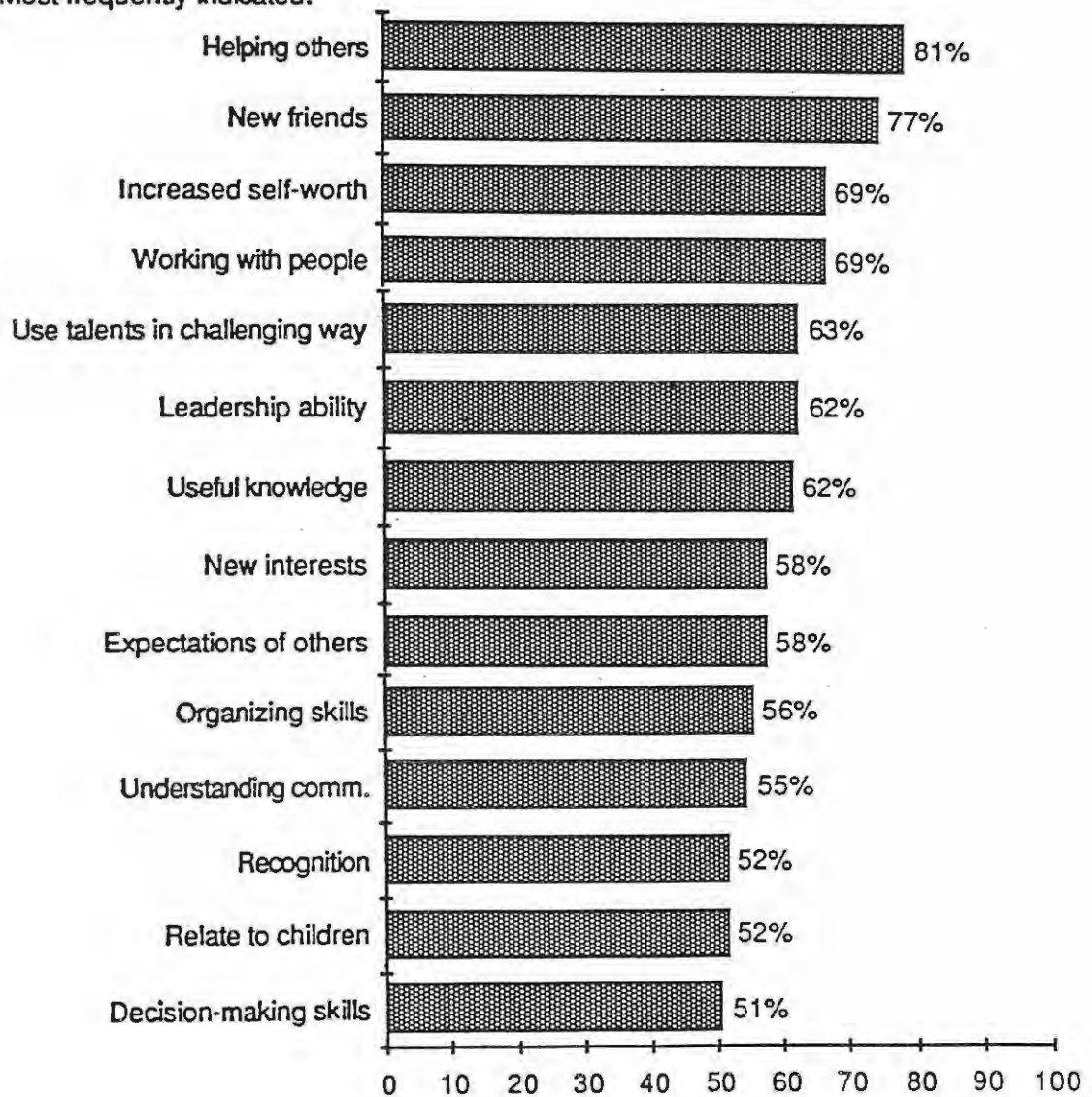


Most Frequently Recognized Gains

Over half indicated that volunteering with Extension resulted in considerable gain ("quite a bit or a lot"), for 14 of the items explored.

*Areas of Most Gain
(Percentage Reporting Quite a Bit or a Lot of Gain)*

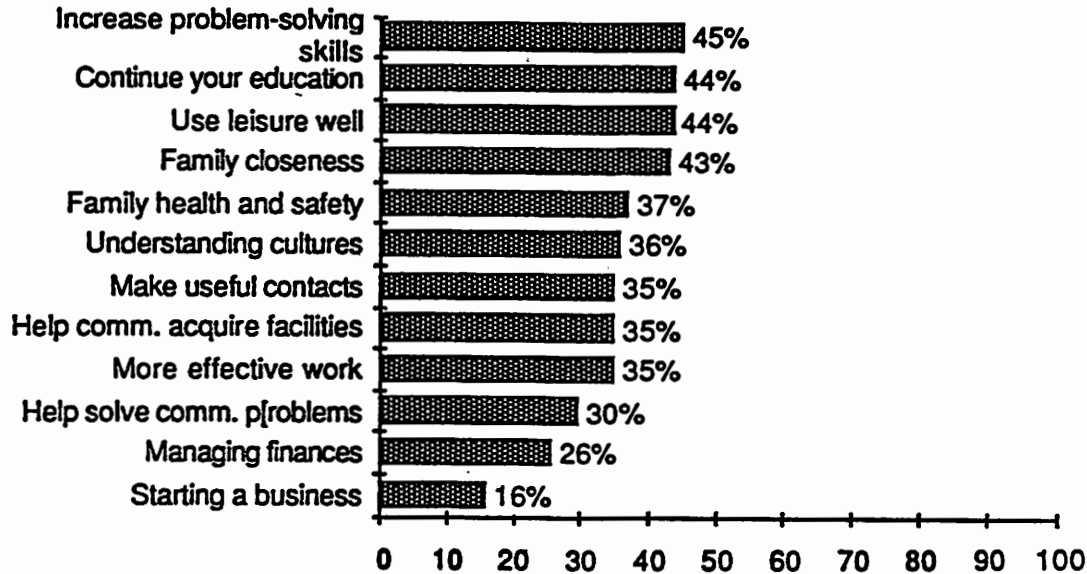
Most frequently indicated:



Least Extensive Gain

The volunteers were least apt to feel they received "quite a bit" or "a lot" of help related to economic gain. Items showing the lowest percentages were: preparation for employment or starting a business, 17%; being a better manager of your own finances, 26%; and improving your economic well-being, 28%.

*Areas of Least Gain
(Percentage Reporting Quite a Bit or a Lot of Gain)*



Implications

When asked to reflect upon what they've gained, volunteers see a variety of ways in which they have benefited from their Extension activities. Studying their responses opens several areas for further discussion by the volunteers, agents, and state specialists who organize Extension volunteer programs.

Satisfaction from helping others. Most volunteers reported a good deal of satisfaction from knowing they were helping others. Readers of the study who are looking for traditional gains of knowledge or improved income may fail to understand the importance of such a statement. The most fragile aspect of many adults is their own self esteem and psychological well being. Activities which "make one feel good" about oneself are extremely important in overall mental health. For some, such activities are just a shot in the arm. For others, the activities are important to their belief that life is worthwhile.

Extension is not unique in providing such satisfaction. Most volunteer programs can make this contribution. However, it is unfortunate if volunteers carry out Extension programs without feeling that they are really helping. It is important that Extension does nothing to destroy volunteer's satisfaction from helping others.

Satisfaction from learning and helping others to learn. Extension is unique in that its main mission is helping people use information. Many volunteers recognized the value of this knowledge to themselves as well as to others. Rather than taking it for granted that all volunteers see this special aspect of volunteering, perhaps more attention should be given to helping volunteers recognize, understand and take special pride in their role of guiding others in securing and using sound information.

Volunteer activity as a means of adult development. The enthusiastic response to items such as developing new interests, talents, and increasing organizational and related skills emphasizes the contribution of volunteer activity to continuing adult development. Volunteer activities help people find and use talents and interests not utilized in their home and work responsibilities. Such activities can also help improve skills needed at work or home.

Respondents differed in the areas where they felt benefits. This may in part reflect their awareness of their own needs and the way in which their Extension volunteering activities related to those needs.

Some Extension agents will feel that the main purpose of volunteer activities is to foster the development of those who serve as volunteers. Others may view it only as a serendipitous value while volunteers assist in carrying out Extension programs. Either way, more consideration might be given to designing special volunteer activities that help with developmental tasks faced at certain stages of the life cycle.

Several volunteers said they secured satisfaction from seeing others develop. 4-H leaders usually received some training on child development. But do we help volunteers who work with adults understand that development is a life long experience? Do we help them learn about personality development and learning styles?

Volunteering as economic gain. Some studies, especially those of men in community organizations, indicate that contacts and other business-related gains are the major benefits of volunteering. Is the fact that fewer people recognized an economic gain from their Extension volunteer activity a positive or a negative finding?

Volunteering as a family experience. Some volunteers noted very positive gains within their family--respect for a parent who was a volunteer, shared experiences when family worked together on a volunteer task, happier parent because of outside activities. Do we recognize volunteers' positive family impact as well as the time it may take away from family activities? Has Extension given sufficient attention to the kinds of volunteer activities which can be carried out by two or more family members?

Helping volunteers assess gains. Do we help volunteers identify the skills they are learning? Do we help volunteers keep records on the skills they gain so that they may use those records when they make career or job changes?

The survey asked volunteers to think about what they gained from volunteer activities. Often they don't take time for this kind of reflection. But self assessment can help them feel even better about the amount of time they are spending or about some of the less enjoyable aspects of volunteer work.

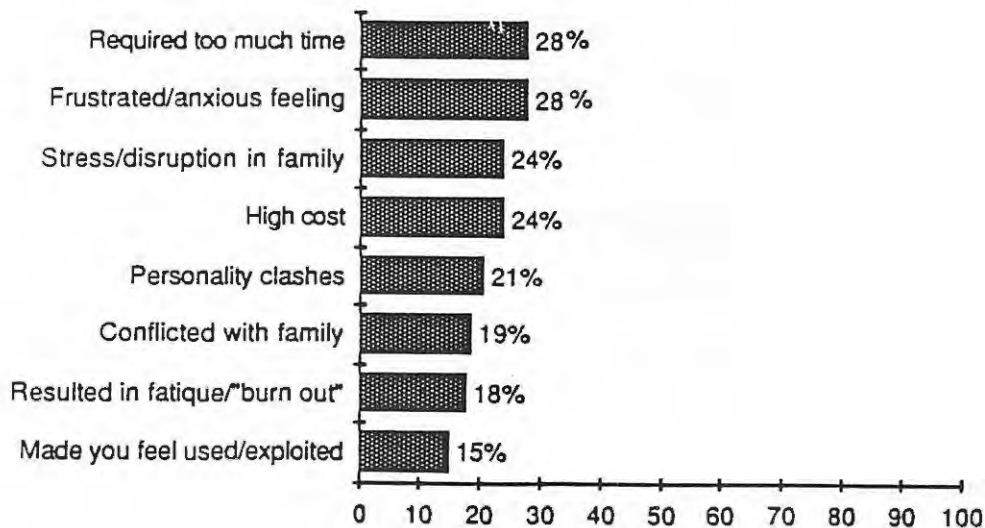
Using information on benefits in recruitment. Can information about the kinds of benefits recognized by volunteers be useful in recruiting new volunteers? Would stories which play up benefits of volunteering establish a different climate for drawing in new volunteers?

DISADVANTAGES OF WORKING WITH EXTENSION

Many volunteers did not feel there were problems in their Extension volunteer activities, however most could see some things they didn't like.

Three out of five respondents (58%) felt they had not encountered any problems while they worked as an Extension volunteer. Too much time required, frustration, and anxiety were most frequently mentioned by those recognizing problems.

Percent of Volunteers Indicating Specific Problems



Most Difficult Things About Volunteering with Extension

Two-thirds of the volunteers gave a variety of responses when asked to indicate the worst thing about being a volunteer with Extension. The largest number of responses dealt with *time*:

- "The work seems to bunch up at one time, especially on holidays."
- "The main thing is that meetings don't get started on time."

Some commented on the *effects on themselves and/or family*:

- "The feeling of loss of control over your own ideas."
- "The hardest thing is conflicts with what other members of my family need to do."

Some spoke of *limited resources*:

- "A marvelous program can go nowhere because of lack of money."
- "There are not enough volunteers, and the volunteers now get worked a lot."

Some commented on *problems with the people with whom they worked*:

- "Some other volunteers. Racism."
- "When you take time and trouble to start a program and no one shows an interest."
- "Criticism from fellow workers who are not appreciative of our efforts."

Some commented on the *relationship with Extension staff*:

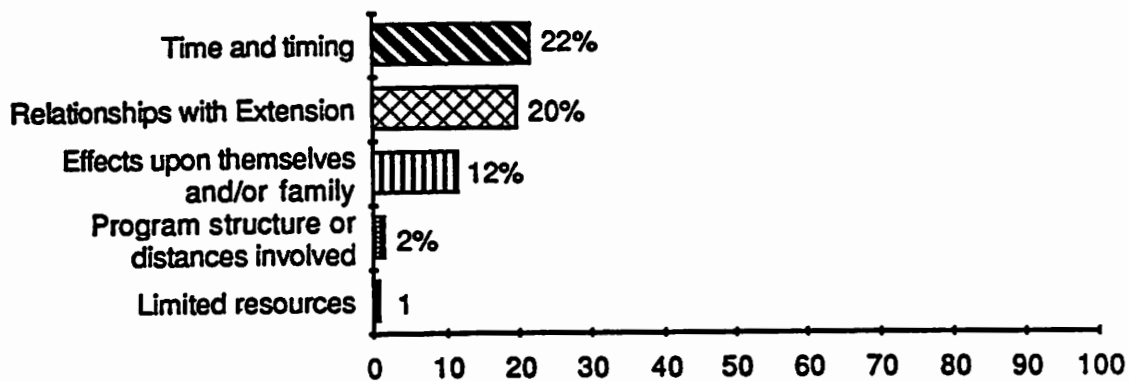
- "Not enough Extension guidance."
- "Being unable to properly communicate our problems to the Extension office."
- "Lack of action. Usually they're just a little slow in trying something--maybe overcautious."

Some mentioned problems in *how the program was structured or distances involved*:

- "The paperwork--some of the forms could be a little easier to understand."
- "The traveling--our Extension office is thirty-two miles away. It's impossible to get hold of an agent shared with two other counties."

When the more than 700 responses were categorized, the largest number dealt with time.

Frequency of Mentioning the Worst Thing about Working as an Extension Volunteer



Agents Should Remember

Almost 90% of the respondents suggested things for agents to remember when working with volunteers. The three main themes of the suggestions were: respect volunteers as individuals, use good interpersonal relationship practices, and guide volunteer activities. Although stated in terms of agency staff, most of the comments apply equally well to volunteers who guide other volunteers.

Frequency of Suggestions to Extension Agents Working with Volunteers

| | |
|--|-----|
| <i>Respect Volunteers as Individuals:</i> | |
| Volunteer time is valuable/limited | 10% |
| Volunteers are not paid professionals | 9 |
| Use, recognize, appreciate talents/abilities/skills | 7 |
| <i>Use Human Relations Skills:</i> | |
| Be supportive/cooperative/available/patient/learn from vols. | 17 |
| Be understanding/accepting of all | 7 |
| Be pleasant/nice/courteous/relate to volunteers | 5 |
| <i>Guide volunteer activity:</i> | |
| Give good advice/clear instructions/be organized | 12 |
| Vols. need training/education/want to learn | 7 |

Volunteers suggested that agents should *respect volunteers as individuals*.

"They think we have a lot more time to spend than we actually do."

"He should remember that volunteers are just that, and they should be treated with a little more respect, not as employees that are drawing a salary."

"Sometimes I think they need to remember that Extension volunteers have another job."

"The limitations of the leaders involved as well as the potential of the leaders involved."

"Know what each volunteer's skill is and give credit to those where credit is due."

"People have as much information to give Extension as vice versa--to have an open mind."

Agents should develop *good interpersonal skills*.

"You have to have a heck of a lot of psychology. We all have quirks, and no one person is the same every day."

"Having patience is important."

"Be polite, courteous and cooperative."

"I think listening to the volunteers even when the area is not so pressing and letting the volunteer take the ideas and run with them."

"Remember that whether the people are rich or poor, they should be treated equally."

Agents should guide *volunteer activities*:

"Give lots of explanations."

"They have to lead, not push."

What Do Volunteers Lose?

The title of this chapter asks first what volunteers gain. Then it switches to disadvantages rather than asking what volunteers lose. Losses were not asked about. However, it is very clear from looking at the amount of time that volunteers spend working with Extension that they lose the use of that time. Some spend less with their families if their families are not involved in the activity. Others give up time they would have spent on a hobby or some other kind of relaxation.

Although most of the respondents were very positive, anyone developing volunteer activities must remember that bad volunteer experiences can cause loss of confidence, poor relations, and unhappiness. Those offering volunteer opportunities need to be sure that volunteers will have good experience.

Implications.

How many volunteers need to indicate a problem before Extension tries to improve the situation? Should one person who is critical receive attention? Or does it need to be several before changes are made?

Although volunteers were generally satisfied, and only small percentages indicated problems, there were indications that some Extension professionals could improve the setting in which volunteers work. Consideration should be given to:

1. Open communication which explores both satisfaction and discomfort.
2. Smoothing out some of the more frequently mentioned troubles.

MAXIMIZING VOLUNTEER GROWTH

The findings of the national study indicate that volunteer opportunities can help people develop and gain several kinds of benefits. Some Extension programs such as 4-H and Community Leadership Development programs focus on helping people develop, but all programs can work on this initiative by offering the right kind of opportunities for volunteers. One way that any Extension staff member can contribute to this initiative is through developing challenging, fulfilling volunteer roles as a part of Cooperative Extension programming:

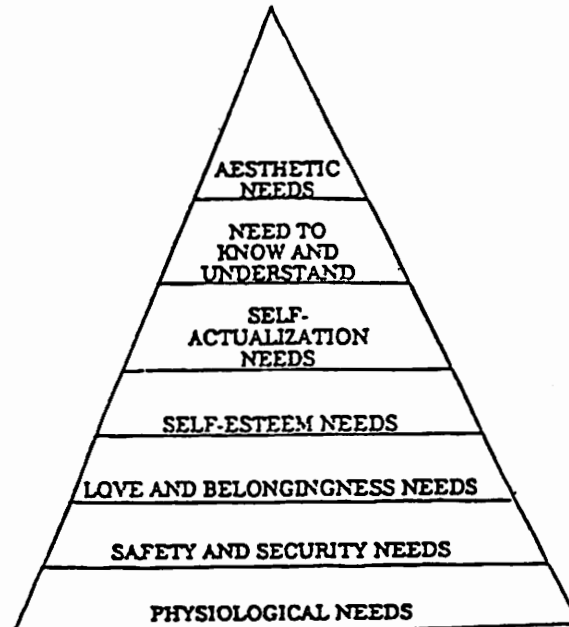
The national study of volunteers with Extension found that giving people the opportunity to volunteer and providing volunteers with good experiences:

- helps them develop through meeting growth needs.
- helps people gain knowledge, expertise, specific skills, general abilities, and fosters aspirations.

The growth and development fostered in people through their work as volunteers with Extension, in turn, increases their value to themselves, to their communities, and to the nation's work force. In the economic sense, human capital or the richness of society in terms of human abilities is increased by the kinds of growth fostered through well-designed volunteer activities.

Volunteerism Helps People Develop through Meeting Growth Needs

Human capital development is dependent upon helping people develop personalities which are strong and positive. Personality development and the meeting of basic needs is essential before people can make the most of specific opportunities to learn and develop skills. Although presented in terms of motivation, Maslow's hierarchy of needs also describes areas which help people grow and develop.



**Maslow's Hierarchy of Needs
(1970)**

According to Maslow (1970), human needs range from base needs such as physiological, security and safety, love and belongingness, and self-esteem needs to higher level needs which are the need for self-actualization, the need to know and understand, and aesthetic needs. The first four listed above are deficiency needs. The last three are growth needs.

Each level of needs must be sufficiently satisfied before the needs of the next level become paramount. Consequently, before a person is concerned with the need for self-actualization, he or she has to have sufficiently satisfied the four levels of deficiency needs.

Although the Maslow hierarchy was not used as a conceptual framework when the study of volunteerism in Extension was developed, retrospective analysis of responses to the impact items shows that volunteering makes major contributions both in terms of "deficiency" needs, and in terms of "growth" needs.

Deficiency Needs Certain volunteer experiences can help people deal with safety and security or physiological needs. However, all good volunteering experiences help people increase their feelings of being liked by others and of belonging. As will be seen in the drawing below, volunteers recognize that good volunteer experiences contribute a good deal in helping them meet these needs.

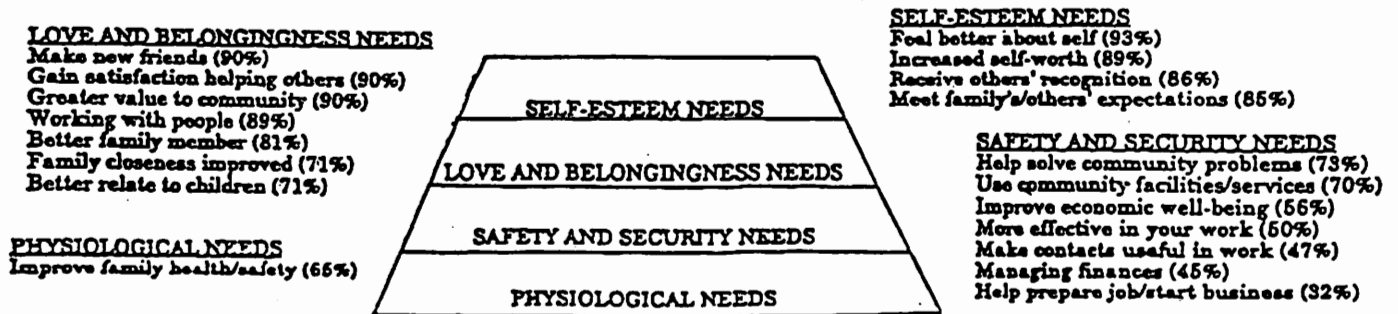
Physiological Needs are survival needs. They include sleep, hunger, thirst, sexuality, and physical well-being. Extension programs which address nutrition and health issues indirectly help to satisfy this level of needs.

Safety and Security Needs can refer to physical or emotional safety, environmental safety, economic security, or any other factor which affects a person's perceived freedom from physical danger or mental anxiety.

Love and Belongingness Needs involve both giving and receiving of love or affection. Belongingness involves seeking affiliation with one's community.

Self-esteem Needs involve development of self-confidence, improvement of self-concept, feeling better about oneself as a result of one's actions, and pride in one's accomplishments. Esteem needs also involve others' respect for one's accomplishments and others' acceptance.

Deficiency Needs from Maslow's Hierarchy of Needs (1970)



Note: Percentages in parenthesis refer to percentage of respondents who recognized that their volunteer work with Extension helped them in these specific areas.

Growth Needs

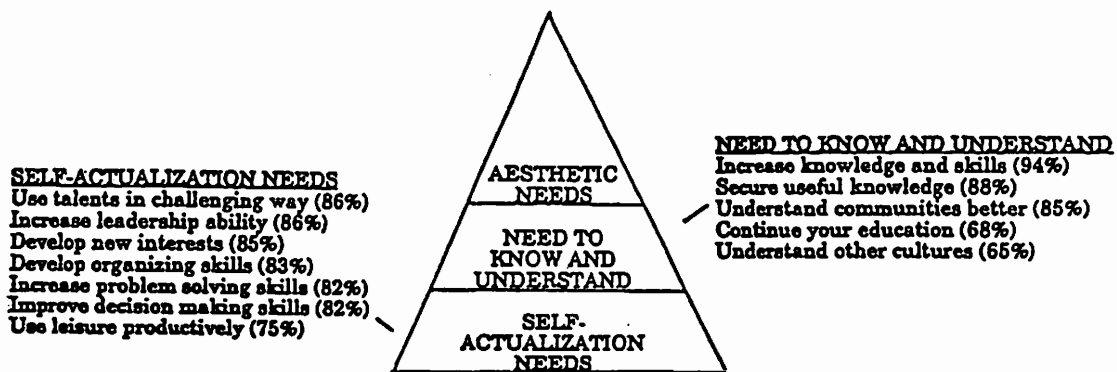
In addition to meeting needs for belongingness and self-esteem, Cooperative Extension is in a unique position to help people meet "growth needs" through the volunteering opportunities it offers. Most of those opportunities help volunteers satisfy their own "need to know and understand". Many, if the conditions are right, help people to meet needs for self-actualization. In particular, moving to positions where volunteers are guiding other volunteers and/or have major responsibility for developing program plans and providing leadership in their implementation fosters self-actualization and results in the splendid feeling of having done something special.

Self-actualization Needs concern developing to one's full potential, self-fulfillment, and self-improvement.

The Need to Know and Understand involves developing one's interests or finding new interests. Curiosity is an important element. Such needs involve a wish to bring order to one's world.

Aesthetic Needs involve learning to appreciate beauty, particularly in the arts and literature. This would include appreciation of beauty in nature. Maslow believed that some people had a need to be surrounded by beauty and that beauty had an uplifting influence on their lives.

Growth Needs from Maslow's Hierarchy of Needs (1970)



Note: Percentage in parenthesis refer to percentage of respondents who recognized that their volunteer work with Extension helped them in their specific areas.

The national study did not explore aesthetic needs. However, the value people assign to crafts programs emerged. That valuing appeared to be related to satisfying aesthetic needs on the part of those who had other growth needs satisfied. Some volunteer activities--those which involve volunteers in working with color and design in exhibits and posters, those where volunteers help others plan the arrangements of flower beds, and those where volunteers help others better understand and enjoy nature--contribute to this highest level of self-development.

Ensuring That Volunteer Opportunities Meet Needs and Facilitate Growth

Although most volunteer activities provide some contributions to helping people meet needs, there are a variety of steps that Extension staff can take to increase the amount of benefit at each level.

Physiological Needs Sometimes it's easy to overlook simple physiological needs in the press of getting a great deal done in a short time. Some measures that might avoid this are:

- Being sure the working environment is comfortable.
- Being sure that rest breaks and meals are scheduled appropriately.
- Avoiding individuals' taking on so much that they do not get adequate rest.

Safety and Security Needs

Safety involves both physical safety and the feeling of physical and social security in a working situation. Some suggestions to aid in fulfilling these needs are:

- Ensuring that the tasks of the volunteers are carried out in physically secure locations.
- Providing insurance to foster a sense of security.

- Emphasizing the fact that learning the economic information they share with clientele helps volunteers increase their economic security.
- Providing backup support to volunteers so that they can do well in their tasks.
- Providing a learner/volunteer-friendly and supportive environment for both volunteers and clientele.
- Helping volunteers work with community projects which strengthen the community and insure community and individual safety.

Love and Belongingness Needs

Extension agents and key volunteers establish the climate for volunteer activities. Are they warm, caring, and equally inclusive of all volunteers? It is important that each volunteer feels that he or she belongs to something important. Extension can create such an atmosphere through:

- Developing a warm and human climate where it is evident that professional staff care about each other and volunteers are encouraged to care about each other.
- Building esprit de corps and sharing ownership of programs with volunteers.
- Providing name badges, titles for volunteers, indication of affiliation with Extension, and other symbols which show they are part of the Extension System.
- Providing opportunities to express caring through "giving to others" in a helping relationship.

Self-esteem Needs

Helping people feel good about themselves is as important as helping them help others. Developing a psychologically supportive climate can be achieved by:

- Respecting each volunteer as an individual and showing that the work done by that volunteer is important.
- Helping volunteers see when they have done something especially well.
- Helping volunteers take on the kinds of tasks and roles which enhance their self-esteem (for example, helping them take on tasks which identify previously unrecognized abilities).
- Leaving enough space in most activities so that volunteers can make unique individual contributions rather than just doing work directed by others.
- Finding ways of helping volunteers improve without damaging their self-esteem (it takes a special knack to give feedback in a positive and helpful manner).
- Helping the work of volunteers to be recognized by others.
- Encouraging clientele to let volunteers know when they have been helpful.
- Providing opportunities for media attention.

Self-actualization Needs

Perhaps one of the most exciting aspects of working with volunteers is seeing their joy when they have taken on something challenging and handled it especially well. Sometimes an individual new to a role, gets a self-actualizing experience from the same role that many other volunteers take for granted. But often, self-actualizing comes from taking on a new role, probably one that others aren't doing as yet. Often for volunteers to have self-actualizing experiences, agents need to step back and forego a role they usually play. Some suggestions for developing self-actualizing experiences are:

- Encouraging volunteers to use their expertise or talent in new and challenging ways.
- Sharing responsibility for creating and implementing ideas with volunteers and not limiting such activities to Extension agents.
- Encouraging volunteers to tackle challenges and problems rather than working them out for the volunteer.
- Offering opportunities commensurate with ability.
- Giving capable volunteers the freedom to do things "their way," with a minimum of oversight.
- Providing "career ladders" which help volunteers to move to more challenging roles.
- Helping volunteers step back and see what they are accomplishing.

Need to Know and Understand

Extension can do a great deal to help volunteers both understand this particular need and be able to deal with it. The contribution of Extension volunteer programs can go far beyond the specific information involved in a particular program. Some ways that volunteer experiences can further this goal are:

- Helping volunteers enjoy learning and to want more of it.
- Stimulating volunteers' natural curiosity.
- Giving volunteers a sense of confidence in their own ability to learn and control their learning, regardless of their age.
- Helping volunteers understand the conceptual base which underlies what they are telling clientele.
- Helping volunteers explore new areas ranging from better understanding themselves, through understanding their communities, to better understanding the areas covered by Extension programs.
- Helping volunteers understand the way they prefer to learn, and how people differ in the way they approach learning and what helps others most.

Aesthetic Needs

Extension volunteer activities can help volunteers meet aesthetic needs through:

- Encouraging volunteers to take time to enjoy natural settings in which they are working.
- Providing colorful materials and/or an aesthetic environment.
- Helping volunteers sense beauty around them.
- Encouraging those volunteers who have a sense of beauty to share their feelings with others.

Building Expertise, Specific Skills, and General Abilities

In addition to helping adults build in ways identified in the Maslow hierarchy, Extension is in an excellent position to help volunteers develop in specific areas:

Knowledge Expertise in Specific Content or Problem Areas. Extension can help a volunteer to become the person that everyone in the extended family or community turns to because that person really understands what is going on in a particular area, whether it is homemaking, community affairs, farming, or related businesses.

Specific Skills. That skill might be word processing, conducting a committee meeting, speaking in front of a group, caring for a sick animal, or pruning plants. It may involve mental skills such as mathematics, or analyzing problems or social skills such as putting strangers at ease. Extension is in a position to help people develop a variety of specific physical, mental, or social skills.

General Abilities. General abilities include such abilities as the ability to manage, to organize one's thoughts and communicate them to others, or to diagnose problems and choose between alternative solutions. Challenging volunteer activities stretch people and help them develop broader abilities.

These are more "executive" type mental abilities that can generalize to many areas of one's life if they transfer from a specific situation to others. They are very important to one's further growth.

Aspirations. Some of the volunteers interviewed mentioned how meeting new people and seeing life-styles of others helped them both to value what they had and to aspire to other things. Volunteering can expose people to new opportunities and help them set new goals for their own development.

Confidence and Empowerment. Some people are afraid of the term "empowerment" because they see it as threatening. A colleague presented the term as meaning "energizing," the freeing of people to use their talents, to take responsibility, to deal with problems facing themselves and their communities, and to get the most out of life. It is pointless to help people gain expertise, skills, and abilities if they are unable to use them because of lack of confidence in their ability to succeed in their own life situation.

Some volunteer tasks help people develop one of the above areas, but most tasks and roles assist several areas. Such development directly contributes to the skill bank available to communities and to the work force.

Contribution to Development

Development is cumulative. Most people come with some ability, but experiences with Extension help them refine and further develop their knowledge, skills, and abilities. Volunteer opportunities can help both those who have little skill and those with considerable skill further develop even though the nature of that development is quite different.

In some instances, a volunteer experience with Extension may start a person's development in a particular area, but in most instances it takes a person who already has a start in an area one step further. Teaching others is a powerful way of helping people who have reached a high level of expertise to continue their development. Using their expertise in this new way and seeing it from the eyes of a beginner often helps them better understand what is involved and keeps them from becoming careless.

Many Factors Contribute

Volunteers can learn from themselves. They learn from Extension personnel, and they learn from each other. The volunteer setting should provide sufficient contact among volunteers and between volunteers and Extension staff so that all three kinds of learning take place. Some development takes place serendipitously in most situations, but most volunteer opportunities can be designed in such a way that all three sources of learning can be utilized.

Recognition as a Facilitator of Development

Volunteering can provide opportunities for human development that few people get in their formal education or in their employment. One of the volunteers in the study mentioned that her family gave her more respect when they saw that others valued her ability as a volunteer.

Sometimes people who coordinate volunteer activities consider recognition as a ploy for keeping volunteers happy and working. Others realize the important role that recognition of work well done, of new skills mastered, of new interests developed, plays in helping people to continue to both meet needs for self-esteem and belonging and to continue to learn and develop. Whether the recognition comes in the form of a quick comment--"Gee, can you do that already? You are really making progress." or "I wish I could do that as easily as you can."--or whether it comes in a more public form, knowing someone else recognizes that a volunteer has grown in knowledge or skill can be a motivator for continuing.

Relationship of Specific Development through Volunteering to Employment

Volunteering can help people improve their application of knowledge and develop skills which are important to them in their work. For example, a Master Food Preserver may learn aspects of food safety that improve his paid employment as a cook. Or an introverted person may become more outgoing and comfortable with people and do much better in those parts of his or her paid job which require dealing with the public. Volunteering can also provide the experience base needed in some positions.

But even more important, volunteering lets people round out their lives and build expertise in areas not related to their work. Most paid positions are restricted to specific responsibilities. Volunteers can choose volunteer activities which are directly opposite the work they do all day, and they can get greater satisfaction from this variety in their lives.

Volunteering can also provide the access to new learning. Very few people are fortunate enough to be in paid positions where they are constantly learning new things and developing new skills. Most are selected for positions because they have certain skills and knowledge, and they spend thirty years of their life dealing with those particular skills and that particular knowledge.

And, as a corollary, volunteering lets the person who leaves the paid work force continue to use his or her skills and abilities as long as he or she wants. Age is not a major factor in most volunteer situations.

Relationship of Specific Development through Volunteering and Formal Education

Very few formal courses are able to place learners in real life positions where they can actually practice and utilize the specific skills they are learning. Volunteering with Extension reverses the process and encourages volunteers to learn from doing but with assistance through training and coaching.

Formal education is organized around courses and degree programs. Most students can only concentrate on one set of courses. Volunteering permits volunteers to move about and learn in a variety of areas.

Formal education often emphasizes knowledge from disciplines. Good volunteering experiences help volunteers see how knowledge from a discipline can be put to work in real life.

Where Reflective Practice and "Book Learning" Meet

Many of Extension's volunteer roles involve the volunteer in both indepth study and learning from reflective practice. Extension often brings people and knowledge together in such a way that that knowledge is put to work.

Extension helps people access the knowledge of the Land Grant University system including both information about things and information about ways of doing things. Volunteering with Extension should also help people reflect upon what they have done and learn from their own experiences. If they have a good guide and mentor, they are helped to see how their own experience relates to the knowledge from the campus. By comparing the two and probing when they do not mesh, both the understanding of past experience and the understanding which comes from the campus are strengthened.

Volunteering Contributes to Human Capital Development Only IF

In this chapter, we've painted a rosy picture of the major contributions that volunteering can make in helping people improve their value to themselves, to the community and society, and to the paid and unpaid work force. However, those contributions do not come automatically. Those working with volunteers need to:

- want to help people develop security, confidence, broad abilities, and skills in addition to those within a particular program focus.
- create volunteer positions which are attractive to people and which stimulate them to keep on growing.
- see helping volunteers develop as being of equal importance to using the volunteers to get other program goals accomplished.
- design opportunities which provide the kind of setting and support that help volunteers to grow.
- recognize that volunteer activities with their particular programs can help people build a variety of skills.
- be willing to mentor, or to encourage key volunteers to mentor, others--helping them to develop skills and expertise even though some of those skills benefit the program only indirectly.

Among the Extension Program Areas, 4-H places special emphasis on helping youth and adults meet both basic and growth needs and develop specific expertise, skills, and general abilities through serving as a volunteer. But all program areas can make major contributions if Extension personnel consider how the volunteer opportunities in their program areas can be used to help people accomplish these goals which go beyond carrying out tasks essential in a particular program.

Life skill development and building self-concept and self-esteem are the focus and content of 4-H. Unfortunately, sometimes life skill development is viewed as something youth are helped with when they are young which will help them when they are mature. In fact, life skills should help youth while they are young as well as when they are grown up. And, just as learning is lifelong, life skill development also continues throughout life.

Extension, volunteers and communities all gain from the time taken to develop volunteer roles and tasks in such a way that they provide opportunities for personal growth and development. Roles will be more attractive to volunteers who will stay longer, support programs more enthusiastically, and provide programs with increased continuity and stability. Volunteers gain through meeting some personal needs and goals as well as helping others. Communities gain through the development of people's skills which can be applied to help solve future community problems.

CHAPTER 6

HOW VOLUNTEERS AND EXTENSION WORK TOGETHER: AN OVERVIEW

This chapter provides an overview in regard to how volunteers and Extension work together.

1. Major volunteer programs.
2. Volunteer tasks.
3. Major volunteer roles.
4. Extension's contributions.
5. A framework for relating the chapters which follow.

The benefits described in the previous two chapters came about through a wide variety of Extension volunteer programs and volunteer activities. This chapter provides a framework for looking at overviews and relationships. The chapters that follow will give specific examples. Most agencies have one program and one way in which the agency and volunteers work together. Extension's relationships with volunteers are much more complex. There are several formal programs and a variety of ad hoc activities which involve roles and tasks.

Volunteers work with Extension in a variety of ways. A first step is to understand the *alternative patterns of relationships* between volunteers and Extension, that is, the several ways volunteer activities relate to Extension. Some volunteer activities involve individuals working directly as a part of Extension programs; some activities involve Extension and an organization or group working together; others involve Extension staff, representatives of other agencies, and volunteers working together.

A second step is to consider some of the *specific tasks* of volunteers with Extension. The third step is to consider the *major kinds of volunteer activities*. Volunteers are likely to have one of four major tasks: **policy and planning, teaching, conducting large educational events, or carrying out special assignments, regardless of the kind of volunteer program or relationship to Extension.**

These kinds of relationships and major kinds of volunteer activities were identified first through surveys of Extension agents and volunteers and secondly as a result of analyzing over 700 taped interviews from the national study of volunteers with Extension. The interviews were held in twelve randomly selected counties which ranged from very rural to very urban and represented all regions of the country. Community leaders, volunteers, and participants in programs were asked to describe volunteer activities.

MAJOR VOLUNTEER PROGRAMS WITH EXTENSION

There are three kinds of relationships between Extension and volunteers in relation to who owns the program. Some programs are initiated by Extension. Some are done in partnership with a volunteer group. Others are initiated by volunteers with Extension assisting.

Volunteers Working As Individuals

There are times when Extension is primarily responsible for programs. In such instances, volunteers usually work as individuals rather than as representatives of an organization. Extension staff initiate, plan, and carry out the programs in partnerships with volunteers who relate to Extension as individual volunteers. Examples include:

- Master Volunteers
- EFNEP volunteers
- Some of the volunteers who work with special events
- Volunteers who work with special assignments such as applied research.

In 1983, less than one-fourth of the volunteers who worked with Extension were in titled positions in programs for individual volunteers--Master Volunteers and special projects not under the auspices of a specific organization. Another 32% lent a hand with programs initiated by Extension.

Cooperation with Organizations

Extension works in partnership with community organizations to carry out volunteer programs such as 4-H clubs, Extension Homemakers, and agricultural commodity groups. These are groups which belong to the community and its members but typically have close ties to Extension. Extension also cooperates with other community organizations such as Kiwanis Lions Clubs, Chamber of Commerce, Farm Bureau, Jaycees, Senior Citizens, or church groups in carrying out programs.

Volunteer programs may be initiated by: community organizations who request Extension to join them in the endeavor, Extension who asks other organizations to assist them in carrying out the effort, or may emerge jointly through mutual interests.

In 1983, the greatest share of the volunteers, almost half, were in organizations. Part of the volunteers, about 30%, were in organizations which Extension had helped to form. Others, about 19%, were with other community organizations or with community agencies.

Cooperation with Other Agencies or Businesses

A third type of relationship occurs when volunteer activities exist because of cooperation between Extension and another agency or business in the community. Examples of these are as follows:

- schools
- social agencies
- health agencies
- environmental agencies
- military
- business
- media
- financial institutions

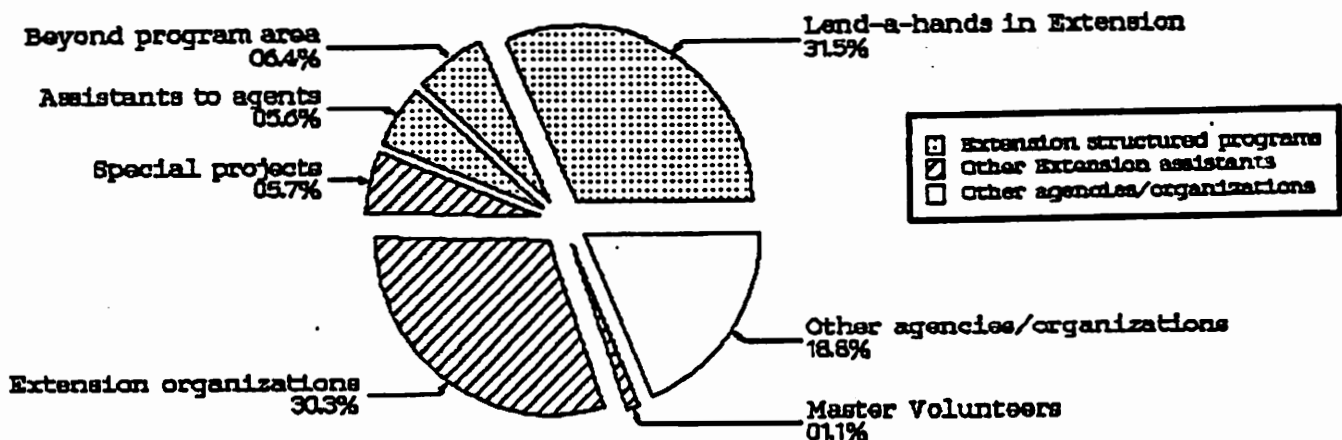
These agencies or businesses join forces to cooperatively carry out volunteer programs which enhance the community and its people. There are several reasons for such cooperation:

- to extend resources;
- to present stronger programs;
- to solve community problems.

Distribution of Volunteers in 1983

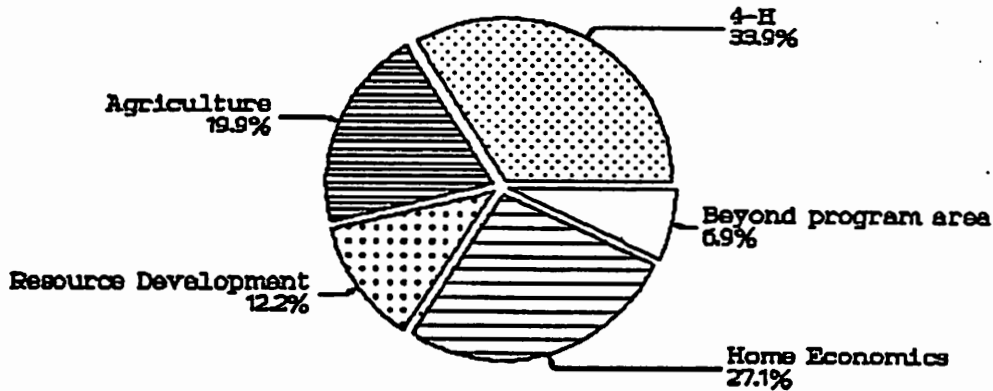
In 1983, two-fifths of the volunteers reported by Extension agents were in labeled roles in structured Extension programs, including the community organizations which consistently are most likely to work with Extension--4-H, Extension Homemakers and agricultural commodity groups. One-fifth were from other agencies and organizations. Less than two percent were in Master Volunteer programs and 6% worked on special projects. The largest group reported by agents were volunteers who simply lent-a-hand with various projects and activities without having a specific title or ongoing role.

Distribution of All Volunteers among Seven Main Types of Extension Activities



Volunteers working with 4-H or Home Economics accounted for almost three-fifths of the different individual volunteers in the average county.

**Program Areas' Percent of Different Individuals
Volunteering in an Average County**



Multiple Program Participation

The average county reporting overlap--the same volunteer working with more than one program area or with program area and total staff--indicated about 20% of the Extension volunteers and 10% of the volunteers from other agencies and groups served with more than one unit of Extension. In general, the smaller the populations, the more overlap reported. Overlap was considerably less in counties with larger populations.

Consistency of Major Volunteer Programs across the United States

Most of Extension's major volunteer programs occur in all counties regardless of the characteristics of the county. "Master" programs are the exception. They are newer programs first developed in urban areas which are spreading more slowly to rural counties. Most of the Observers indicated that 4-H (96%), Extension Homemakers (91%), and Agricultural Cooperator volunteer programs (71%) were available in their communities. However, half of the Observers felt they knew most about 4-H.

The percent of counties reporting specific kinds of volunteers in 1983 was as follows:

| | |
|---|-----|
| Local 4-H Leaders | 96% |
| Ag Cooperators (applied research, etc.) | 96% |
| Extension Homemakers | 79% |
| Resource Volunteers | 66% |
| 4-H Middle Management | 44% |
| Master Gardeners | 26% |
| Master Home Ec Volunteers | 21% |

Although fewer counties mentioned *Master Volunteer* programs, these programs were not limited to any single state or region. The percentage of counties in each region with Master Gardeners was very similar. The largest regional difference appeared for 4-H middle management/key leaders.

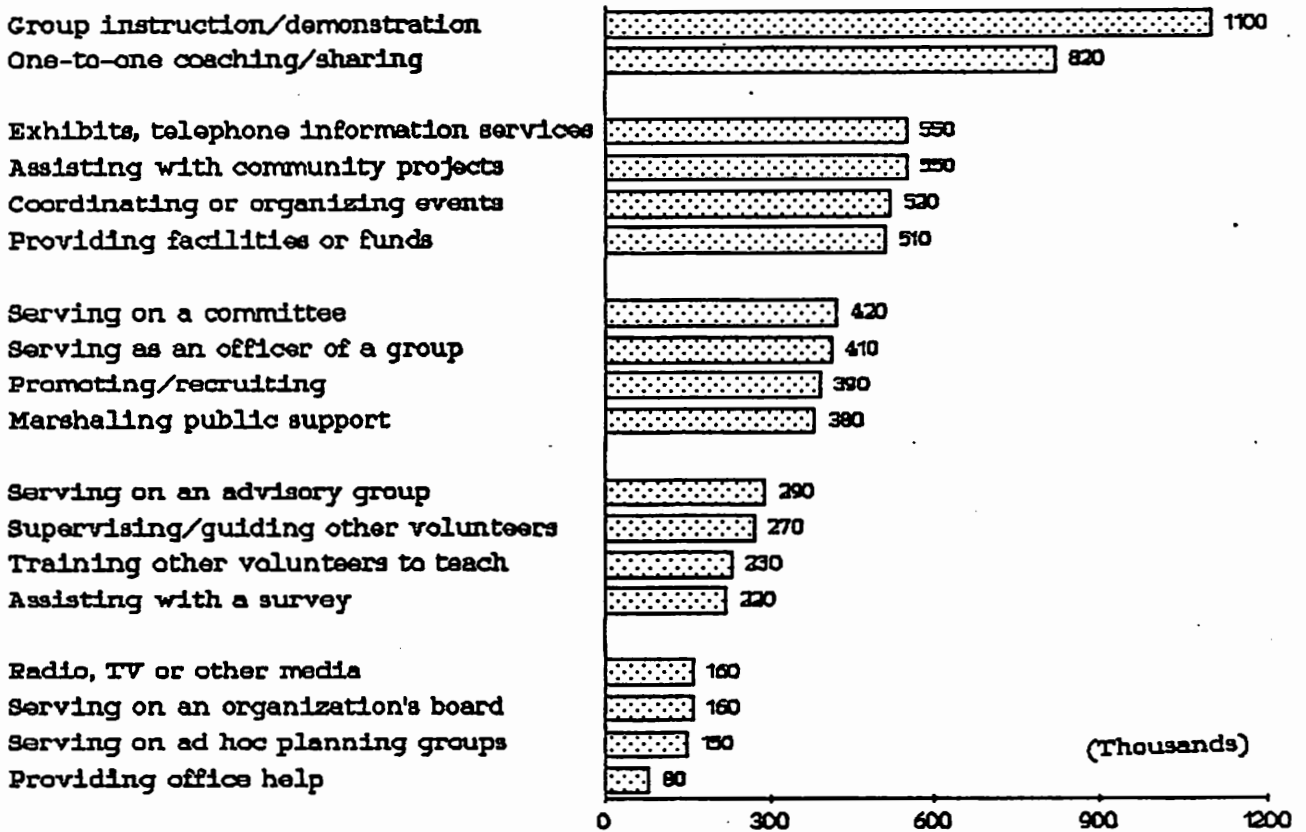
Master Volunteer Programs According to Region, 1983

| | <u>Lowest</u> | <u>Highest</u> |
|-------------------------------------|---------------|----------------|
| 4-H Middle/Key volunteers | 32% S | 56% NE |
| Master Gardeners | 24% S | 26% NE |
| Home Ec Master Volunteers | 15% S | 32% W |
| Resource/Business Master Volunteers | 6% NE | 20% S |

SPECIFIC TASKS

Phase I and Phase II of the study examined the extent to which volunteers participated in specific tasks. Agents indicated that the largest number of volunteers were involved in tasks related to group instruction/demonstrations or one-to-one sharing. They were least involved in providing office help.

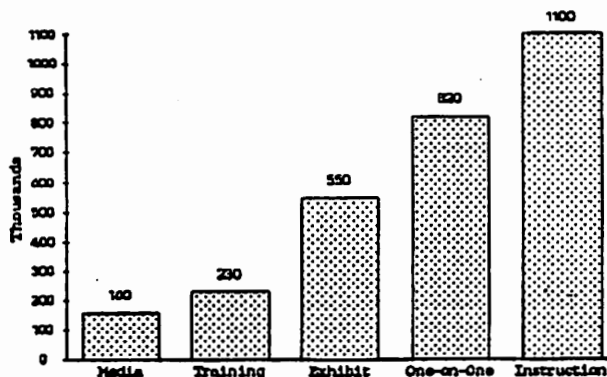
Total Number of Volunteers Reported for Selected Tasks



The five tasks with the most volunteers all involved working directly with clientele. More than 13 times as many volunteers were involved in sharing information than in providing office help.

Five of the tasks were grouped as teaching tasks. There were marked differences in the number of volunteers that agents reported assisting with various kinds of instruction. More than six times as many volunteers assisted with group instruction as worked with tasks related to media instruction.

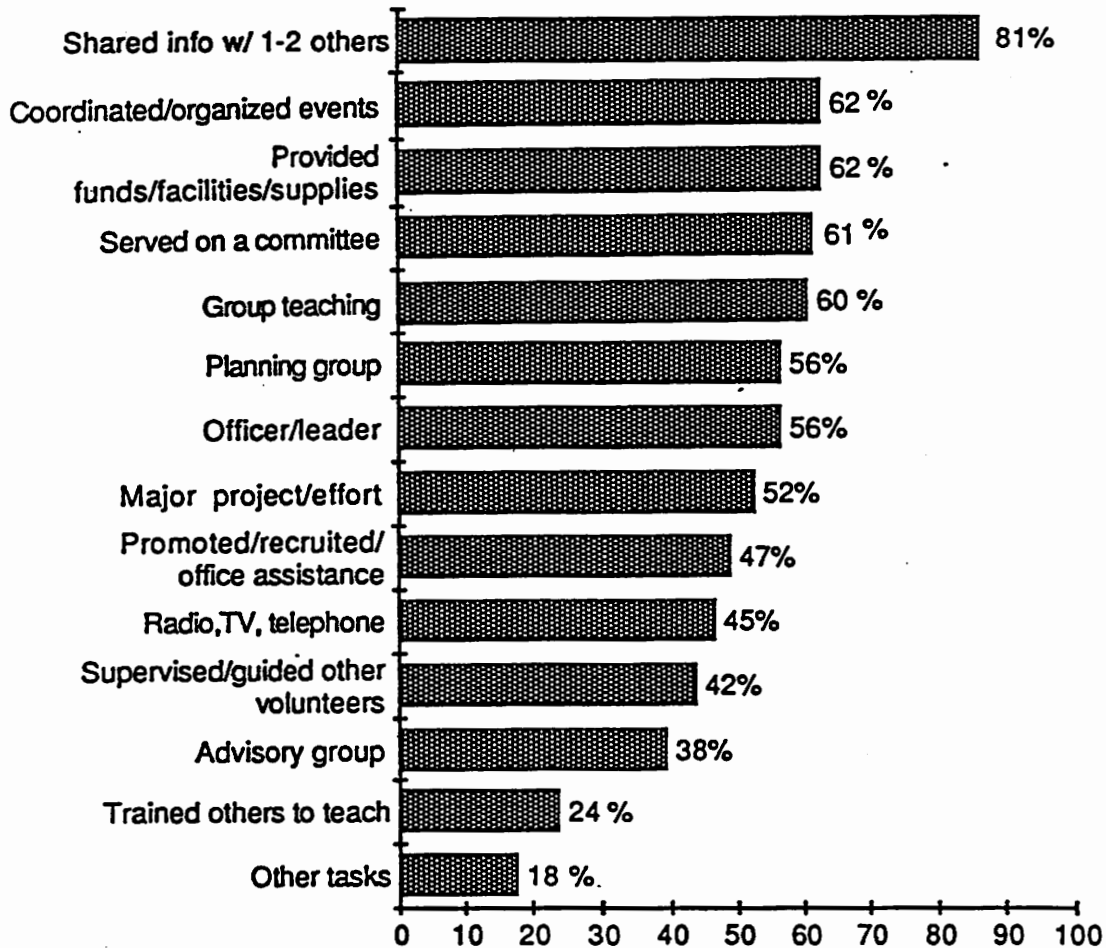
Number of Volunteers Involved with Teaching/Specific Information Sharing Tasks



Tasks As Reported by Volunteers

The eighteen tasks were combined into 14 tasks by the time Phase II interviews with volunteers were started. Working with events, providing support, serving on a committee, and teaching groups were the next most frequently mentioned activities.

Percent of Volunteers According to Kind of Task



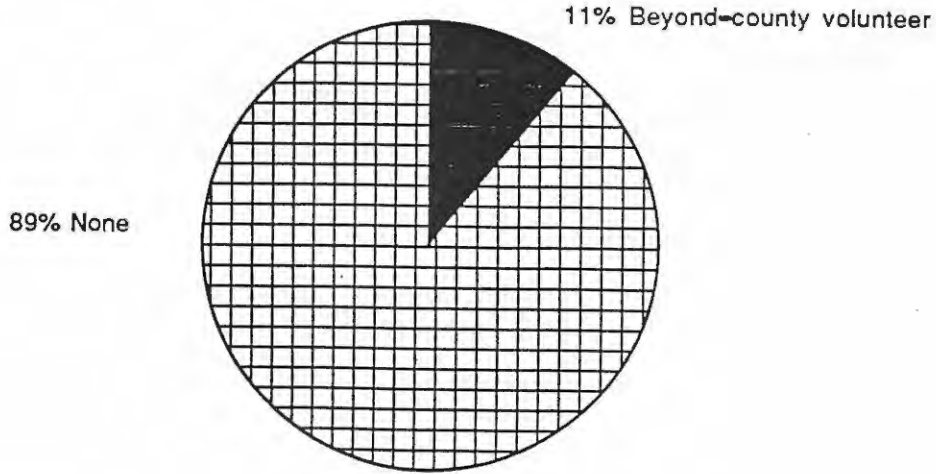
Number of Tasks

Half of the volunteers worked with Extension on six or more of the 14 tasks included in the study; 6% indicated working with all tasks.

Beyond-County Activity

About one volunteer in ten served as a state or national Extension volunteer.

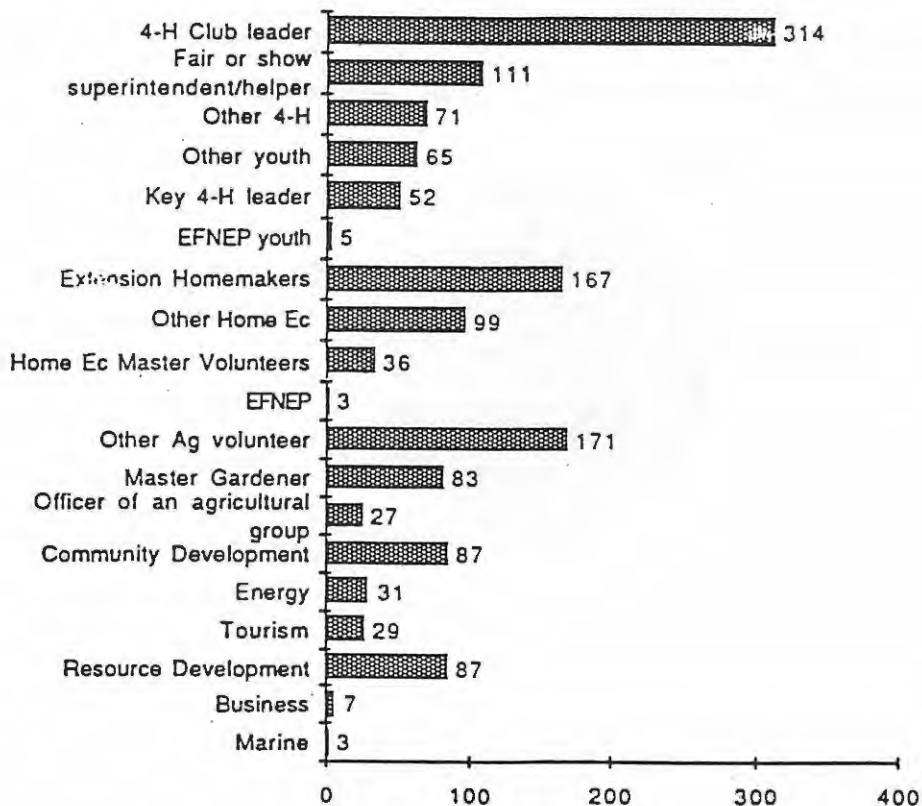
Percent Serving As an Extension Volunteer at the State or National Level



Which Programs?

The volunteers took part in a variety of specific programs. The number of respondents indicating participating in various programs is given in the table below.

*Specific Program/Activity Participation
(number of respondents)*



Individual Assistance to Agents

About one-fifth recalled directly assisting an Extension agent in a fairly unique way. Some provided agents with *information*, such as information about current crop conditions.

Others provided *space or equipment*: "provided my yard for use of Extension TV programs;" "when they gave programs, like a canning seminar, we provided supplies."

Some *helped new agents become acquainted* with the community.

Some *developed instructional materials*: "took many slides of gardening subjects to present various subjects when I lecture as Master Gardener;" "made TV tape for weed control agent for statewide use showing how to control tansy, ragwort which kill cattle;" "wrote the manual that assists the plant clinic consultant." "videotaped public access programs."

Some helped *set up displays* for small home shows and other events.

Some *prepared special demonstrations*: "gave a demonstration on garden wild flowers;" "put some gardens in for the building we are located at so people could come and see it."

Others *helped organize programs*: "set up first aid and safety programs;" "helped organize 4-H Exchange program;" "helped organize our county demonstration day."

Or served as *communication links*: "helped agent keep in touch with our community 4-H leaders;" "brought Extension into schools through Career Days."

Some took on *unique teaching roles*: "taught dairy judging."

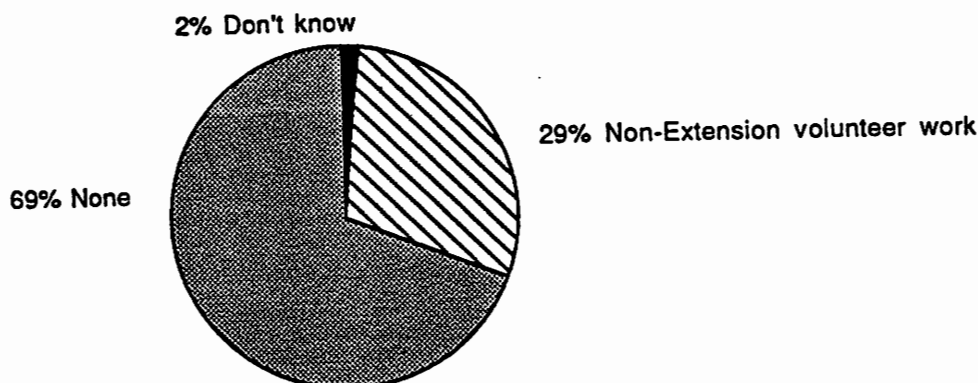
Others helped with *special tasks*: "evaluated new programs designed for youth;" "gave parties and gifts to new volunteers."

Some took over routine tasks which often take agent's time such as *providing transportation for county representatives to out-of-county events*.

Assistance with Non-Extension Activity

About one-third had secured Extension assistance with volunteer work not related to Extension.

Percent Securing Extension Assistance with Other Volunteer Activities



Examples of Most Important Activities

When asked to indicate the one activity that was of the most benefit to others, volunteers most frequently mentioned some form of information use and sharing.

Percent of Example According to Work Involved

- 43% Teaching, demonstrations, one-to-one sharing
- 18% Events, tours
- 12% Community projects
- 7% Advisory to Extension
- 6% Fund-raisers, economic benefits
- 5% Promotion, public relations
- 4% Officer
- 5% Other

The volunteers interviewed in Phase II gave varied examples of activities they thought were important.

Examples of Kinds of Activities Volunteers Saw As Most Valuable

Examples of Instruction/Information Sharing Activities

| PROGRAM ACTIVITY | WHO? | HOW MANY? | WHAT WAS GAINED? |
|---|------------|-----------|---|
| AG Teaching about feeding and trimming cattle | Farmers | 100 | Knowledge of cattle feeding, showing, breeding, clipping, etc. |
| AG Educational program in school/ I organized the presentation | Youth | 550 | Heightened awareness of the importance of soil and water conservation in this community |
| AG Providing film of my land being limed | Farmers | 35 | They saw how much difference there was between fields that were limed and fields that weren't |
| AG Giving workshops in my field for broccoli development | Farmers | 500 | Employment/increase sales of farm supplies, chemicals, additional labor and supplies |
| AG Gave seminar for ag bankers | Business | 50 | Better knowledge of the service that they offer |
| AG Tobacco newsletters | Farmers | 700 | Make them aware of new practices and regulations |
| MG Working in the lab and developing the manual | Gen.Public | 4000 | They received information on diagnosing insects and diseases |
| MG Answering phone and relaying info on gardening | Gen.Public | | Horticulture knowledge |
| MG Master gardeners/hotline and house calls to help w/problems | Gen.Public | 50 | Help w/gardening questions diagnosed problems w/their gardens |
| MG Workshops | Gen.Public | 75 | Able to get a better yard and garden after our workshop |
| MG planning, taping, and editing the TV program | Gen.Public | 1500 | Primarily gardening info |
| MG Putting together a newsletter on gardening | Gen.Public | 1000 | Gardening tips |
| HM Teaching a course on how to listen | Gen.Public | 30 | I feel they increased their ability to listen and learn |
| HM Giving the project lesson | Homemakers | 12 | How to prepare for retirement, sewing lessons, crafts--lessons vary, education is the big benefit |
| HM Making family resources presentations | | 15 | Budget planning (planning their personal/family budget(s)) |

Examples of Instruction/Information Sharing Activities (continued)

| PROGRAM | ACTIVITY | WHO? | HOW MANY? | WHAT WAS GAINED? |
|---------|---|------------|-----------|--|
| HM | Organizer of workshop for stress for farmers | Farmers | 50 | Information on handling stress |
| HM | Teaching young couples to manage home, money, child rearing | | | Getting info about these areas |
| MV | Teaching safety in preserving foods | Homemakers | 200 | They learned about new safe methods of preserving & canning |
| MV | Community resource person on safe methods of preservation | Homemakers | 100 | Education on food preservation |
| MV | Speaking to large groups in spring and summer on canning | Homemakers | 450 | Info on safe canning methods |
| MV | Jean patch at the sewing fair | Homemakers | 300 | Recycling or basic skill to make their clothes wearable |
| 4-H | Teaching the course in photography | Youth | 15 | Knowledge of camera use, how to take photos, photo composition |
| 4-H | Teaching children to work with their hands--self-worth | Youth | 12 | Learning to get along with other kids--learning responsibility |
| 4-H | Helped children gain confidence; get involved w/community | Youth | 60 | Developed self-confidence, learning how to work with others |
| 4-H | Teaching others the ability to give public presentations | Gen.Public | 300 | Self-confidence; ability to speak before groups |
| 4-H | Computer project | Youth | 6 | Learning how to use a computer; first time they had had their hands on one |
| 4--H | Teaching children about rhythm and motion for a month | Youth | 24 | Parents like it because their children were learning; kids benefit because they learn and have fun too |
| 4-H | Organized program for incubation and embryology, this was a 4-H program | Youth | 100 | They got to witness chickens being hatched, and they got to be around the chickens after they were hatched |
| 4-H | Help coordinate the retarded and handicapped riding group | Youth | 12 | The handicapped get a feeling of accomplishing something |
| 4-H | Leadership workshop--training 4-H leaders | | 25 | Problem solving, decision making thought process, communication, and leadership abilities |
| 4-H | Putting on clinics--horsemanship clinics | Youth | 300 | Further their education as far as training and showing their horses |
| 4-H | Teaching 4-H records | Youth | 50 | Satisfaction of learning bookkeeping |
| 4-H | Teaching energy program | Youth | 200 | Awareness of energy problems and how to save energy and money |
| 4-H | Teaching the hunter safety course | Youth | 250 | An education in hunting safety--free hunting licenses, right to hunt alone |
| 4-H | Taught the 4-H club gymnastics | Youth | 1000 | It helped them learn how to be more limber |

Examples of Events, Tours, and Similar Activities

| PROGRAM | ACTIVITY | WHO? | HOW MANY? | WHAT WAS GAINED? |
|---------|---|---------|-----------|---|
| AG | Working with irrigation research and field day | Farmers | 50000 | How to be better stewards of their irrigation water |
| AG | The mineral trials and the alfalfa trials w/soil and cattle | Farmers | 30 | Best varieties of alfalfa and what benefit they had on the cattle |
| AG | Planning committee member for cattle feeders show | Farmers | 50 | Knowledge/information |
| AG | Helped organize dairy days on a local level | Farmers | 100 | Educational speakers and specialists in different fields |

Examples of Events, Tours and Similar Activities (Continued)

| PROGRAM ACTIVITY | WHO? | HOW MANY? | WHAT WAS GAINED? |
|---|------------|-----------|--|
| AG Providing tours/teaching children about dairy farming | Youth | 60 | The knowledge of what we're doing and what it takes to run a dairy farm |
| AG Help setting up organizing and carrying out ranch clinic through beef cattle committee | Farmers | 700 | Information from specialist and researchers that should aid them in their livestock production |
| AG Open house on the hydroseeding and the alfalfa | Farmers | 25 | To change their crop programming for next year, higher yields of alfalfa |
| AG Giving tours of my farm | Farmers | | They enjoyed the tours |
| MG Manning a booth where people bring their sick plants | Gen Public | 500 | General knowledge of house plants |
| MG Managing the booth at the county fair--master garden | Gen.Public | 1100 | Just learning and advice about what the plants were--better understanding of gardening and spraying |
| HM Fall festival | Gen.Public | 1200 | Education benefits--demonstrations, receive ideas from crafts, food |
| MV Working at the county fair | Gen.Public | 100 | They were given information about Extension service |
| MV Working in a booth at farmer's markets | | 50 | Information on how to preserve food |
| MV Super shopper | Gen.Public | 250 | Information on buying food; learning about pull dates, unit pricing, buying fresh fruits & vegetables |
| MV Medical alert program, helped elderly in case of illness | Gen.Public | 200 | Knowledge that they could be saved in medical emergency |
| 4H Organizing the different child groups by age at the day camp | Youth | 40 | Learning to deal with other children of the neighborhood and being with other kids |
| 4H Work with the stock show | Youth | 125 | The responsibility involved in raising, feeding, showing their animals, buying and selling |
| 4H Foreign exchange program | Gen.Public | 200 | Better understanding of cultures |
| 4H Being leader of judging team seeing kids place and win | Youth | 20 | Being leaders, speak in front of others, present views, communicating with adults |
| 4H Achievement style show--kids model clothing they made | Youth | 150 | Satisfaction with completing their projects, learning to live with defeat presenting themselves to judges, and appearing in public |
| 4H Organizing the spring achievement program | Youth | 40 | They build up their confidence, were to show what they accomplished |
| 4H The 4-H seventy-fifth birthday | Gen.Public | 200 | Recognition; it involved having contact with several 4-H generations |
| 4H Camp, summer camp for the 4-H ages 9-15 | Youth | 200 | Craft skills, how to work in a group instead of by themselves |
| 4H Helping with judging day | Youth | 150 | Putting the younger contestants at ease |
| 4H Commentator, coordinator, for county 4-H dress review | Youth | 250 | Skills, self esteem. Parents saw their children achieving something of value. |

Examples of Community Projects

| PROGRAM ACTIVITY | WHO? | HOW MANY? | WHAT WAS GAINED? |
|---|------------|-----------|--|
| RD Development of industrial park | Gen.Public | 300 | Employment |
| RD Working with the Governor's Beautification Board | Gen.Public | | Well-cleaned up environment--litter cleaned up, improved roads |

Examples of Community Projects (continued)

| PROGRAM ACTIVITY | WHO? | HOW MANY? | WHAT WAS GAINED? |
|--|------------|-----------|---|
| RD Work with transportation area | Elderly | 250 | Transportation |
| RD Industrial committee | Gen.Public | 125 | The people received jobs and the county received taxes |
| RD Working on land use laws | Gen.Public | | We hope that down the road they will receive physical, economic benefits protecting agricultural land |
| RD Rural identification numbering system | Gen.Public | 1000 | When we get it done they will have a quick identification system for emergencies |
| RD Land use planning | Gen.Public | 300000 | Better planning for the future and protection for agricultural interests |
| RD Work on industrial development committee | Gen.Public | 10000 | More employment, larger tax base, provided more local sales and services |
| RD Working on the pride committee | Gen.Public | | Better public facilities and living environment |
| RD Liaison between mental health patients & Extension | Youth | 12 | Services from Ag Extension nutritional services; credit council in general homemaker services |
| RD Working with 4 yr plan with the state resource plan | Gen.Public | | Teaching technical assistance programs for specific problems: farm management was important part of this |
| RD The fair--getting the grounds ready for the fair | Gen.Public | 2000 | Better parking facilities, smoother midway to walk on |
| RD Count Pulaski celebration | Gen.Public | 5000 | Entertainment, community closeness, |
| AG Process of getting rid of Mexican bean beetle | Farmers | 100 | Learned how to control the beetle |
| HM Work at the health fair--tallying the survey sheet | Gen.Public | 2000 | Info on their physical health conditions |
| HM Teaching the Constitution | Homemakers | 175 | Something they should know about |
| HM Health and safety program | Gen.Public | 680 | Knowledge for ped. and joggers to be seen at night |
| HM Home and farm safety program | Homemakers | 15 | Awareness of safety problems |
| HM Working on community improvement projects | Gen.Public | 1500 | More awareness of their city and the problems that they have and ways to solve the problems without much effort |
| MV Working on the beautification/improvement committee | Gen.Public | 5000 | Prestige. Our county received award each year since 1976. |
| RD Traveling petting zoo | Gen.Public | 200 | The pleasure of seeing the animals making |
| 4H Educating community about Gen. Public refugee program | | | refugees feel part of the community |
| 4H Recycling drive | Gen.Public | | Less pollution, less taxes |
| 4H Grounds of community club | Gen.Public | 200 | Something to enjoy |
| RD County ambulance service | Gen.Public | 54,500 | Emergency medical care as needed |

Examples of Fund-Raising Activities

| PROGRAM ACTIVITY | WHO? | HOW MANY? | WHAT WAS GAINED? |
|---|------------|-----------|---|
| HM Fund-raising for lifeline for elderly | Elderly | 20 | Health benefits |
| HM Having craft sales and giving money to needy individuals | Elderly | 60 | Care and attention for the ones in nursing home |
| RD Charitable ball to benefit abused women and children | Gen.Public | 100 | Aid in the form of finances and material supplies |
| HM Helping raise funds for needy | Gen.Public | 100 | Food baskets for the needy |
| Visiting the legislators | Gen.Public | 1000 | Programs had different benefits |

Examples of Advising or Serving As an Officer

| PROGRAM | ACTIVITY | WHO? | HOW MANY? | WHAT WAS GAINED? |
|--|--|-------------|-----------|--|
| RD | Raising dollars for projects | Gen.Public | 1000 | Community services were increased |
| | Things we supply | Youth | 30 | Buildings, used in county fairs AG |
| Advisory council for lining up county agents' work | | Farmers | 200 | Advice, and they can see what has been done through projects done |
| AG | Advisory board for plains cotton growers | Farmers | 25000 | Better marketability and better varieties of cotton for export |
| HM | Area president/leadership | Homemakers | 2200 | Leadership seminar |
| RD | Program planning for progressive women in agric. group | | 130 | Knowledge in areas of wills, business matters regarding farming |
| RD | Grasshopper committee work | Farmers | 1000 | They would have received help in controlling the insect problem that they may have had |
| 4-H | 4-H Council | Youth | 300 | Camping, trips to places, regional activities |
| | Extension advisory council | Gen. Public | | Strengthen programs |
| | Leadership session | Officers | 40 | Leadership hints, how to do jobs |
| | Budget support | Gen.Public | 1000 | Preventing the Extension budget from being slashed as president of the committee |

MAJOR ROLES AND FUNCTIONS

Regardless of the specific tasks and organizational structure of an Extension volunteer program, the volunteer activities tend to have one of four responsibilities:

- policy and planning;
- teaching;
- carrying out large educational events;
- carrying out special assignments.

Policy and Planning Groups

Policy and planning groups may be involved with any of the three organizational relationships (Extension initiated, cooperation with community organizations, cooperation with other agencies) as shown by the following examples:

- a policy and planning group may be an overall Extension board which is involved primarily with Extension programs;
- representatives of a community organization may work in cooperation with Extension such as a 4-H leaders council, Extension Homemaker council, or agricultural commodity group;
- representatives from other agencies may work with Extension to plan joint programs.

Teaching

Teaching volunteers can be associated with any of the three organizational relationships. Following are examples:

- Master Volunteers are typically associated with programs that are primarily Extension sponsored;
- EFNEP volunteers who teach classes sponsored by the YWCA are an example of cooperation with another agency;

- Extension Homemakers and 4-H project leaders who receive information from Extension and teach it to their local clubs are examples of structures in which Extension cooperates with an organization.

Large Educational Events

Large educational events, those activities in which a sizeable number of people participate, may also be undertaken with any of the three organization structures. Following are examples:

- special exhibits developed by Extension and Extension volunteers and staffed by volunteers at fairs or shopping malls illustrate how volunteers work with Extension on large events;
- fairs, shows, and contests are examples of cooperation between Extension and organizations or groups;
- volunteers working with a health fair which Extension and a church cosponsor with other health organizations is an example of multi-agency cooperation in a large educational event.

Special Assignments

Special assignments, when volunteers take on a specific task or work on a short-term project, also may be carried out under any of the three organizational structures. Following are examples:

- a farmer who provides land and plants crops using specified practices for a research demonstration for Extension is an example of a special assignment done primarily with Extension;
- Extension cooperating with a 4-H leaders association who received a gift of property to be developed into a nature center is an example of Extension cooperating with another organization;
- Extension cooperating with a school system to develop nature trails on the school grounds is an example of the Extension and an agency organizational structure.

Characteristics of Volunteer Activities

The following tables further define and describe the four main kinds of volunteer activity as identified in the national study of volunteers and Extension.

Table 1. Volunteer Activities The first table gives examples in each category and identifies the general purpose of the activity. The table can be used to review current activities and to determine the direction of additional volunteer activities. Policy and planning groups can use this table to identify which type of volunteer activity suits a potential program.

For example, if there is a need to increase Extension visibility, a large educational event would probably be the choice of a volunteer activity. Or, if there is a need to provide information to the general public on a specific problem or topic, a Master Volunteer program featuring teaching volunteers might be the choice.

County planning groups might also use this information to determine the type of volunteer activities that presently exist in a county. If activities tend to be one or two types, there might be a need to consider other types.

Table 2. The Volunteer The second table goes a step further and indicates that the main activities require volunteers with different skills and require Extension to provide different kinds of continuing education and support for the volunteers. This information can be used to identify what resources are needed for each type of volunteer activity. Knowing the kind of skill needed is important in selecting volunteers. The last column alerts Extension to the kind of assistance Extension needs to arrange.

**TABLE 1.
VOLUNTEER ACTIVITIES**

| <u>Activity</u> | <u>Examples</u> | <u>Purpose</u> |
|--|---|--|
| Policy and Planning Groups | <ul style="list-style-type: none"> ● Overall Extension boards ● Advisory groups ● Program planning committees ● Ad hoc planning groups ● Action planning committees | <ul style="list-style-type: none"> ● Set policy ● Plan ● Implement some programs ● Evaluate programs ● Obtain support for programs |
| Teaching Volunteers | <ul style="list-style-type: none"> ● Master Volunteers ● 4-H project leaders ● Extension Homemakers ● EFNEP volunteers | <ul style="list-style-type: none"> ● Provide educational opportunities which contribute to economic, social, and/or psychological growth |
| Large Educational Events | <ul style="list-style-type: none"> ● County fairs ● Livestock/horse shows ● Garden fairs ● Craft shows ● Health fairs ● Farm city days ● Equipment shows ● Area, state, and national meetings | <ul style="list-style-type: none"> ● Focus on or attract attention to a particular concern or product ● Create a sense of community ● Make Extension visible ● Provide knowledge ● Contribute to economic, social, and psychological growth |
| Special Assignments - Research | <ul style="list-style-type: none"> ● Agricultural research and demonstrations | <ul style="list-style-type: none"> ● Act as partners in research |
| Special Assignments - Individual and Group Projects | <ul style="list-style-type: none"> ● Computer assistance ● Video assistance ● Preparing educational materials ● Short-term projects related to environment, agriculture, families, youth, or fund-raising | <ul style="list-style-type: none"> ● Carry out tasks either individually or as a group which strengthens programs |

**TABLE 2
THE VOLUNTEER**

| <u>Activity</u> | <u>Type of Skills</u> | <u>Continuing Education and Support</u> |
|--|--|--|
| Policy and Planning Groups | <ul style="list-style-type: none"> ● Planning ● Knowledge of local situation | <ul style="list-style-type: none"> ● Knowledge of responsibilities ● Background information on situation |
| Teaching Volunteers | <ul style="list-style-type: none"> ● Interest and some expertise in the subject | <ul style="list-style-type: none"> ● Knowledge of responsibilities ● Some may have expertise greater than staff but need support and information on process ● Some may have limited expertise and need considerable educational opportunities ● Use self-study materials as well as group experiences ● Support and resources |
| Large Educational Events | <ul style="list-style-type: none"> ● Planning ● Organization ● Promotion ● Teaching ● Lend-a-hand | <ul style="list-style-type: none"> ● Knowledge of responsibilities ● Formal educational opportunities not usually needed ● Some volunteers have expertise ● Some volunteers learn by doing ● Support and resources |
| Special Assignments - Research | <ul style="list-style-type: none"> ● Planning ● Knowledge of local situation ● Knowledge of practices to carry out research | <ul style="list-style-type: none"> ● Knowledge of responsibilities ● Support and resources |
| Special Assignments - Individual and Group Projects | <ul style="list-style-type: none"> ● Varies from lend-a-hand to using highly developed skills. | <ul style="list-style-type: none"> ● Knowledge of responsibilities ● Support and resources |

Skills. While some skills may be similar for more than one activity, some skills are more predominant for each activity. People differ in their abilities and their interests. Understanding the skills needed for a particular activity and the talents and interests of potential volunteers lead to good matches of person and task.

Some volunteers have a special knowledge of a particular population in the community and are honored to share their insight with an Extension planning committee. Some potential volunteers will thrive on the responsibility, the contacts, and the excitement of working with a large event. Others will derive a great deal of satisfaction from working with a small group of youngsters. Still others have some specialized skills that they are willing to contribute but do not want to be involved in a group effort. For example, someone skilled in computer graphics may be pleased to do the graphics for a set of educational slides. Unfortunately, too often one recruits volunteers and expects them to deal with all four major activities without regard for their own interests and skills.

Support. Information in the table shows that the continuing education needs and need for support vary somewhat for each volunteer activity. Regardless of the activity, volunteers need to know what is expected of them and to have an understanding of their responsibilities.

Some volunteers do not need training in order to carry out their role. Some come to the volunteer role as experts. They only need a brief orientation and coaching which helps them use their expertise appropriately within the Extension context. For example, some teaching volunteers are experts in their own right. Others may only have an interest in a subject and are eager to gain knowledge, thus expecting and appreciating educational opportunities. Others may have subject matter but desire information on process, like how to teach a group, how to prepare a TV presentation, or how to make an exhibit.

Volunteers usually need resources to carry out their activities. Those resources may range from data on families in the community for those serving on planning committees, to teaching materials for teaching volunteers, to access to printing facilities for those involved with large educational events, to resources for those involved in special assignments. Most volunteers, regardless of the volunteer activity, need support in the form of encouragement and feedback.

Table 3. Contributions of Volunteers The third table focuses on the contribution of the volunteer and describes the primary tasks which volunteers do and the time frame of the activity.

Although there usually are common tasks associated with a particular activity, the nature of those tasks can vary. For example, some of the volunteers involved in planning and policy responsibilities deal with the entire Extension program; others deal with a specific activity such as planning a camp. Or those who teach may do so on a one-to-one basis; or they may teach small groups or a large number. They may teach by phone, in a face-to-face situation, or through exhibits and demonstrations.

There is a good deal of variation in the kinds of large events involved from agricultural field days to health fairs to fairs and shows; but generally the team of volunteers working with a particular event has to be able to cover a variety of tasks.

The tasks of those serving in a special assignment may be limited to one or two tasks such as making telephone calls to recruit others, coordinating schedules, or preparing an exhibit. On the other hand, those working on special projects are involved with the same range of tasks as those working on large events.

The time frame of the various volunteer activities provides guidance in recruiting and selecting volunteers. Some Extension volunteers serve once a year to help with a particular activity; others may volunteer on a weekly basis. Some volunteer tasks are a one-time thing. Others may continue for 25 to 30 years, such as 4-H project leaders or Extension Homemakers. Others, such as Master Volunteers, volunteer for a specified number of hours.

TABLE 3
CONTRIBUTIONS OF VOLUNTEERS

| <u>Activity</u> | <u>Tasks</u> | <u>Time</u> |
|-----------------------------------|--|---|
| Policy and Planning Groups | <ul style="list-style-type: none"> ● Plan ● Obtain support ● Inform others ● Evaluate | <ul style="list-style-type: none"> ● Some groups are continuous with membership changing ● Some groups are short-term with a definite completion time |
| Teaching Volunteers | <ul style="list-style-type: none"> ● Primarily teaching ● Some organization | <ul style="list-style-type: none"> ● Varies by type of volunteer ● Master Volunteers usually serve for a set number of hours during a specific time period ● 4-H project leaders and Extension Homemakers and project leaders are often on an annual basis and may continue for many years |
| Large Educational Events | <ul style="list-style-type: none"> ● Plan ● Organize ● Recruit resource people ● Promote ● Contribute financial and other support ● Arrange facilities ● Host the event ● Design educational displays ● Teach ● Evaluate | <ul style="list-style-type: none"> ● Usually short-term ● Definite completion date |
| Special Assignments | <ul style="list-style-type: none"> ● Contribute variety of resources and skills | <ul style="list-style-type: none"> ● Varies, but usually a definite completion time |

Planning any activity must include determining the optimum amount of time expected from each volunteer. More people will volunteer if they know how much time is expected and when that time will be needed. Although there may be some volunteers who are eager to find activities to fill their time, and others who volunteer countless hours because of the meaning a particular volunteer activity has for them, most people want to know what they are getting into. Most want to know that only a limited amount of time is expected.

The single employed mother and newly retired grandfather may have an equal commitment to a particular volunteer activity, but the time they have to volunteer may vary. Opportunities for each type of individual need to be available. Fitting activities to available time is especially important to single parents, families with both parents employed, and individuals who are deeply involved in professions and community affairs.

Similarities between Types of Volunteer Activities

Volunteers' activities are dynamic. Thus, even though there are differences, there are some similarities. For example, any or all of the four main volunteer activities ultimately:

- provide educational opportunities for citizens in the community;
- develop leadership;
- strengthen communities;
- contribute to economic, social, and psychological growth.

All volunteer activities involve planning, but planning and advisory groups are far more involved in this activity than teaching volunteers.

Most successful large events engage volunteers who plan, teach, and do specific tasks. Also, some special assignments, such as research plots, are likely to result from planning. The coordinator is likely to do some informal teaching as interested viewers examine the plots.

The same volunteer may be involved in all four types of volunteer activities. For example, a person serving on a planning group may provide leadership for a large event identified by the planning group. It is possible that same volunteer might take on a special assignment to prepare a specific exhibit and also teach a short educational presentation at the large event.

On the other hand, some volunteers pick and choose their tasks. One may say, "I can only teach a few youngsters in a 4-H project." Another might indicate that he or she can only help with publicity for a large event; while another may say, "I can only prepare some teaching materials which I can do in my home."

Thus, the tasks need to be suited to the interests and resources of the volunteer.

Summary

When considering how to expand, renew, or enhance volunteerism, one should first consider whether:

- Extension should do the program alone;
- Extension should cooperate with another organization;
- Extension should cooperate with another agency.

Secondly, the type of volunteer activity should be considered by identifying the following:

- the purpose of the activity;
- what tasks need to be accomplished;
- the time frame of the activity;
- what skills are needed by volunteers;
- what educational opportunities and support are needed by volunteers.

EXTENSION'S CONTRIBUTION TO PARTNERSHIPS

So far this chapter has focused on the work of volunteers. Extension agents also make a good many contributions to the partnership. The main contributions include:

- information;
- credibility of the university base;
- teaching and organizing expertise;
- a state and nationwide network;
- continuity in support.

The final study report on quality of Extension/volunteer efforts divided those contributions into two sections--continuing education of volunteers and other support. A summary of kinds of support given by Extension agents will be included in the chapter on enhancing volunteer programs. However, some quotations from agents and volunteers give a feeling of the kind of contributions made by Extension agents.

It was very clear from talking with volunteers that although volunteers can do many important things on their own, they are more comfortable, confident, and accomplish more when they can count on support from an Extension agent.

Extension Agents' Philosophies of Working with Volunteers

Here are some of the things agents said about how they worked with volunteers:

"Volunteers need to be reassured often. Many feel they cannot perform the task, but with a little help often do a very good job."

"Work with the volunteer; be realistic in what to expect; orient the volunteer to the situation and what you expect of the volunteer before they start to volunteer."

"Open communication, sharing of ideas and experiences, sincere interest in him/her as an individual; inclusion and involvement in office activities involving paid staff (i.e, luncheons, social gatherings); and in-service training opportunities encourage volunteers to continue--they enjoy learning; gives them a sense of commitment."

"Friendly positive attitude/emphatic listening/immediate response to their concerns/quality contact/clear goals and job descriptions."

"The song **Wind Beneath My Wings** contains the statement: "I can fly higher than an eagle --you are the wind beneath my wings." That's how I work with volunteers and how I teach them to work in support roles with other volunteers. Teach them to 'fly'; support them while they learn to do it on their own; give them the support of just knowing the 'wind current' is still there to sustain them."

Volunteers' Responses to the Support of Agents

Forty randomly selected volunteers were asked to describe the most effective Extension staff member with whom they had worked. Here are some of their descriptions.

"Excellent, very professional, very easy to deal with, easy to talk to, you know where you're at all the time."

"Kind, understanding, supportive, everyone in the area respected and admired her. Had the talent as a paid person to respect others' time. She was a tremendous leader, able to reorganize, had material available, and did what was needed. She was available."

"She has a real sense of people. She has a real good sense of humor. She's very easy about even the dumbest questions. She has the time to answer them. She's very patient."

"He is appreciative of farmers, has a whole-hearted attitude and cares. He treats volunteers well. He's there if trouble arises."

"He was dynamic and energetic. He came to our home and developed a one-to-one relationship. He expected reports and was very direct when the need arose."

"Made everybody want to be there and want to do it."

"She knew how to encourage people and lead them without offending them; she also knew how to smooth over differences."

"They find out what you want to know as quickly as possible--'What can I do to help you?' approach."

"The manner in which they communicate their views. They make you feel good about whatever you're doing. They show you a better way without putting you down."

"She's down to earth. She's very much like one of us."

A FRAMEWORK FOR THE CHAPTERS THAT FOLLOW

This chapter has given some indications of the many ways volunteers and Extension personnel work together. It has identified:

- three main relationships (programs for volunteers as individuals, cooperation with community organizations, and cooperation with other agencies) where volunteers may serve either as individuals or as a part of an organization;
- eighteen frequent kinds of volunteer tasks; and,
- four major roles for volunteers.

The 18 tasks can be grouped under the roles presented in the second section as follows:

Teaching

One-to-one coaching/sharing
 Group instruction/ demonstration
 Exhibits, telephone information services
 Radio, TV, and other Media
 Supervising/guiding other volunteers
 Training other volunteers to teach

Large educational events

Coordinating or organizing events
 Assisting with community projects
 Serving on a committee

Special Assignments

Providing facilities or funds
 Promoting/recruiting
 Assisting with a survey
 Providing office help
 Marshaling public support

Policy and Planning

Serving as an officer of a group
 Serving on an advisory group
 Serving on an organization's board
 Serving on an ad hoc planning group

As will be seen in the chapters which follow, volunteers from some programs may be involved with all of these major roles and specific tasks as a part of one program. For example, some 4-H club leaders become involved in most of these roles and tasks. Other volunteers may work with Extension on just one of the tasks or roles. For example, some individuals only serve on an ad hoc planning group or are only involved in one program.

Each of several of the main volunteer/Extension partnerships will be given a separate chapter for ease of location, and examples illustrating some of the tasks and roles will be included in that section. However, the programs are grouped into two categories:

Partnerships with Individual Volunteers
Cooperation with Groups

and lead chapters will summarize the value of problems of the two ways of working with volunteers.

CHAPTER 7

PARTNERSHIPS WITH COMMUNITY GROUPS

This chapter provides an overview of Extension work with groups:

1. Nature of groups.
2. Extensiveness Extension/organization partnerships.
2. Value of groups and Extension working together.
3. Community organizations less closely allied with Extension.
4. Advantages and disadvantages of working through groups.
5. Helping groups work more effectively.
6. Understanding forms of organizations.
7. Cooperation with other agencies.

Perhaps the most common thread among Extension volunteer partnerships agents across the country is their work with community organizations--agricultural commodity groups, 4-H, Extension Homemakers, and other community organizations. Extension began working with local groups back in the 1920's and continues to work with more and more community organizations. Some groups have been designed at least in part by Extension when they originated--4-H councils, Extension Homemaker Clubs and councils, agricultural commodity associations and councils. Others originated and were structured through some other source, and Extension has sought cooperation and help from the other groups.

THE NATURE OF GROUPS

In this chapter, we use the term "group" to mean two or more people where there is a commitment to or regularity in membership and an organizational structure to the extent that there is some assurance that communication can take place between Extension and one representative from the group who will see that other members receive and understand the communication. In the same sense, members of the group are in a position to relay their communication through one or more people who are spokespersons for the group. The group may be either temporary or permanent, formal or informal, visible or invisible.

Organizations are those groups which have formalized an organizational structure. Such groups usually have developed bylaws and other protocol necessary for ease of operation, and continuance.

Differences in Relationships

The assumption underlying this book is that the relationship between an Extension agent and volunteers is different if the relationship is with individuals or with a group. As a result, Extension agents need to plan their work with groups and with individuals somewhat differently. Agents and volunteers need to understand those differences and deal with them effectively.

Here are examples of a few of the differences in relationships.

- **Communications generally proceed through certain channels as opposed to needing to be directed individually to each volunteer.**

The Extension agent knows that most of the members of the particular group will be assembled at specific times and can be reached at those times. Individual volunteers are reached only individually unless the Extension agent calls them together. In which case, attendance is because the agent asks rather than something they ordinarily would have scheduled.

- **A group has strength that individuals do not.**

The combined force of individuals acting with one voice provides a strength that individual voices do not. This can be a strength of support for a program, or it can challenge directions or

procedures which the volunteers do not understand or feel are appropriate. Through mutual association and discussion, individuals become more committed and strengthen each other in relation to beliefs and actions.

- **The group often has business and agendas which are separate from the Extension agent's agenda and must be taken into consideration.**

For example, if an Agent is working with ten volunteers who come in to work on a particular task, the interaction usually can be kept to the Extension agent's agenda. However, if those ten volunteers are organized as a committee, there are usually formalities to observe (minutes, etc.) and the committee may have items on their agenda such as, who makes the coffee, where the next meeting will be held, what their should title be.

- **Members loyalty usually is to the group first and to a program which goes beyond the group second.**
- **An outside agency like Extension, no matter what the history of closeness, cannot "call the shots" for the organization.** Agency personnel can consult and suggest, can seek cooperation, and can negotiate; but they should never view themselves as the puppet master in relation to a cooperating group.

Kinds of Groups

Think about the kinds of groups that might be involved with Extension programs. There are many ways of classifying them. One way of looking at groups is in terms of permanency. Here is a general list. Feel free to add to it.

Temporary visible--(either freestanding or as subgroups appointed within larger organizations, often having informal organizational arrangements)

- ad hoc groups
- limited term committees
- work teams
- project steering committees
- task forces
- some support groups

Permanent organizations--individual units (usually having bylaws, constitutions, and other formal protocols)

- clubs
- societies
- associations
- fraternal or community organizations
- standing committees

Semi-permanent organizational structures which bring two or more units together (either of the same organization or of different organizations)

- councils
- coalitions
- formal networks
- task forces

Less visible--either temporary or permanent; either individually or as a network linking a variety of groups and organizations.

- "coffee clatches" or "poker partners", i.e., informal combination of people who get together on a regular basis and quietly make a good many decisions.

Groups' Relationships to Extension Personnel

Agencies such as Extension and groups come together in three major ways.

1. **Groups of volunteers developed by Extension or which seek out Extension's help with a specific project, event, or other activity.** These groups are often committees, task forces, or a

project team. They groups are usually developed for a limited period of time with a specific focus to carry out a particular event, project, or other program. They vary from having a fairly rigid operating structure to being very informal. Some groups focus on a particular program such as developing a nature trail or a child care program. Others come together to help plan Extension programs or to evaluate a program or situation.

A visible group often forms because responsibilities of individual volunteers overlaps and there needs to be continuity and communication among those responsible for different aspects of the endeavor. The key person (Extension agent, or volunteer who is spearheading the activity) finds it easier to bring a group together regularly than to be the communication link relaying needed information from one individual to another. Once together, if the group interacts well, new ideas develop which are different from the ideas held by any of the members when they came to the meeting.

2. **Independent organizations which sometimes cooperate with Extension on selected programs.** Many examples of such groups were found in the national study of volunteerism with Extension. Permanent organizations usually are developed around a specific common interest. Square dance groups form around a love for square dancing. Breed groups form to maintain the bloodlines and purity of the breed. Community organizations form to benefit a community.

Such groups can take several forms. The three most frequent forms are "clubs," "associations," and "councils." These forms have developed historically, and some of us haven't thought much about the meaning of the forms and the choices available when new organizations develop. See the last section of this chapter for a more detailed description of kinds of formats used by organizations that work closely with Extension.

3. **Groups which bring separate units together.** As society becomes more complex and problems require the attention of more than one organization, various kinds of "super" groups are formed to bring representatives of strong, independent organizations together to discuss common interests and to facilitate cooperation. These organizations vary from informal networks where an officer of each of several different organizations know each other and maintain informal contact to formally organized coalitions which take on a new program of work, often above and beyond what any of the the supporting organizations do. Coalitions usually cross agencies and cross organizations. For example, some of the more active recent coalitions bring all those groups working with or for senior citizens together.

When a problem area such as "water quality" emerges which can be addressed by all four Extension program areas, it is important that a coalition form of the volunteer groups usually working with a specific program area. In an all-out effort on water quality, agricultural groups, groups reaching homemakers, 4-H, environmental and other community organizations can play an important role in 1) getting the word out in terms of the seriousness of the problem and the factors contributing to the problem and 2) identifying and working with projects aimed at improving water quality.

It is important that key volunteers from each of the program areas come together along with agents in an informal network or formal committee to explore how the traditional volunteer resources can be involved in the cross-program area focus. At a minimum, one meeting needs to be held to help all understand the reasons for the emphasis in a particular area. However, in some instances, the representative volunteers will become committed to the new program and stimulate each other in thinking how current volunteers and organizations can play a role in identifying what other volunteers need to be involved.

EXTENSIVENESS OF EXTENSION WORK WITH COMMUNITY ORGANIZATIONS

According to agent reports in Phase I of the Implications of Volunteerism in Extension Study (IVE), a high percentage of counties work with community organizations. The percentages of county Extension staffs working with volunteers from various organizations break down as follows:

Percent of Agents Working With Various Kinds of Groups

| <u>Organizations</u> | <u>Percent of Counties</u> |
|--|--------------------------------|
| 4-H clubs/interest groups | 96% |
| Agricultural commodity/breed groups (county) | 88 |
| Extension Homemakers | 79 |
| Volunteers from other organizations | 58 |

The most frequent organization is the local 4-H club. 4-H clubs are found in almost all counties. Under the guidance of volunteer leaders from the local community, young people in local communities work on a variety of projects and activities to develop skills suited to their interests. There are also county and state 4-H Leaders associations. Some states have county and state 4-H alumni groups.

Agricultural commodity groups, usually county-wide in nature, are organized by common interest, rather than common geography. One or more agricultural commodity groups (including animal breed groups) exist in most counties, and agents frequently work in partnership with them. The nature of each specific group is determined by the nature of the commodities produced in the county. Many commodity groups are affiliated with state and national organizations; their goal is to develop contacts with fellow producers, to learn more about the commodity and to promote the commodity.

Many counties have Extension Homemakers, whose goal is to learn about and promote the home and family. The base of this organization is groups of neighborhood women who form local clubs affiliated with a county, state, and national organization.

Many agents also work with volunteers from a variety of other community organizations like churches, Chamber of Commerce, and civic organizations like Rutarian, Lions, Kiwanis, and Rotary clubs.

Nature of the Partnership

Community groups are independent organizations. Even those that Extension helped organize, such as Extension Homemakers, 4-H clubs, and various agricultural commodity groups, are independent entities. They do not "belong" to Extension but rather belong to its members and to the community. Similarly, Extension does not belong to community organizations.

Relationship with Extension

Voluntary organizations and Extension are partners when they work together toward a common goal. That working together occurs when:

- the organization and Extension co-sponsor a program;
- the organization supports an Extension program;
- the organization secures help from an Extension agent for a program;
- members of community organizations take part in Extension programs and serve as volunteers;
- members of community organizations support Extension programs in their county;
- members of community organizations raise funds and donate money or materials to assist Extension programs;
- Extension serves as a resource to the community organization.

Some organizations rely on Extension for program materials. Others rely on Extension staff members for guidance or organizational assistance. Extension agents may speak at meetings or community programs sponsored by the community organization. Sometimes, Extension and community groups have programs which are closely intertwined. And at times, Extension and one or more community organization mutually develop and carry out educational programs. In some counties, Extension provides training for organizational officers and assistance with program development, grant preparation, and special projects.

VALUE OF WORKING COMMUNITY GROUPS AND EXTENSION WORKING TOGETHER

Two factors especially enhance the value of programming with groups. One is the power of a group; a second is a group's continuity.

Power. Groups provide an organized body of individuals who can accomplish more than a single individual. Through their organization, they can provide leaders and a pool of human resources ready to support activities that can enhance individuals, the group, and the community.

Continuity. Over time, people may move in and out of a community or acquire new interests. A group, however, remains relatively stable through the years since it focuses upon a particular aspect of community life.

Like other types of volunteer arrangements, a group can benefit both its members and the community.

Value to Community:

- Community organizations bring people together to work on projects that benefit the community. That benefit may be a sense of belonging to the community, a sense of community pride, economic gain, or new knowledge.
- Organizations increase cohesiveness within a community, providing opportunities for people with like concerns to form friendships and share interests.
- Community organizations provide a variety of people with a particular focus that remains stable through time.

Value to Clientele and Volunteers:

- Members have the opportunity to join with others with like interests to develop and promote those interests.
- Members have the opportunity to gain knowledge, friendships, social contacts, and a sense of pride in the group's accomplishments.
- Members have the opportunity to develop talents that enhance their self-esteem.
- Members have the opportunity to move into volunteer roles.

Value to Extension:

A group is more than the sum of its members:

- Groups can generate power and accomplish more than the same number of people working individually.
- Groups provide easy ways of reaching several people at one time.
- Groups have an "on-deck" source of person-power. People interested in a specific project can be recruited from among the membership.

Partnerships with community organizations are pervasive in all program areas. Such partnerships bring together a group of potential participants and volunteers rather than agents recruiting program participants. Extension agents can bring new information and ideas to the organization and can help officers and members maintain an active organization. Together, they can enrich communities by providing means of neighbors getting to know each other and having opportunities to learn and work together on common interests and problems. They enrich counties by bringing people with like interests in learning and commitments together from several communities.

Extension agents need to continue to work with a variety of voluntary organizations at the community and county level. They should, however, not take control of these groups. In general, agents should not hold an office in a group unless they are acting as an individual and not as an Extension representative.

Extension should give more attention to:

- Co-sponsoring major projects, activities, and educational sessions with appropriate community, county, or state organizations;
- Providing leadership development programs for community organizations;
- Encouraging and strengthening neighborhood, community, and county-wide organizations;
- Encouraging sharing of ideas and resources among such groups.

COMMUNITY ORGANIZATIONS LESS CLOSELY ALLIED WITH EXTENSION

Three kinds of community organizations, 4-H, Agricultural Commodity groups, and Extension Homemakers will be described in separate chapters. In addition to these kinds of groups, other community groups form partnerships with Extension in various counties for various purposes.

Extensiveness of Work With Other Community Organizations

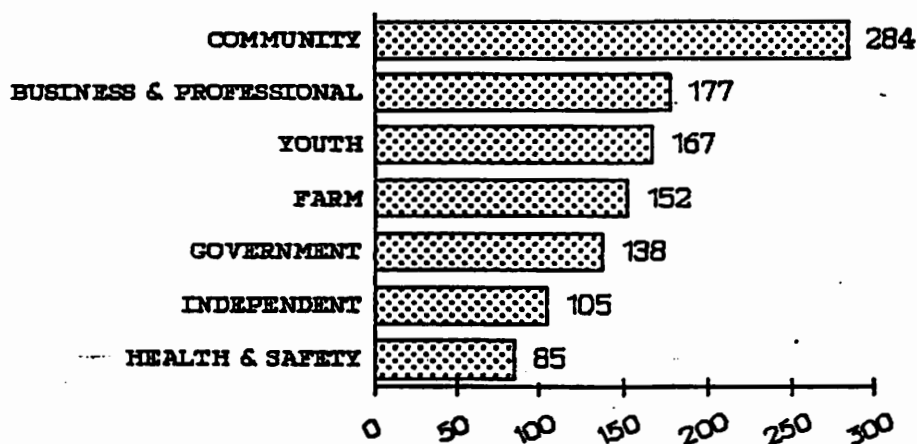
In addition to working with community organizations closely allied with Extension, well over half of Extension agents also work with volunteers from other organizations and groups according to the data collected in Phase I of the study. Resource agents were the most likely to work with volunteers from other organizations.

Percent of Agents Indicating Working with Volunteers from Other Organizations

| <u>Agents</u> | <u>Percent</u> |
|----------------|----------------|
| Resource | 71% |
| All agents | 58 |
| 4-H | 58 |
| Home Economics | 58 |
| Agriculture | 55 |

Volunteers from agencies or organizations not traditionally part of the Cooperative Extension Services program sought assistance from Extension agents or helped with Extension volunteer activities.

Number of Volunteers Assisted by Extension From Other Agencies and Organizations in Thousands



Almost all counties reported working with volunteers from government agencies and community groups. In addition, over four-fifths reported working with volunteers from other farm organizations, business and professional agencies or youth organizations other than 4-H. Overall, the number of volunteers from these other groups ranged from 85,000 with health and safety agencies or organizations, to 284,000 with community organizations.

Almost three-fourths of the community observers--those community people who have had an opportunity to view Extension programs--surveyed in Phase III of the Implications of Extension Volunteers study knew that Extension agents worked with other community organizations. Following is a list of community organizations that they identified--a list of significance and wide range.

**Community Organizations with Volunteer Programs
Assisted by Extension
(as identified by community observers)**

| | |
|--|------------------------------|
| American Association of University Women | Kiwanis |
| American Cancer Society | Lions |
| American Legion | Ministerial Association |
| Arts Council | NAACP |
| Big Brothers | Optimist |
| Big Sisters | Orchid Society |
| Boy Scouts | Parent Teachers Association |
| Business and Professional Women | Parents Without Partners |
| Centennial Committee | Planned Parenthood |
| Chamber of Commerce | Red Cross |
| Churches | Rotary |
| Community Betterment Association | RSVP |
| Drug Abuse Council | Rural Electrical Association |
| Farm Bureau | Ruratarian |
| Farmers Union | Salvation Army |
| Future Farmers of America | Senior Citizens |
| Future Homemakers of America | Sesquicentennial Committees |
| Garden Clubs | Soroptimists |
| Girl Scouts | Special Olympics |
| Grange | Tourism Committee |
| Heart Association | Veterans of Foreign Wars |
| Historical Society | Volunteer Fire Department |
| Hospital Auxiliary | United Way |
| Jaycees | YMCA |
| Jaycettes | YWCA |
| Junior Chamber of Commerce | |

ADVANTAGES AND DISADVANTAGES OF WORKING THROUGH FORMALLY ORGANIZED GROUPS

Like other types of volunteer arrangements, a group can benefit both its members and the community.

A group is more than the sum of its members:

- Groups can generate power and accomplish more than the same number of people working individually.
- Groups provide easy ways of reaching several people at one time.
- Groups have an "on-deck" source of person power. People interested in a specific project can be recruited from among the membership.

Disadvantages and Special Considerations

Even though there are marked advantages to working effectively with groups, one needs to be alert for and able to deal with the following:

- United voices can be painful when they are pushing for a direction other than the one desired. Some agency administrators prefer not to have any group develop power and prefer that the following slogan be used in reverse--"United we stand, divided we fall." That is, don't let people unite.
- Some established organizations are comfortable with past programs and achievements and are unwilling to move in new directions. When that occurs, the weight of the organization is a tremendous drag away from new programming.
- Some groups become protective and want to keep agency resources primarily for their own use and are unwilling to share resources with others.
- Organized groups reach less than half the population. For a variety of reasons, some people never join any organization. If an agency only works with organizations, it doesn't reach a good many people who may need its help.
- Organizations usually reach a homogeneous group. People who are like each other and comfortable with each other stay together within an organization. Clubs do not automatically reach people with characteristics which are not like those of the members of the group. For example, although purebred breeders can be reached through breed groups, a good many farmers/ranchers can't be reached through that route.
- Members' first loyalty is to the traditional program of their particular group. Programs which do not completely coincide will get less attention.
- Just because an organization endorses a program does not mean that all members are interested in it. Individual volunteers usually are attracted to a program because of their own interest and commitment. Volunteers secured as a group may vary in interest and commitment.
- When Extension is working with volunteers who are already in groups, Extension must respect the group as an independent entity and be willing and able to negotiate when there is not a perfect merging of interests and purposes.
- False interpretations and rumors can cause dissension in groups. Personality conflicts and power struggles between members of formally organized groups can be more harmful than similar activities when volunteers have no affiliation with an organization.

Many of the disadvantages can be dealt with. However, an analysis of advantages and disadvantages leads to the following conclusions:

1. Although an agency such as Extension can accomplish a good deal by working cooperatively with groups, it should not limit its activities to working with and through groups. There are many people who cannot be reached through any organized groups. Some are the disadvantaged. Others are the socially independent. Extension cannot afford to ignore either category.
2. In addition to working with the volunteer structures (committees, study groups, task forces) already in existence within groups, Extension needs to continue to develop programs where volunteers work as individuals rather than as members of organizations.
3. Cooperation needs to be built with and volunteer opportunities offered to all relevant organizations. An agency cannot afford to be viewed as only working with one organization or as being the exclusive property of a particular organization.

HELPING GROUPS WORK MORE EFFECTIVELY

Anyone who accepts an office in or works cooperatively with a group needs to be knowledgeable about group dynamics and be able to deal with certain problems which come up in groups. There are excellent books and videos both on the subject of dynamics within groups and on working with boards of directors or other groups. This section will only comment on a few of the problems and solutions observed from the volunteer study.

Important Role of the Nominating Committee

One area of understanding which developed through interviews as a part of the national study of volunteerism was the importance of a nominating committee.

The nominating committee can do a good deal more than just help an organization elect some officers. It can help the organization elect the kind of officers that an organization needs at a particular time in its existence. Here, in brief, are two situations which brought this to my attention.

First example. I had completed an interview with an older man who happened to mention that he was president of a particular organization that year. The interviewee had impressed me for his wisdom but did not show some of the qualities which I have come to associate with presidents of organizations. He wasn't particularly outgoing or interested in details and organization.

I found out in the course of an interview with one of his neighbors that the neighbor had been on the committee which nominated the first man for president of the organization. We indicated we were surprised. The second man went on to explain to me how the nominating committee had analyzed the state the organization was in prior to the election and how they had deliberately chosen two candidates who they felt could best take the organization in the direction the committee felt it should go. He told me what qualities the nominees had which were important at that point in time. He also said that once the nominating committee made their decisions they sold the candidates on being willing to be on the slate. Neither was eager to be an officer, but both were ready to serve if the committee felt that they could make a special contribution.

Second example. We visited the meeting of an Extension Advisory committee and found that the group included people other than the typical representatives of people currently involved in Extension programs. We asked and again we got the response that before an election, the nominating committee both analyzed the kinds of expertise and strengths which were represented in the members who would continue and the kinds of challenges the board was likely to face during the year and decided the kinds of new members who were needed. This year the need was for someone knowledgeable about office machines, and they nominated and successfully recruited an office manager who knew little about Extension but was willing to learn. Another year the need was for someone sufficiently skilled in politics and with enough clout to be able to deal with a change in agent positions the Extension Director was suggesting. They recruited a current legislator who was able to negotiate between the local committee's views and the Director's views, and the county came out with two positions rather than a change of position.

This committee also spoke to the fact that the nominating committee should not only select nominees based on the contribution they would make but should also share that rationale with the nominee so that the nominee would understand that he or she was wanted because of ability and not because the organization was desperate for names to put on the ballot.

The volunteers who serve on a nominating committee are very important. The nominating committee both affects the long range course of the organization by the candidates it select, and influences the stature of the offices and the status such offices hold in the eyes of potential candidates.

Role of Past Officers

Another area of volunteerism which surfaced in a few of the interviews was what an organization does with it's former officers. Some simply let them sink into oblivion, feeling that everyone is equal and everyone takes his or her turn. Some officers are delighted to sink back into oblivion, but there is a transition period which is difficult. The period becomes even more difficult if the new set of officers take the organization in a different direction.

An organization in one county that we visited had a "Former Presidents" group. The group was primarily social, but it did give the president something special to be part of after her duties were over.

Some Extension staff are astute enough (or a county is desperate enough for volunteers) that they identify unofficial career laddering for an organizational officer and help the person have new challenges either at the district or state level of the organization, or in another organization in the county, by heading a special project or task force.

Securing People Willing to Be Officers

"Nobody wants to be president. No one will take an office." That is a complaint we heard about some organizations in some counties. On the other hand, when we mentioned this in other counties, the response was, "Oh, no, that isn't a problem here."

We did not make a study of this particular point, but some general observations emerged. In the counties where there was no difficulty in getting officers:

- The positions had status and were held in positive regard.
- Members were cooperative and supportive and worked well with their officers.
- Folks enjoyed the meetings as well as got a lot of business completed.
- The nominating committee helped the candidate see what he or she could contribute.
- A committee periodically monitored positions to see that they hadn't grown to be too much of a burden. An overly ambitious officer sometimes unthinkingly adds so much to the responsibilities of an office that no one else is willing to take it on.
- There were opportunities for people to gain skills in speaking to a group and in handling meetings.

Preparing People to Be Officers

Agencies and organizations realize that people aren't born knowing how to be a good organizational officer. Such positions take both knowledge and skills that need to be developed in actual situations. Youth organizations like 4-H and school groups which elect officers help people develop this knowledge and skills. One FFA advisor interviewed in the national study said that he particularly appreciated how 4-H members were able to serve as officers.

But only a few people get the opportunity to serve as an officer in their youth. Many face their first opportunity as an adult. As a result, more organizations are providing workshops or other helps to people who are prospective officers.

For example, an Extension agent in a county visited as part of the national study of volunteerism realized that a change in age and retirement plans was going to see a major shift of leadership in a year or two. In preparation for that change, he offered a program on leadership development which included parliamentary procedure, public speaking, assertiveness, and similar experiences along with information on outlook for that particular kind of industry. The combination package was open to men and women. The participants we interviewed not only had valued the program but continued to reinforce and support each other as former class members moved into their first leadership roles in organizations and boards. A serendipitous value of the program was putting contacts in place which later facilitated networking among emerging leaders.

Extension is in an excellent position to help both officers and organizations improve themselves. This is an excellent area for developing Master Volunteers that are expert in working with organizations who then can be coaches, mentors, and consultants for other organizations in their counties. However, criteria are needed for selecting such volunteers beyond the fact that the person has survived a term as an officer.

UNDERSTANDING FORMS OF ORGANIZATIONS

To work effectively together, volunteers and Extension need to understand the characteristics of different forms of organizations. The three most frequent forms are "clubs," "associations," and "councils." Although other terms like "society" are sometimes used, these three forms have developed historically and best describe alternatives in ways in which people can work in and through groups on a regularized basis. (There are other formats such as support groups and consensus groups which do not rely on formal protocol).

This section 1) contrasts three of the most common forms of organizations which relate to Extension or other agencies, 2) raises questions about appropriateness in relation to current and future Extension programs, and 3) identifies some of the questions that need to be explored in establishing or changing formats of organizations.

Characteristics of Common Formats

The three most common forms in organizations which work closely with Extension are:

Clubs. Groups which meet on a regular basis, usually once a month for the major part the the year. 4-H clubs and Extension Homemaker clubs are prime examples. Garden clubs, many church organizations, Kiwanis, Lions, all show the characteristics of typical clubs. Whether called a "club" or not, the club kind of organization usually is characterized by:

- o A program of work which is carried out within the individual clubs.
- o Regular obligations and commitment on the part of members. Members are supposed to attend meetings, serve as officers, do their share of the work of the club.
- o Monthly meetings for several months of the year.
- o Food and fellowship as well as a "program".
- o Specific activities beyond the "program or presentation at the meeting." Often clubs donate to drives or sponsor additional activities.
- o Members drawn either from a specific geographic community or from a community in the sense of a "common" interest.
- o A strengthened that community because it brings people who otherwise wouldn't take time to talk to each other together in a common location so that they get to know each other better.
- o The provision of a setting through which people can develop networks, friendships, and working teams related to activities other than those of the particular club. They have an opportunity to try out abilities and to identify who is good at what.
- o Multiple memberships--some people belong to several community clubs either because they value the opportunity to get to know others in their community rather than because they are especially committed to the work of the particular clubs. For some, the community club satisfies a need to "be with others" which is a social need for contact. Others recognize the value of the web of contacts formed through such organizations and take part in a certain number of such clubs in order to strengthen the community.
- o Officers who are skilled in dealing with people in the everyday problems which occur at meetings--keeping meetings in order, seeing that things get done, etc.
- o Offering members a return for membership through the experiences at local club meetings. If they enjoy the meetings and/or feel they are getting something from them, they continue. If they feel meetings are a waste of time or encounter something which irritates or disturbs them, they drop out.
- o Being completely independent or linked to other clubs in a county-wide, state, or national association.
- o Appealing only to those who are willing and able to make a regular time commitment to the organization.
- o Giving members an opportunity to learn the roles of officers, parliamentary procedure, how to make motions; and how to speak out at group meetings in a way in which business can be carried on in an orderly rather than haphazard way.

Associations. Groups which meet on a less frequent basis. The program of work is supported by the members, but there is less expected of the specific member. Many of the organizations Extension Agriculturalists work closely with are associations: Dairy Herd Improvement Association, Pork Producers Association, Crop Improvement Associations.

Extension agents, teachers, and other professionals are used to belonging to professional associations. Such groups are usually characterized by factors like the following:

- o A limited number of meetings. There may be only one formal meeting during the year. The group may hold three or four events or affairs during a year, but such activities are different than regular monthly club meetings. Members attend an event only if they want to and not because regular attendance is encouraged.
- o Membership is a pledge of interest in supporting a particular interest or ideal rather than intensive involvement in regular meetings. The member realizes that "size of membership" gives the organization more "clout", and thus, he or she chooses to be listed as a member supportive of the activities of the organization.
- o Membership usually involves contribution of money, with membership fees used to support the program of work of the association.
- o Associations put more emphasis on "programs of work" than on "programs in the sense of presentations at meetings." The association has a program of work as a group, but it may be carried out by committees, task forces, or individuals.
- o Members receive a return on their membership from the success of the organization's program of work and the prestige or power the association is able to build. In some instances such as DHIA, the member also is affected by the policies which the association develops. In other instances members receive a great deal of enjoyment from a particular event staged by the associations. It may be the annual meeting, a picnic, or other major activity.
- o Often there is less emotional involvement in an association--less "closeness" among rank and file members. The "closeness" develops among those who participate together in a committee or on an Executive Board.
- o Members take less active involvement. Thus, when there is a need for volunteers or to elect officers, those nominating people are less aware of individual member's abilities and often rely on the impressions gained from seeing the same people operate in a "club" setting.
- o Membership appeals to busy people who want some involvement with an interest group but do not want to give an extensive monthly time commitment every year.
- o Associations usually have a Board of Directors, Executive Board, and standing committees which see to it that the program of work is carried out. These groups meet regularly and carry the responsibility of making the organization work.
- o Associations often are national, state, or county-wide in nature and seldom are independent units in local communities. Although some associations have local "chapters or affiliated groups," and some communities form associations for particular purposes such as a "Homeowners Association."

Councils. Councils usually are made up of representatives from separate units.

Councils appear in at least two different ways related to Extension Programs. 4-H and Extension Homemaker Clubs have county councils formed from clubs. The officers of a Homemaker Club or the leaders of a 4-H Club are automatically considered members of a Council of such clubs. Councils also appear in Agriculture and Community Development, but in those instances, the council is seldom made up of a group of clubs. Often it is made up of people representing different viewpoints, agencies, or businesses. For example, a Forage Council brings all those groups and individuals interested in improving the quality of forage together, both professionals and farmers, and gives them a forum for concentrating on those programs and practices and events which will increase the quality of forage in a particular county.

- o Members usually are not there as individuals as they are in clubs or associations but are there because they represent others.
- o The Council sets the broad policy and procedures which act as guidelines for each of the individual clubs.

Historical Development

All three forms have both advantages and disadvantages. Those responsible for an organization need to understand what a particular format can and can't do and how a particular format came about historically. For example, within the Extension context, clubs seem to be more associated with women and children and associations with men. There are exceptions. At one point in time, one of the southern states had a strong organization of local clubs focused on farm and home improvements in which farmers were active in local club formats at the township or community level. But in general, because of past situations, those working with women or families may think first of club formats; and those working with men and farmers may think first of association or council formats.

When differences are not understood, people may try to force one format to do things which it is not designed to do. Sometimes, new formats are needed which blend advantages and reduce disadvantages of the three usual forms of permanent organizations.

Developing New Organizations

When any new group is starting, one of the first steps is to consider the alternative formats that the new organization might take. Some are better formed as associations; others fit better in the club format. Once that decision has been made, prospective members need to be helped to understand the nature of the format that has been chosen. Many of us see "membership" as meaning certain things without really thinking about what membership in a particular organization is apt to require.

Your first reaction may be, "There are so many organizations currently, why in the world would Extension want to encourage new organizations to form?" However, there are additional groups which some counties may want to consider.

- o **4-H Alumni Groups.** Several states have such groups. In some instances, the group is limited to "Key Award" or other outstanding members. In others, the groups are open to any person who has ever been a 4-H member or leader. Although in the past alumni have only been thought of when funds were needed to build a state 4-H camp, local alumni groups can be very helpful in:
 - a. building identity with 4-H in families and in urban and suburban communities which are difficult to penetrate;
 - b. taking on specific tasks such as promotion of 4-H and fund-raising;
 - c. being a link to potential volunteers for various tasks and roles related to 4-H;
 - d. being a way of helping former participants understand changes in the 4-H program (one of the barriers today's 4-H programs face is the fact that too many think of 4-H only as it was thirty years ago).
- o **Extension Volunteer Alumni or Support Groups.** The value of such groups is similar to those of the 4-H alumni; however the influence is greater in that rather than relating to only one Extension program, such a group is made up of people from all programs and can increase the understanding of and sharing of volunteer talents among program areas as well as being strong forces in working toward multi-program area cooperation in programs.
- o **Alumni Groups from Master Volunteer Programs.** In some counties Master Gardeners have enjoyed working together so much that they decide to increase the social element and to form an organization in addition to their regular roles as individuals. One agent said that he tried to start such a group one year and it failed. A couple of years later a couple of Master Gardeners got the idea and developed a successful group.

- o **Specific Topic or Interest Groups.** In some situations, new groups are formed to focus directly on a specific problem or program area. For example, groups focused solely on improving milk quality in a county, or groups formed to help parents deal with stress.

In some respects, even though communities have many organizations, organizing to deal with community problems is perhaps the "newest" and most rapidly developing area which involves formal groups. Those agents who work with community development probably are those most informed on the advantages and disadvantages of various kinds of groups and are best able to advise local citizen groups who are interested in forming anything from a Neighborhood Watch Association, to a Tourism Council.

The association format may be most appropriate for alumni groups. This kind of format lets alumni visibly demonstrate continued interest and loyalty but makes few demands of them other than to attend an event or one or two meetings during the year. Groups are left to set their own level of activity.

On the other hand, when the focus is on a particular problem or program, a format which brings together people on a regular basis and expects commitment to taking part in a program of work is probably more useful than is the typical association format.

Changing Forms of Existing Organizations

Change doesn't come easy, but sometimes formats of existing organizations need to change. The conditions and circumstances which made particular forms of organizations popular may have changed. People are no longer limited to small neighborhoods and communities for their social contact. Families and youth have many more demands upon their time. Both 4-H and Home Economics which have put high emphasis on community clubs have been struggling with adjustments in order to serve those people who are unwilling or unable to take part in a local club on a regular basis.

Sometimes that change is from one pure form to another pure form. Sometimes it needs to be to a kind of hybrid format which will permit two structures to exist in harmony. The change is helped if present members first can see the difference in forms of organization and then can examine both the advantages and disadvantages of various formats. Some agricultural leaders are recognizing a need for organizations at the township or local level which secure greater commitment and participation from farmers than is usually found in associations.

Let's look at some examples in various program areas.

4-H. One change--a change in terms of how adults participate in county 4-H organizations--has occurred and is past in many counties. The issue now is whether or not changes are needed in how youth hold membership in 4-H.

Leader Organizations. A change in 4-H leader organizations occurred some years ago. Many counties changed from County 4-H Councils (where leaders were technically supposed to represent their clubs, and the number of representatives per club needed to be the same) to 4-H leaders' associations where all 4-H general and project leaders could belong. The associations focused on leaders as individuals rather than as representatives of clubs.

4-H Organizations. Some 4-H youth programs in some counties appear to have moved to county association formats without identifying them as such. Rather than continuing to focus solely on community clubs where participation requires parent commitments which some families are unable or unwilling to meet, a child or teen takes part in one or more series of interest meetings, either held in relation to school or summer recreation programs or held independently, or takes a project as an individual member. Although generally counted as 4-H members by Extension at the national level, there often is some question raised in some rural counties as to whether youth who take part in some format other than through participation in a local club really are 4-H members.

Perhaps more counties need to think about a format through which all youth belong to a County 4-H Association (or multi-county association in those counties where population is very low) which grants the same privileges and expects the same commitment from all members. Participation in an affiliated club would be encouraged but would be a separate membership for the young person.

Within a 4-H association, members would receive information about and have the options of taking part in one or more of the following:

- a. remaining independent without taking part in any organization;
- b. taking part in short series of special interest meetings;
- c. taking part in a project club where youth with the same interest meet several times a year;
- d. taking part in a club which meets monthly.

Extension Relationships with Youth Beyond 4-H. Although 4-H has been the main youth program which Cooperative Extension has supported, Extension staff have worked with youth in other programs--Junior Vegetable Growers, nature groups, youth programs of farm organizations, as well as other youth groups such as FFA, FHA, and Scouts-- and have involved youth in other ways in other program areas.

There are at least two areas for further development which may involve some kind of group:

1. Structures which enhance cooperation with other programs in reaching youth at risk or dealing with factors which put all youth at risk.

In very rural counties, CES has developed comfortable working relationships with FFA and other specific youth groups. The number of groups is fairly limited; and cooperation is fairly easy to arrange. However, as CES efforts have expanded in urban areas and efforts have been made to reach all urban youngsters and not just those who came from a rural background and wanted to continue in 4-H; new formats have been needed such as networks and councils which help volunteers who work with various programs to know each other and know how to help each other and new formats which give visibility to 4-H but separate it from its old farm image.

2. Innovative structures which draw teenagers into programs.

Teens are one of the groups currently receiving too little creative attention from Extension and from the advisory councils who guide Extension. Only a few pioneers are exploring meaningful formats, including group structures by which other teens can be involved in meaningful volunteering opportunities. Creativity may be being blocked by:

- a. Relegating this area to 4-H. In some counties, opportunities currently tend to be limited to youth who "come up through" the 4-H program.
- b. Thinking that youth only want social contact and looking to formats which only provide entertainment without commitment. All youth want to enjoy what they are doing. Most place priority on opportunities for informal social contact with others. However, many are looking for programs which offer them more than fun and friendships.

More attention needs to be given to the kinds of group formats which will be attractive to teens and to the kind of formats which will help older teens (teenage parents, young farmers, youth concerned about the environment or about community betterment) take an active role related to Extension Agriculture, Home Economics, and Community Development programs.

Home Economics The issues related to group formats for Extension Home Economics programs appears to parallel those of 4-H; the need to change relationships and help an organization with an established format, to adjust to changing times, and the need to find new structures in which to relate to additional groups and individuals interested in strengthening families and improving homes.

Extension Homemakers. The Extension Homemaker organization may be at a point where it should really look at its organizational form. Traditionally, it has developed as local clubs and a council of clubs. The format developed at a time when rural women needed opportunities once a month to get off the farm for an hour or two and have social contact with others. Their common interest in home and family gave them a "legitimate" reason for getting together which was a strong motive in addition to their real desire to learn and improve their homes.

In some states, the organization's membership is dropping, and the organization is frantically trying to increase membership and increase service to those who feel unwilling or unable to take part in regular monthly meetings by such add-on alternatives as "open membership/mailbox members" and "open meetings." These alternatives may have limited appeal both to those who don't want to join a local club in that they smack of "second rate citizenship," and to club members who wonder why others should get a similar return without making as extensive an investment as they do.

At some point, Extension Homemakers may want to consider the advantages and disadvantages of developing county associations rather than councils. However, because of the importance of local clubs, the association would probably have a provision for a relationship to local chapters and clubs. Community groups would be encouraged, but membership to the county "Home and Family Association" would be at the county level rather than at the club level.

The county association would be governed by standing committees and a Board of Directors elected by the membership rather than structured through local clubs. The association could co-sponsor study groups, seminars, conferences and newsletters with Extension which would have more appeal to those men and women who are unwilling or unable to take part in a regular local meeting. Local clubs would have more freedom to draw from the association's program or to develop programs of their own.

Formats Which Reach Other Groups in Addition to Extension Homemakers. Although Extension Homemakers have been excellent cooperators, Extension Home Economists are challenged to show that they are working with relevant groups in addition to Extension Homemakers. Thus, like 4-H, participation on the part of the Extension Home Economists and of Extension Homemakers in coalitions and councils and other groups made up of representatives of organizations which share common interests is important. These range from committees and coalitions focused on reducing child, spouse, and elder abuse to committees and coalitions concerned with helping people improve their health or preventing accidents.

Agriculture and Community Development Agricultural and community leaders may also want to consider other formats for some of the groups with which they currently work. Two of the limitations for the association format are that few of them have been developed at the community or township level, and it is difficult to keep members enthusiastic and involved in the organization. In some instances, state or county associations or councils may want to augment their structure with local chapters or study groups. In other instances, agricultural leaders will want to use a less formal type of group, like a study group, to increase commitment to work on specific problems or programs within specific areas of the county.

Change Can Be Traumatic

If an organization is considering changing its format, considerable care should be given not only to thinking through the nature of the changes, but also in developing the strategy which will best help all of the current membership understand the advantages and disadvantages of making the change. Often the change, which is "exciting" to an Executive Group which creates a mutual understanding of the new format and its benefits, seems a "crazy idea out of nowhere" to rank and file members who haven't thought about it until the change is brought up at a business meeting.

Questions to Be Explored in Choosing Formats

Deciding upon whether to change a format or what format to use in a new organization is fairly similar to any other decision making setting. Once one has identified alternatives, then one needs information and criteria to help decide which will be best. Some of the criteria stem from the purpose of the organization. Others stem from current situations which affect the kind of commitments people are willing to make to organizations.

Purpose and Program of Work

1. What is the purpose of the organization? What is the organization expected to accomplish?
2. What format will best accomplish that purpose?

3. How much and what kind of member involvement is needed to accomplish the program of work? Is it wanted for other reasons?
4. Can an association accomplish what needs to be accomplished?
5. Does the community currently have enough clubs to provide the kind of social contact network needed to hold a community together?

How Many and Who Do You Want to Reach?

1. How many people are needed to achieve the purpose of the organization?
2. What are the characteristics of the expected members? (For example, who is most likely to share in this particular interest)?
3. How many people actually have these characteristics?
4. How many of them are willing to join an organization such as a club which requires frequent participation? How many would be willing to join a less demanding group such as an association?
5. How attached are the members to a particular format? If a change is decided upon, what affects will that change have on present membership?

Like most decisions, careful analysis will probably identify both positive factors which will enhance each format, barriers to making a change, and disadvantages of each of the formats. Other criteria such as the following which need to be considered are:

1. Does the format really provide equal opportunity for membership or does it consciously or unconsciously exclude groups of people (those who are employed, those from one side of the county, those who can't entertain)?
2. Is the format designed so that all members will have equal status?
3. Is the format designed so that it is feasible and can be maintained without a heavy burden?
4. Will it let the energy of the group focus on the purpose of the organization rather than on the maintenance of the organization?
5. Does it share leadership or place leadership responsibility on a very few?

Groups partnerships with Extension are extremely important to the group, to Extension and to communities. The partnerships involve negotiation and a degree of independence for both partners. Past partnerships need to continue. New partnerships will develop as Extension helps communities with new areas related to the Extension mission.

This chapter has pulled together a few ideas that key volunteers and Extension agents need to consider as they sponsor activities which involve close cooperation with formally organized groups. The next three chapters will look at the groups which are most likely to be working in partnership with Extension and will illustrate description with examples from interviews and other studies.

COOPERATION WITH OTHER AGENCIES

Extension and other agencies or other professionals also form partnerships. Often volunteers from one or both agencies are involved.

Nature of the Partnership

The exact nature of interagency partnerships is difficult to define. In part, this is true because each situation is unique to the members of the partnership and the resources they bring with them to share.

Nor is it easy to describe Extension's contribution in a few words. Occasionally, Extension may offer information only; other times it may be supplies or a space for a meeting. Many times the Extension contribution involves staff, volunteers, ideas, information, building space, equipment, management skills, and knowledge of community resources.

Sometimes the other agency has somewhat less to offer, partly because it doesn't have the breadth or scope of Extension's national organization to back it up or the broad educational mission upon which Extension is based.

There may not be a typical interagency partnership. Often what happens in such endeavors is that either the other agency or Extension has a small request for help (or suggestion for cooperation in an effort of mutual interest). In the course of this first cooperative effort, either one or both members of the partnership recognize that there is room for further cooperation. Perhaps the other agency has resources Extension could use to carry out a program and makes an offer to share the resources. This leads to further discoveries of potential cooperative efforts, and what started as a single request for aid becomes an ongoing, cooperative relationship that can be activated whenever one partner has a need that the other partner can fill.

There is room in every cooperative venture for new partners to be brought in, and often this is what happens on larger community projects. Extension and two or three other agencies may get together to accomplish a major goal that is of mutual interest or for which there is a community need. This is one way that cooperative interagency networks get started.

Though many agencies and organizations are discovering cooperative ventures now that their budgets are smaller than in the past, Extension has always had an open-ended quality that encouraged sharing the work, the resources, and the accomplishment of goals. This philosophical background has made Extension a valuable partner for many community projects through the years.

Extension's partners in cooperative efforts include public and private schools, churches, public health departments, businesses, city governments, youth groups, social agencies, public libraries, public utilities, the probation system, community special interest clubs, and other governmental agencies. This list is not complete. The partnership is determined by what needs to be done.

Cooperation With the School System

Study staff were fascinated by the what Extension and Extension volunteers can contribute to teachers and the curricula of a school system. The Extension Homemaker chapter includes several examples of how Extension Homemakers have participated in teaching within the school system. The 4-H chapter describes the 4-H indoor gardening project in Delaware County, Pennsylvania. Delaware County was especially interesting because the 4-H agent in that county was committed to helping urban kids better understand plants and animals. He developed several other programs in cooperation with school science teachers. These kinds of activities could just as well be introduced and coordinated by a agricultural volunteer.

Embryology. Two Delaware County third grade teachers discussed using the 4-H embryology project in their classes. Extension brings the incubator and the eggs to the school and sets them up in the classroom. The children watch the eggs hatch. They are responsible for regulating the temperature and turning the eggs every day.

The county agent comes to school and operates on one of the eggs, chipping off part of the shell so that the students can see the chick's heartbeat. Then he tapes a piece of plastic over the hole so that the chick will survive to hatch. At the end of the project, the children go to the Extension Center to watch chickens lay eggs. The children are allowed to hold the newly hatched chicks.

Value of embryology project. Children learn about the life cycle:

"Well, for example, we put incubators into the school with eggs. Children saw how eggs became chicks. They had never seen anything like that. They didn't know."

It's a popular addition to local school curriculums:

"Embryology--once they came out with that--they had schools on the waiting list. It's popular."

4-H Food "PEP". Another program in Delaware County is the 4-H Food Production Education Program (4-H Food PEP), which promotes agricultural awareness in the schools. Well over a thousand children take part in this program. The children learn about farm animals and the foods they produce. Students have four in-class lessons taking four weeks, and during the fifth week, they take a field trip to the Extension Center. They get to handle chickens, weigh and see how to raise a pig properly, and groom calves.

A school principal discussed the agents' assistance:

"Educational modeling (walking them through the process) is important for teachers. It's great to have the agents initially do the classes, then do less, and finally do nothing--the teachers were ready."

The PEP project supplemented the school science curriculum for teachers who used it. A school principal remarked:

"Extension resources are really focused on developing students. 4-H meets needs. There is an enthusiasm that gets built or develops through the networking among school administrators, teachers, and Extension. I'm considering a curriculum that will use more 4-H resources."

It gives students a hands-on experience with living animals. It teaches them where their food comes from. They learn about animal life cycles. One leader said:

"A calf was born at the Extension barn, and the kids were there to see it. Children, if they learn those things in a natural way, are satisfied. It's a very basic thing."

Two teachers commented:

"A lot of kids have never even seen a chicken. Out there, they get to hold it and feel the warm eggs. The chicken eats out of their hand. They see a sheep and get to touch the wool. They get to see a pig and weigh it. They can compare it to a kid. It's really neat, and, for the most part, the kids really enjoy it."

"It's important for kids to find out what's going on. They can't raise animals in the city. They need to be aware of life, of the life cycle."

4-H school projects in Utah. In Tooele County, Utah, 4-H is also involved in the schools. Both computers and embryology are taught. One leader who works at a handicapped school had the following to say about the benefits to children of the embryology project:

"The growth of chickens is the thing that I really stress with the children. Also, the fact that some do make it and some don't make it. I think that's a good thing for children to know. Now that I'm at a handicapped school, I think that's even a little more important for them to know--that not all things are perfect, because they aren't."

Teachers felt that the students get very interested in the 4-H projects and that they learn a great deal. For many children, the 4-H school projects are their first exposure to 4-H.

Aids to science class. Another teacher in Delaware County uses both the 4-H food production and electricity projects with his fifth grade students for their science classes. The school's fifth grade science curriculum is not very adequate, and he finds that the 4-H projects are quite appropriate for his students. The hands-on approach in both subjects is especially motivating.

The food production project is tied in with living things. The students take a field trip to the Extension Center where they see live chickens, often for the first time. A chicken eats out of their hands and they see how to raise a pig properly and problems that develop if it isn't done properly.

The electricity project focuses on how electricity works:

"They probably haven't had that much experience with electricity except turning off the lights at home or having their parents yell at them for using up the batteries in the radio. This just gives them a little more focus on how it works. Now I would say that most of the kids have a real good handle on everything (covered in the project)."

The project escalates in level of difficulty and concepts learned. The children use higher level skills to answer hypothetical questions of the "what would happen if?" variety.

This year the teacher is taking sixty student projects to the county 4-H science fair. He feels that the high quality of these 4-H projects has influenced his expectations for a fifth-grade science curriculum. The school district is choosing a new science book, and he is basing his choice on the book that comes closest to offering subjects in-depth, with hands-on experience built into the units. He plans to continue supplementing the textbook with the 4-H projects.

The project altered one teacher's expectations about what the school curriculum should be:

"This background that I've had in 4-H did influence what I wanted to see in the materials, like in selecting science textbooks."

It gives students more in-depth information than school texts do:

"The school wouldn't go into it as deeply. We give kids more in-depth knowledge. We have more of a basic hands-on approach."

Orange Bird project. A Bernalillo County, New Mexico, EFNEP aide encouraged her child's teacher to use the 4-H Orange Bird project, which involves five filmstrips for nutrition lessons. One filmstrip concerns the importance of breakfast. The teacher shows the filmstrip, and then the class discusses what they eat for breakfast. They learn how to improve the nutritional content of their own breakfasts so that they will have the energy they need to do well in school.

The teacher arranged with the hot lunch staff to have all of the first graders eat breakfast together so that they would have hands-on experience in learning the importance of eating a good breakfast. Charts given to them through the project allowed them to keep track of what they ate:

"Children were talking about what things they eat for breakfast. One little girl likes bagels--that was something her family likes. Another likes tortillas. Some people like their cereal. We stress how cereal is good for you if you keep away from the ones that are too sugary. It was interesting to compare breakfasts. We stress that as long as you eat something that is nutritious, it doesn't matter what type of food, necessarily."

The filmstrip on lunch stresses the importance of trying new foods to find out what you like and to provide variety in the diet. The school system requires teachers to eat lunch with the children. This provides the opportunity for the teachers to check what children are eating and to suggest that they try out new foods.

The project taught children how to put together nutritious meals, stressed the importance of nutritional content over the foods eaten, suggested good sources of various nutrients, and made students aware of the importance of good nutrition to health.

EFNEP seeds program. EFNEP aides assist Master Gardeners in going into all of the third grades in Bernalillo County, New Mexico, to teach the 4-H seeds program. The EFNEP aides contact the Chapter 1 (low income area) schools. The children learn the different parts of seeds and plants, how they germinate, and how they grow. Even though this program is geared to third graders, EFNEP has made seeds available to other grade-level teachers for in-class experiments at the teachers' request. Students do experiments on growth conditions such as no light or no water and are able to see how each condition affects the growing plants. They are given information on how to start a home garden. The hands-on experience seems to be a strong motivational factor which makes the learning more enjoyable to the children. The program reaches more than 4,000 children. The EFNEP school seeds project attracts many new members for 4-H from among low income children.

The EFNEP seeds program teaches students how plants grow:

"The schools out there are so excited about it, and that really feels good because I know they're looking forward to it. The benefits I see are the experiences they're getting in learning how to plant seeds and learning what plants need in order to grow."

The project involves new people in 4-H:

"It attracts many new members to 4-H among this group."

It teaches students about food production:

"To let them see that vegetables don't come from the store, but that they are grown and taken care of. They learn how to take care of a plant, the sunshine, so on."

Working through schools allows EFNEP to reach more people:

"We reach 4000 or more kids. The schools and kids love it. We love it."

Project Learning Tree program. In Piscataquis County, Maine, Extension offers the schools an inservice on an educational program called the Project Learning Tree. The curriculum is made up of science-related lessons about the environment which can be correlated with or integrated into other school subjects, such as math, English, or social studies, at different levels of difficulty. The approach is hands-on learning for the students. The materials are usable from kindergarten through twelfth grade.

Teachers find the materials stimulating and exciting for the students. The subject matter brings the environment into the classroom. Lessons are flexible enough that they can also be used outside of the classroom. The County Extension staff plans to train scout and other youth group leaders in the program.

A local school superintendent told how Project Learning Tree aids teachers:

"It helps them by giving them a pre-designed lesson that they can use to provide a bit of variety, and it fits right into the curriculum of whatever they're doing."

"Through Project Learning Tree we can reduce the suspicion of the forestry industry. This can only be overcome through broad-based educational programs to inform children and the public of what the forest is used for and how it can be used. That's why I think a thing like PLT is a wonderful thing for Extension, the trade association, the forest products industries, and others who have an educational mission. PLT goes right at the educational learning establishment."

"They get a hands-on experimental kind of approach. It is something exciting and stimulating."

Cooperation with Health and Social Agencies

There has been a long history of cooperation with County Nurses both with 4-H and Extension Homemakers. However, cooperation with health and social agencies has been increasing over the past few years. Several examples emerged from the county site visits.

Cooperation with Public Health. In Jefferson County, Texas, a Public Health nurse has worked with Homemakers Clubs to get the word out to women about child abuse and wife battering. The program stresses that there are places that victims can contact for help and where wives and children can go to avoid an abusive situation. This nurse hopes to train Homemakers to take their message into day care centers in an attempt to reach more families.

One participant commented:

"So there's where we go back to the Extension opportunities, because mothers like this can then go back home to the community with their information. They did some stuff on child abuse prevention directly, and that's when I got interested in what they did in the local communities. And, since this can be carried back out, it's very strong. Because it's social, it's cultural, it's educational. It probably has more impact on the community than the schools. So, in this way we are delighted that mothers are involved in a whole project and then can take it out and share it. And they (Extension) are far more able to do this than we are (Public Health Education)."

Piscataquis Abuse Council. In Piscataquis County, Maine, the director of nursing at the local hospital and the Forestry and Community Development agent serve on the Piscataquis Abuse Council. The nursing director chairs the Council. The agent is the council's treasurer. A former Family Living agent was the original council president. The council came about when the state government appropriated money for every county to develop a community-based committee to deal with child abuse problems. In each county, a local human service provider was given the responsibility for setting up the council, which was to be made up of people who in the course of their work were likely to come into contact with child abuse problems. The nurse was involved because she was the head of Parents Anonymous, in addition to being the nursing director at the hospital. The task set for these committees was to evaluate community needs in respect to child abuse problems, to address them by increasing community awareness and education.

The Piscataquis Abuse Council is made up of twelve to fourteen board members. Minutes of meetings are sent regularly to fifty or sixty people. Approximately twenty-five of these people attend the meetings. The council has hired a part-time coordinator.

Besides cooperating through representation on the board of directors, Extension put on a weekly 4-H Radio Forum that addressed family strengths and problems. The council looked over the topics and decided which were appropriate, giving input on the types of scenarios they thought should be included in the short dramatizations involved. Extension asked the council for suggestions on people and topics for a talk show on the radio, such as experts on sexual abuse and how to deal with adolescents. The council previewed some films for Extension to see if they would be good for use in schools.

Some of the council's projects for the future involve determining whether the community will need more safe houses and helping set them up; getting involved in adult abuse and mental health issues--since these problems are so intertwined in child abuse that they can't be separated; and doing more for parent support groups and parent education.

The chairman suggested a number of ways Extension could further help the council:

1. Include information about abuse in its educational programs wherever appropriate;
2. Educate 4-H children about abuse so that they understand that if they are being abused they can seek help;
3. Educate adults that if they have problems with abuse that they can get help;
4. Educate people that it's wrong to see abuse taking place and not to do anything about it;

5. Educate the public that child support workers need support.

Extension receives valuable advice on how to better address the child abuse problem in its programs and how it can further public awareness about abuse. The council benefits from the expertise of the Extension agent who serves on the board of directors. The community benefits by further educating the public about this serious problem and available support resources in the area. Education of the public may reduce the incidence of child abuse in the county.

Food Pantry and Food Bank cooperation. Minnehaha County, South Dakota, has a Food Bank that is a clearinghouse for the whole community. The Bank receives salvaged food from grocery stores that would otherwise be thrown away. Other food sources are restaurants, farmers, truckers, or anyone who handles food that for one reason or another is not considered marketable.

The food gets channeled out to Food Pantries and other non-profit organizations that have on-site meal programs or emergency food delivery services. This particular Food Bank is also being given the go-ahead to be the distribution center for commodities for the Food Shelf Center in the area.

The Extension Home Economist sits on the board of directors for the Food Pantry/Food Bank. She has put together a booklet for the Food Pantry that tells workers exactly what foods and how much food and nutrients are required per person for a balanced diet food box for three days (for example, what and how much for one adult and one child; for one adult and two children; for four adults and five children, etc.). The booklet helps Food Pantry workers know what to put into the food boxes so that the people receiving them will have three days of balanced meals. A simplified version of the booklet has gone out to all of the Food Pantries in the area. As the director of the Food Bank says:

"Many of the people coming into the Food Pantries who are on food stamps may not actually be running out of food, but they don't know how to shop or cook for good nutrition. The Food Pantry started a cooperative endeavor with Extension EFNEP aides to educate these people."

Extension EFNEP aides hold nutrition classes for the people who get food from the Food Pantries. The classes, which last four months and are offered once a month, are held at the Food Pantry. An aide will cover one topic each class, demonstrating cooking methods and recipes. She tries to cover foods people receive from the Pantry. She also teaches them how to shop, plan menus, the food basics, how nutrition affects health, and how to work with what you have on hand. A number of social welfare agencies in the county require people to attend these classes in order to receive Food Pantry aid beyond a four-month period.

"If the agency wants to say now at the end of four months of classes that if you haven't attended [a given number] number of classes, we won't give you another food pantry order; you can operate better. You can be more self-sufficient."

The Pantries use Extension's nutrition hand-outs such as one on protein complementarity as resources. The Pantry refers names of people who need help with nutrition to EFNEP. One worker commented:

"It's an important relationship. There is a lot of networking and little territoriality in this county - the people in need are the focus."

The Home Economics agent sat on the board since 1974, the year the Food Pantries started, because it was felt someone with expertise in nutrition should act as an advisor.

The Food Pantries started out in cooperation with the Salvation Army who gave them space and initial funding. VISTA volunteers have helped out with the Pantries. They apply for a VISTA volunteer to work with them on a regular basis. The director of the Food Bank remarked:

"Extension cooperation is especially important from the nutrition standpoint because when people come to the Food Pantry chances are that they've gone hungry for a while, and they need nutritious food. So, the pantry needs to make the boxes very well-balanced. Proteins are fairly easy to get, but vitamin C and A are hard to get. People need help with that."

The people who have taken the Extension EFNEP food classes don't return to the Pantries as often as those who haven't had them, because they have learned how to buy and use the food efficiently. The people that the Pantry has referred to EFNEP have been helped considerably because they come less often to the Pantry. For the Food Pantry, this means that they don't have to give food out to the same people. The Pantry can give the food to new people entering the system. The director pointed out that:

"It means that those people are becoming more self-sufficient, which improves their self-esteem and pride."

One other form of Extension cooperation is that occasionally 4-H donates food to the Pantry.

Health fairs. Extension volunteers in Irwin County, Georgia; Jefferson County, Texas; and Piscataquis County, Maine cooperated with health officials, churches (in two counties), and the whole community (in Georgia) to hold health fairs. Though the fairs were similar, each had different features.

In Georgia, health professionals from outside the county were brought in for several days to conduct physical examinations. Extension volunteers worked with the whole community to organize the fair. It was held at the local high school. Church groups took care of feeding the health workers. Local families provided housing.

In Texas, a Public Health nurse and Extension worked closely together with a Baptist Christian Education Committee to put on the fair. Local health officials provided health services like blood pressure checks and referrals to doctors. (See the chapter on special projects and large events for a more complete description.)

In Maine, Extension volunteers cooperated with health workers to hold an area health fair in Bangor.

Cooperation with the probation system. In Jefferson County, Texas, adult probationers attended a three-week class on budgeting their money. This is important because many of these people have heavy financial problems. They have fines to pay, probation fees, court costs, sometimes restitution payments to the victims of their crimes. The Home Economics agent put on the classes at the request of the Director of Probation.

"I think that for the first time, many of those people in the class began to realize that they were not alone with that kind of problem. I remember we saw an excellent film that showed a young couple getting married and having income and suddenly begin buying and using their charge cards, and then finding that there was more money going out than there was coming in. There began to be stress in their relationship. They began blaming each other. Next thing you know they fought. So many of those individuals in that seminar identified. It struck home because they were experiencing the same kind of stresses. The film identified the need for planning."

"The most recent program Extension did was on financial management. Many times our probationers have a lot of financial obligations. They've got an attorney. They've got large fines. They've got to pay court costs. They've got to pay a probation fee. They've got to pay restitution. Many times they don't have very much money or the skills to get a decent job. They have small incomes and great responsibility. We asked the agent if she could help us with some program that would help them to try to structure their priorities to understand how if they fail to budget, the money can get out of their hands. Then they won't be able to pay their probation fees or their fines. Consequently, they will wind up in jail or prison. She conducted that program, and it was one of the most interesting sessions on how you can save when you don't have a dime."

The Home Economics agent also offered classes in grooming and nutrition for adult probationers and a juvenile nutrition program for juvenile probationers. This program stressed the importance of good nutrition and how poor nutrition can be a very important factor in antisocial behavior. The Director of Probation felt that juveniles should learn good nutrition habits as part of their rehabilitation:

"We needed a nutritional program for our juveniles to participate in. The Home Ec agent agreed to put on a program. Primarily what she did was select some juveniles to participate, talking to them about fad diets and the proper way to eat. She used a slide projector and we had discussion. It was done in a series of three. On the third one the juveniles were able to fix nutritious snacks. They learned that a lot of the things they eat out of the fast food stores are not necessarily the best things."

"I think Extension has a program with junior probation, too--good nutrition. One of our philosophies is that sometimes the behavior may actually be nutritionally-related. And we've begun to pursue that just a little bit. This class was designed to help the kids on probation understand the importance of good nutrition as it's related to behavior."

Cooperation with the Military

There were military bases in three of the twelve counties visited. Although individual military personnel and families within communities took part in regular Extension programs, the extent to which special programs for military families were developed appeared to depend upon the degree of cooperation between the Extension agent, the Base Community Relations Officer, and staff.

Family Issues Seminar. In Clinton County, New York, the family therapist and educator at the Army Base's Family Support Center worked with the Home Economics Agent to put on a Family Issues Conference at the base. The Conference was held at the Officers' Club. About 140 human service professionals from Clinton, Essex, and Franklin counties attended. Though the Conference focused on specific issues, family strength was the overall theme. Topics included early infant issues, educational relationships of family and school, pregnancy issues, and nutrition.

The Conference was successful and feedback was very positive. The Family Issues Conference brought together many agencies who would benefit from cooperative endeavors. It encouraged development of community-wide family resources, thus improving the relationship between Extension and the Base. As the family educator said:

"If we could approach the family with a more positive frame of reference, including resources (not only educational, but financial), we'd be a whole lot better off all over."

Other activities with the military. There were examples of service personnel serving as county project leaders in Tooele County, Utah, and Bernalillo County, New Mexico. Some of the Master Food Preservers in Bernalillo County came from the Base and taught groups at the Base.

Military families present a very important and special clientele for Extension. They also become a special source of volunteers. Some Bases encourage or require active community participation. Serving as a volunteer with 4-H or in some other Extension program not only fulfills that requirement, but, for those whose families back home are Extension participants, continues a home-like contact.

Cooperation with Agricultural Agencies and Similar Agencies

Extension Agricultural Agents and other USDA personnel usually cooperate. Examples from the site visits show a variety of cooperative activities.

Cooperative Relationship with Soil Conservation Service (SCS). In Leelanau County, Michigan, Extension and the Leelanau Soil District put on a workshop for lakeshore property owners on

lakeshore erosion. The Soil District usually only deals with internal lands, but to meet a need for information on erosion they decided to cooperate with Extension on the venture.

They brought in lakeshore erosion experts and designed a program to inform owners why the problem was occurring, what could be done about it, options for treatment, and whether what they did would be subject to permit requirements.

The Extension agent was the moderator. The Leelanau Soil District took care of the workshop logistics. There were 160 participants. The meeting took place at the township library's community room. Some participants were absentee landowners, clientele that none of the agencies normally worked with. They are still seeing the impact of the workshop and still receiving questions on how to control erosion.

As a result of the class, the Leelanau Soil District is selling beach grass plants this year. They now have requests for 8,000 plants. They are experiencing effects from people who attended the meeting and have compiled a mailing list, so that as information becomes available, they can contact people. They have supplied the mailing list to other agencies that might have pertinent information for their people, for example, the Army Corps of Engineers, which regulates the lakeshore has free, useful publications of which most people are unaware.

Other Cooperation with the Soil Conservation Service (SCS). The Tooele County, Utah, SCS director uses Extension as a resource for information, which he then passes on to his clientele on land and resource planning and management. He relies heavily on Extension for information on the latest chemical processes for weed control and the latest wheat varieties compatible with SCS's no-till program practices.

The SCS director also works with the 4-H agent at conservation and range camps on planning a nature trail and plant and soil identification.

In addition, he works with the Agriculture agent in soil sample testing and in horticulture. He has completed a soil survey of the whole county. He provides this information to Extension. When he helps farmers evaluate their sprinkler systems, he uses Extension information.

In Columbia County, Washington, Extension cooperates with the SCS on spring and fall conservation tours to look at soil erosion and tillage practices. The SCS does the basic planning, and the Extension agent offers resources, publicity, and other cooperation.

The Piscataquis County, Maine, SCS director has cooperated with Extension agents on several joint programs: the director and Agriculture agent travelled around the county with drills, conducting no-till demonstrations; the director assisted the Extension Forester in developing the school nature trail by digging soil pits to teach soil types; the director cooperated in the development of a Christian Campground by helping identify the flood plain, laying out fields, and developing a nature trail; he also is currently developing a tour on woodland erosion control for farmers with woodlots, owners of woodlots, and loggers; he has helped develop a demonstration plot for pastureland management on intensive rotational grazing.

The SCS and Extension provide resources for each other in terms of information and expertise, allowing them to give better help to their respective clientele.

Cooperation with the Agricultural Stabilization and Conservation Service (ASCS). In Leelanau County, Michigan, soil judges from ASCS help Extension on Achievement Days with the judging. Both the Agriculture agent and the head of the ASCS sit on the Tree Planting Commission and are involved in efforts to plant trees in the county. In addition, the agent and ASCS refer people to one another. If the ASCS head gets questions about chemicals, he refers the person to Extension. If the Extension agent gets questions about trees, he refers the person to ASCS. The ASCS head in the county also works closely with the Extension Forester at MSU. They serve together on the Farm Forestry Council. This is a group of foresters and researchers that meets four times a year and tries to promote forestry in the state.

When the ASCS got started, Extension sponsored many workshops that showed how soil conservation works. The ASCS office sends its newsletter and other publications to Extension, and Extension reciprocates, a team effort that allows them to keep up on what is happening in each agency.

In Clinton County, New York, the Extension agent attends every meeting the ASCS holds. When a farmer signs up for some specific soil conservation program, he goes out to determine whether the land qualifies in terms of soil loss, etc., for the program.

The informal cooperation between both agencies allows each to better serve clientele by seeing that they are put in contact with the best resource.

Cooperation with the Farmers Home Administration (FMHA). In Piscataquis County, Maine, the FMHA, which is a lender to farmers, meets regularly every month with both the Extension Agriculture agent and the ASCS director to see how each organization can cooperate with the other and to keep each other updated on recent developments.

The FMHA director also refers fifteen to twenty farmers to Extension every month. For example, he sees many young people who want to go into farming coming to him for loan assistance. When he talks to them, they often don't know what kind of farming they want to do or much about what setting up a farm operation will entail. He sends these people to the Extension Agriculture agent for necessary information and for help in deciding what kind of operation they want. Then, when they have made their decision, they come back to him for financial help. He works with Extension mainly on problems faced by beginning farmers and on record-keeping requirements.

Extension reaches new farm clientele, often when they are just starting out and are learning practices and making decisions. They then get into the habit of consulting Extension as a resource. Young farmers receive good, research-based information necessary for starting out in farming. The FMHA is able to educate clientele about necessities and problems in future farming endeavors and, consequently, has a more knowledgeable clientele, one that is more likely to succeed--which may make the possibility of a healthy financial future for the young farmer a reality.

Cooperation with the Game Department and Farmers. In Columbia County, Washington, the Extension agent, interested farmers, the Game Department, and the rangers formed a research study to determine whether the elk on Blue Mountain were damaging the winter grazing grounds of cattle ranchers.

"We complained a lot that we were being damaged by elk in our mountain pastures. A cooperative group was set up through the Extension Service. The one that we set up included four County Extension officers, landowners, and the Game Department. And we started out a cooperative study by the rangers in the Blue Mountains to see actually what damage was done."

Cooperation with an Arboretum Education Director. The Extension Horticulture agent in Delaware County, Pennsylvania, and the educational director of Scott Arboretum at Swarthmore College cooperate on a twice-a-year lecture series on plant topics such as annuals, herbs, and dogwoods. The Tyler Arboretum also cooperates in this endeavor. They use Extension's mailing list and advertise the lecture series in Extension's press releases. Working together, they are able to select the most appropriate topics and schedule times and locations for the most participation. Extension often provides the speakers. Sometimes there are Extension specialists or specialists from seed companies, and other arboretums. Lectures are free, open to the public, and draw from 80-250 participants.

Extension also cooperates with the Scott Arboretum on the summer pest and disease walks, which take place on the Swarthmore campus in the evenings. The Scott Arboretum also contacts Extension for help with specific problems like gypsy moths. The educational director often refers people to Extension when they call for plant information because Extension's information is up-to-date.

The two arboretums are able to disseminate information beyond their own communities. Extension's input insures the information is up-to-date. The community is made aware of the resources of all three participating organizations.

4-H/Future Farmers of America cooperation. A vocational agriculture teacher in a Columbia County, Washington, high school says he does everything he can to help with the 4-H program because, in turn, it helps him as a vocational agriculture teacher. Those students who have grown up belonging to 4-H have an easier time in his program because they have been well-prepared--which makes his task easier. He encourages his students to stay in 4-H even though they join FFA. If they don't want to continue on projects, he suggests that they serve as junior leaders.

Value of Interagency Partners

Interagency partnerships stretch the budget for both Extension and the other agency. Sharing resources can mean no building rental, volunteer personnel, office assistance. All are expensive if one agency has to provide them. If they are shared between Extension and another agency, neither one expends much money and both gain resources.

Time is also shared. Five volunteers accomplish more than one person can, and they can also accomplish a task quicker and reach more people.

Extension's cooperation with other agencies benefits both members of the partnership, the volunteers involved, Extension alone, participants, and communities. Interviews from the twelve counties identified many kinds of benefits from interagency cooperative efforts.

Value to Community:

1. The community has stronger and better programs.
2. Duplication of services is avoided.
3. More groups involved may make community problem solving more successful.
4. It sets a precedent for further cooperative mutual endeavors.
5. It sets in motion a way of thinking about community problem solving, i.e., as a cooperative venture.
6. It enables the partnership to tackle community problems which would be too much for one agency to carry out alone.
7. It involves new groups in taking on community responsibilities.
8. It fosters broader community involvement.

Value to Partners:

1. It is mutually economical.
2. Both gain new members/clientele.
3. Both reach more people with their information.
4. Each one offers different resources.
5. It enhances the resources of both partners.
6. It opens the door to future cooperative partnerships.
7. Both extend their ability to carry out projects.

Value to Participants:

1. Clientele have an opportunity to gain benefits not possible if there were no interagency cooperation.

2. Clientele gain two resource groups to consult.
3. Often, intergenerational relationships like the elderly paired with children are possible. (Many children live far away from their own grandparents and have little opportunity to interact with the elderly. The opposite is also true.)
4. Such cooperation brings services to people who couldn't ordinarily acquire them because of distance, lack of money, or lack of knowledge.
5. Combining Extension's help with social welfare agencies' help offers the poor both services for survival and knowledge to help them solve problems and get back into the economic mainstream.

Value to Extension Volunteers:

1. It gives volunteers new, enriching experiences.
2. It may allow volunteers to use their skills more effectively.
3. It further disseminates Extension information to new clientele.
4. It is cost-effective management.
5. It improves Extension's access to the public.
6. It fosters public recognition of Extension's services.
7. The nature of the partnership may make Extension's impact more effective.

Value to Specific Other Agencies:

1. It brings the public into the schools, which is beneficial for both.
2. It enhances and enriches school curriculums in schools where resources are limited or where curriculum isn't strong.
3. It gives schools access to needed volunteer personnel.
4. It gives public health professionals the opportunity to reach people whose health has not been checked for years.

Cooperation with other agencies is not always an equal partnership in the beginning, though with ongoing participation in the partnership, it frequently does become an equal sharing endeavor. Both Extension and the other agency enjoy enhancements to their own programs.

The benefits to communities, especially in the area of solving large community problems, is of major importance. Few communities have the resources to tackle problems of the scope or variety that interagency cooperation allows them to address. The increased community awareness and the benefits to be had from increased citizen participation in community events strengthen both the people and the community itself. The sense of community is enhanced by such cooperative endeavors.

Recommendations:

1. Extension should promote cooperative interagency relationships because such partnerships increase its ability to reach people, extend information to new participants, and provide a cost-efficient way to bring Extension information to the public.
2. Cooperative interagency relationships should be promoted in the area of community problem solving because few communities or single agencies have the scope or variety of resources to deal effectively with larger problem areas.
3. Interagency cooperation should be encouraged because increased citizen participation in community events strengthens both communities and people, and such cooperation sets in motion a way of thinking about community problem solving as a community endeavor.

CHAPTER 8

4-H

This chapter provides an overview of how volunteers work with Extension through 4-H:

1. 4-H as a group activity.
2. What 4-H means to present and former participants.
3. Volunteers in local 4-H Clubs.
4. Volunteers in county 4-H Activities.
5. Volunteers in state 4-H Activities.
6. Tasks and benefits.
7. 4-H and community interaction.
8. Summary of value of local 4-H clubs.
9. Looking to the Future

4-H volunteers have the most highly developed positions and visibility. An inventory of the 315 sample counties in Phase I of the study found that:

- 96% of all counties reported working with volunteers through 4-H clubs;
- 79% of all agents worked with 4-H leaders;
- 34% of an average county's volunteers worked with 4-H.

Phase III of the study found that:

- 96% of Extension observers were aware of 4-H leaders;
- 87% of Extension observers were aware of others who worked with 4-H.

4-H AS A GROUP ACTIVITY

In many counties, 4-H is a group activity in two senses: 1) members belong to 4-H clubs; 2) leaders belong to a 4-H Leaders Association. Usually that Association has a Board of Directors which sets policy, cosponsors or sponsors county 4-H activities, and generally guides the work of volunteers. In those counties where the leaders are members of an association, Extension works in partnership with this group as well as providing support to individual volunteers.

Although 4-H delivery modes differ somewhat across the country, youth and adult leaders working with 4-H members stay fairly constant. 4-H Volunteers primarily are teaching volunteers. However, many also work with large events, special projects, and special assignments.

4-H teaching volunteers serve in a variety of positions--as local 4-H project and organizational leaders, as leaders of county-wide projects, as teachers of other volunteers who work directly with young people and their families, and as individuals directly responsible for the various 4-H activities.

WHAT 4-H MEANS TO PRESENT AND FORMER PARTICIPANTS

Regardless of the program we expected to be talking about, many of the interviewees also spoke of the value of 4-H. Some spoke as parents, some as former members, some as community observers, and some as current youth members and volunteers. As one interviewee said:

"I can't even account for all the life skills I learned. They have carried through forever, starting with just the homemaking. But beyond that, the leadership, the organization, the feelings of responsibility, citizenship. I probably place these even above the life skills. I did not want my kids to miss what I got out of 4-H."

Community people commented that:

"4-H gives kids good leadership opportunities. So many kids don't get that in their normal home experiences or school experience. I think that's important for them."

"A lot of the 4-H young people may not be football players or athletes. 4-H is valuable because the student is able to get some leadership skills and responsibilities. 4-H does make a difference."

"Four out of five Soil Conservation Service Board members are former 4-H members."

"It is great for developing leadership characteristics. So many of the leaders in the cherry industry were 4-H members. It started when they were younger, and it carried on."

The opportunity to develop leadership skills was described:

"When my children were in 4-H, the children had the say-so in running the fair. The adults were just advisors. We felt that was an excellent thing. It gets children to accept responsibility."

"4-H delegates much responsibility to junior leaders. They learn to handle the problems that come up. This has been very beneficial. I've seen wonderful growth."

The strengthening of family relationships and enhancing of family ties were described as valuable benefits of 4-H:

"I think this is the most beautiful thing about 4-H. It does enable families to do things together as a family. It draws the family closer together."

"When parents are working with their children, helping them with their 4-H speeches, they spend a lot of time together. There's a bond that's forming there that goes unnoticed, something that they're going to grow up with."

"My son has done a lot with electricity. He has learned a lot. His grandfather was an electrician, and it's neat to see them talk about it."

"The primary reason I volunteer is because of the emotional needs my kids have. I have to have something in common in order to have that bond with them."

When describing 4-H programs, a large number of people described how 4-H had provided a constructive use of time for young people. Some community leaders believed that 4-H prevents social problems:

"You have a healthier society because people are busy. You don't have juvenile delinquency, don't have the dollar out. One judge said she has never had a 4-Her before her."

"I think 4-H is wonderful. If they're in 4-H and working together, it helps keep them out of trouble. They've got their mind on something that's worthwhile."

"It keeps the mind occupied. It teaches them to have a goal. They're busy, and busy kids don't get into trouble. If they're busy and productive, it does them a world of good."

Former 4-Hers said:

"I had a lot of pleasant experiences in 4-H. That's what I spent my summers doing because in a small community there wasn't a lot of other things to do."

"What I got out of 4-H was a lot of leadership and friends. Mainly it's just growing up and not doing a lot of other things I could have been doing. I was too busy with my projects."

A 4-H leader noticed a change in how parents are responding to 4-H:

"This is the first year in 32 years that we've had a leader for every one of the projects in our club. I think parents today are probably looking at the kids to give them something to do and keep them occupied so they don't get on dope or run around with the wrong crowd. I really think this has brought a big difference with the parents wanting to help."

Some of those interviewed viewed 4-H activities as helping youth develop their potential, including an enhanced self-esteem, learning to set goals, experiences that broaden horizons, influences on careers and contacts, and friendships that are experienced through 4-H.

As one mother said of her daughter:

"Through 4-H she met a lot of kids that weren't wild and weren't goody two-shoes. They were 4-H kids. If 4-H hadn't been available, who knows where she'd be now. It just led to great things for her."

Many 4-H alumni, parents, leaders, and community people said that 4-H activities helped youth develop a sense of self-confidence and self-worth.

"Some kids don't do real well in school, but they can come to 4-H and excel. It gives them self-worth."

"It helps their self-esteem to be able to say, 'I did this by myself.'"

"My older son said that he felt 4-H was the beginning of his independence. He had confidence that he could do his projects."

"Through 4-H they learn more about themselves. They learn that they can do more than they thought. Once they see that they can, they get a lot of self-confidence."

"It taught me early on that I could do anything I wanted to do. One particular leader gave me a good taste of 4-H and Extension and influenced my life. This all had a great bearing on my self-confidence and leadership abilities."

4-H helps youth set goals and accomplish them:

"It teaches kids self-reliance. It teaches them to set a goal, work toward it, and accomplish it. That's life. It's darn good training that they might not get in school."

"4-H helps them set goals. It is important throughout life. I learned that in 4-H club. You always have to set a goal, and when you accomplish that goal, you set another, aim for another star."

Horizons were expanded for urban children:

"It's having your kids involved in something. A lot of kids in our residential area don't have very high goals. We are trying to keep kids involved in any kind of activity. It's really important."

"They get exposure to other people, other attitudes, other ways of life--how much more there is out there. There are a lot of kids in this area who lead a totally different lifestyle than we are accustomed to. We try to reach those people. In my mind, that's what these young people need to know. There's more than the backdoor step."

Horizons were also expanded for rural children:

"It gives them experiences they would never get, especially down here. The rural part can really take over your life. There's no place to go visit."

"4-H is most important in rural areas with few other opportunities. It gives young people an opportunity to progress mentally and to gain confidence in themselves."

Others noted:

"It gives them an idea of how the rest of the world lives."

"4-H gives you the ability to learn from a lot of different people. It gives you exposure."

"It's broadened my knowledge. I met other kids from all over. It broadened my horizons."

Some of those interviewed noted that 4-H had **influenced the careers** of young people:

"My girl is a teacher's aid at school. She likes people. It could be her 4-H work that helped her."

"Young people can take something that they really care about and stay with it all the way through their 4-H experience, even to the point of making a career out of it. It can be a place to develop something that is a really intense interest for them that they cannot get in other youth groups."

"Being a junior leader in 4-H and working with the younger children, the junior council, and all that experience helped me as a teacher."

For some, 4-H provided valuable **friendships**:

"I was in 4-H myself. My best experience was associating with other people. I like to be around people, and we would always meet at the farm. It gave me some values and a little background. You are who you associate with. I was fortunate at a crucial time in my life to become involved and be influenced by the right people."

"It gave me the ability to mix with people, develop friendships, meet people from other parts of the state. It gives you a lot of self-worth. The people--that's what I liked. I still run into people today that I met in 4-H. Through 4-H I built this group of friendships."

4-Hers learn to cooperate, to compete, to be dependable and to be responsible. All of these are **skills** which can help people be contributing members of their communities.

Some described learning skills for **cooperation**:

"Self-satisfaction. Team spirit. We realize we are a team, a club. It helps with cliques and peer pressure on young girls. We work together no matter what the situation is."

"You learn how to work with people. People are all people, but they're not all the same."

Some learned how **to compete, to win, and to lose**:

"They're disappointed when they don't win. That's the way life goes. That's what we try and tell them. Not everybody is going to win the contest prizes, but you've got to do the best you can. That's competition. That's the way life is."

"There are a lot of programs in 4-H that teach children how to do and how to live. You have to learn that you win and you lose. That's important."

"One of our children learned how to sew. One learned to weld. The biggest thing they learned was you couldn't always have everything. You had to take seconds; you had to be a loser sometimes."

Those interviewed frequently described how the 4-H program contributed to developing **responsibility and dependability**:

"Responsibility. Everything that they have participated in has taught them in some form or another responsibility not to rely on someone else all the time. They've learned to do for themselves and to do as a group. We've had times when kids have had to share and get along, which I think is of tremendous importance."

"You can always tell youngsters that are in 4-H. Usually they are the kids that are most dependable and rarely have problems. They are steady people that are quite reasonable."

"They learn responsibility, to make a commitment to something and follow through. They learn from that as much as from their projects."

These responses were to 4-H as a program. However, as a program it could not have reached and touched as many young people in as many ways if it had not been for the 4-H volunteers. 4-H leaders are the backbone of the 4-H program. Many of those interviewed commented on the importance of the volunteers.

"Extension volunteers are absolutely super, particularly working with young people. I think 4-H leaders are to be commended. They do some wonderful things with young people. I have very high praise for the people who are involved."

VOLUNTEERS IN LOCAL 4-H CLUBS

4-H programs are carried out through a variety of means. Although, 4-H programs exist in most counties, there are a few which do not have 4-H clubs. Local 4-H clubs are found both in rural and urban communities. 4-H club membership varies from fewer than 10 to more than 100. While some clubs have only one leader; others may have several. Some have only younger members--9 to 11; others have members ranging from 9 to 18.

Local 4-H clubs that offer a single project are often called project clubs. Those that offer many projects often are known as community clubs. Both kinds of clubs usually offer a variety of activities. 4-H is obviously adaptable to the interests and resources of a particular community.

4-H is important in many counties because it fits the needs of a local community; as a result, community members support the program. Local residents volunteer their time, expertise, and other resources in varying amounts of time. Likewise, 4-H clubs help strengthen communities. They provide a community with focus, carry out community projects, and help youth develop citizenship and leadership.

Extension works most closely with 4-H. However, some agents assist with or receive assistance from youth groups, such as the Future Farmers of America, Future Homemakers of America, Scouts, and similar groups.

Local 4-H clubs involve a number of project and organizational leaders who work with young people on a variety of projects and activities.

Local 4-H Club Project Leaders

Many 4-H clubs across the United States are organized by communities and have volunteer project leaders in local clubs who work with young people on specific projects. Most states have more than fifty different projects available to members.

Community people serve as project leaders, volunteering to help a group of youngsters learn about a particular project. In the twelve sites visited, livestock, horse, foods, and clothing projects were discussed most frequently. But, some discussed poultry, conservation, rodeos, small animals, goats, rabbits, creative writing, food preservation, child care, electricity, leather work, crafts, clowning, taxidermy, tractors, natural resources, and crop projects. Many counties, in fact, offer over fifty projects, ranging from the most common to the least common.

Livestock Project Leaders. In most of the twelve counties visited, those interviewed described their livestock projects, which involve leaders teaching at local club meetings and working with livestock shows and sales.

A Leelanau County leader described how he worked with a group of youngsters in sheep and beef projects, with his teenage daughter assisting as a junior leader. Once each April, May, and June and twice weekly each July and August, the leader transports each member's animals to a central location where they are weighed and appropriate rations discussed. Project leaders discuss grooming and showmanship with the members, all of whom have a chance to practice both at meetings. This leader said that he was especially pleased to be able to share the knowledge he has with the young.

A leader in Martin County described her work as a lamb project leader. She told how she has worked with the 4-Hers to teach them how to care for their lambs and help them to groom the lambs for show. One of the events is a "lamb shear," during which members bring their lambs to her home, to which a sheep shearer comes to shear their lambs.

A husband and wife team in Columbia County, Washington, worked with a sheep club for a number of years, making the club into a family affair that met at each others' homes. Club tours, demonstrations, and judging activities were among the teaching methods they found effective.

Horse Project. Volunteers involved in the horse project have developed a number of activities which help leaders teach and help 4-Hers learn.

In Bernalillo County, New Mexico, for example, a 4-H horse project leader explained how she taught horsemanship as she prepared club members to participate in the groom squad event during which teams of three groomed and showed a horse. Members also learned to give demonstrations, to participate in the horse bowl event, and to show their horse. She teaches and also invites a variety of resource people to address the 4-Hers. This project leader feels it is important that members learn about using community resources.

Clothing Project. In Leelanau County, Michigan, a number of 4-H leaders described their work with 4-Hers. A mother who had been an active 4-Her in her youth told how she had started a clothing club when her girls were old enough so that she would have an opportunity to work on projects with her daughters. She and other clothing leaders worked with a group of 18-35 girls in her home. She has five sewing machines that they used and a ping pong table served to lay out fabrics and patterns. Her goal as a volunteer was to teach the girls to make wearable clothes and to learn to take care of their clothes.

Another clothing project leader in Leelanau County described her work with nine girls, ranging in age from nine to eleven, who were in the beginning clothing project. By working with two or three girls at a time, over the course of several evenings, she taught them how to make a pillow and a wraparound skirt. The girls modeled their skirts at the county achievement day, as well as exhibited them at an area fair.

In Columbia County, a 4-H leader discussed her technique for teaching clothing to nineteen youngsters. She used one-on-one instruction and had the girls come to her home. She works closely with beginners, while older girls do more of their work at home. During the summer the leader often has two shifts, one from 5:00 to 7:00 p.m., the other from 7:00 to 9:00. Most members stay with the project through high school.

Another 4-H leader in Columbia County, Washington, whose clothing project members live in a rural area, uses field trips as a teaching method. They travel to fabric shops in a more urban area and ask fabric shop staff to put on special classes which address topics like understanding and reading care labels properly.

Other Projects. Volunteers typically pointed out that a wide variety of projects was characteristic of 4-H. Following are examples of some of those projects described by 4-H leaders.

A leader in Leelanau County served as a project leader for the creative writing project. She believed the project helped youth to express themselves and to write about subjects that might be difficult to talk about. She met with the group of ten youngsters in her home. As she said:

"Through creative writing they gain self-confidence. They see that they can write an essay, that they can research something. It improves their feeling of the world around them."

In Martin County, North Carolina, a woman who lived in a housing project explained her work as a craft project leader for neighboring youth, ages nine to twelve. In addition to her work as a project leader, she has arranged special safety programs, along with activities like cookouts and swimming parties.

A 4-H leader in Clinton County who had mostly boys in her club developed a program which focused on learning about the environment. This leader has organized mountain climbing, cross country skiing, and outdoor camping activities for her members. One special activity that the club enjoyed was to fly over the areas they had hiked and climbed. The leader noted that the members came from a variety of economic backgrounds, some poor, others wealthier, but they all enjoyed each other's company participating in various outings which taught them about an environment they all share.

Value of 4-H projects. Many parents interviewed in the telephone survey in Phase II of the study and in the twelve site visit counties told how they as children, and then how their own children, had benefited from the work of 4-H project leaders. They saw, for example, how their daughters, now themselves grown up, used skills directly gained from their 4-H projects:

"I have a couple of daughters who sew all their own clothes. I have one that does all her own canning and preserving. The emphasis came more from 4-H than from the home."

"I've got daughters who are beautiful homemakers. They're talented seamstresses and good cooks. I think the 4-H program had a lot to do with this."

"All of our daughters kids have clothes that are personalized to their likes or their needs. She makes lovely things. Our other daughter is creative. Both of them excelled in the clothing project. They won a lot of awards."

Some 4-H alumni described how they had gained lifetime skills from their 4-H projects. A farmer, to illustrate, described the value of an electricity project he had taken part in:

"I enjoyed the time that I was in 4-H. I remember a lamp I learned to wire. 4-H was good. A lot of things they could help you with. We do a lot of our own wiring; very seldom do we have anyone do our wiring."

Parents of 4-H members were proud of the skills that their children had gained from their 4-H projects. Some mentioned home economics projects:

"They learned how to use the sewing machine. We've had cooking classes. The kids have learned to make snacks and how to use small appliances. They learned how to use the telephone properly. They have learned crafts. We have had cat grooming and dog shows."

"I'll give you an example of how it helped my daughter. They are studying nutrition. She came home yesterday and said, 'Momma, I know everything they're talking about.'"

"I think they get a tremendous amount of learning experience. My two daughters have learned to cook. I don't think I would have taken the time to teach them. They learn to get along with people. They've done a lot of creative things. I think 4-H has so much to offer to children. There's so many awards. Children go to Washington. It's really super."

Others spoke of other activities--a gun project and a community service project:

"One of my sons got interested in the gun club. He learned a lot about shooting. He learned how to clean a gun. He learned the basics, like when to use it and the safety. I was thankful."

"When we started out, we did a community service project. I learned so much from that community project. You found out who your neighbors were and some of the interests that they had. The fellows were able to see that they were achieving something."

Accounts were given of the educational value of a variety of agricultural projects, including ones in forestry and raising turkeys:

"I learned about different insects and diseases. I learned about different types of trees. I learned how to take board feet and the diameter of the tree."

"The kids learned responsibility. They learned to care for animals. It makes them more thankful for their food and where it comes from. It doesn't just automatically appear on the table."

"It teaches them the value of the dollar. It teaches them that we're not just given something. We have to work for it, and we should work as hard as we can."

Parents and leaders described the learning which occurs in the horse project:

"Throughout the club they get a lot of training. Our kids learned a lot about taking care of their horse: first aid treatment, grooming, and general health maintenance."

"Self-discipline. They can't discipline a horse if they can't discipline themselves, physically and emotionally."

"Self-confidence. I can see a big difference in the kids. Poise. As you teach them."

The value of livestock projects was noted:

"They get the experience and responsibility of getting something together for a show. They learn about the husbandry of taking care of an animal and getting that individual animal ready. In choosing an animal, they have to judge which would be the best animal, which is going to look the best. Then they have the experience of working out the economics, keeping records, trying to make money on it, and accepting what the judge saw."

Project leaders frequently use their homes as meeting places to teach information concerning these projects. Often project leaders will invite community members to share their expertise with 4-Hers. Abundant evidence has shown the value of this group of teaching leaders.

Some projects are developed in conjunction with schools. In addition to special subject community clubs, Delaware County, Pennsylvania, has school clubs, many of which are taught by teachers. Some teachers handle the projects in the classroom as part of the curriculum. Others have the club meet after school, particularly if the club involves several age groups. Approximately one thousand school children are members of these clubs. Twenty-two schools are involved in the school clubs. According to a 4-H volunteer:

"Extension is very willing to help out. They offer great support to anyone willing to have a group. They do a lot of handling the supplies, hauling them where they need to go, etc. They make it easier to be a leader."

Some of the projects that are used in the schools are indoor/outdoor gardening, crafts, trim-a-tree, embryology, electricity, and food production.

4-H indoor gardening project. One 4-H undertaking involving school clubs in Delaware County is the indoor gardening project. In some schools, the teacher who is the leader for the project holds meetings after school because cross-age students participate (third grade through sixth grade). In other schools, the project may be offered during class time.

The project lasts six weeks, costs \$4.00 for project materials, and is offered twice a year (once in the fall and once in the spring). The subject matter changes each session to allow students to continue in the project as long as they are interested. Some subjects covered in different sessions have been poinsettias, dried flowers, seeds, and sandscaping. Some schools take part in the County Fair. Others hold a project fair at school, and judges come from 4-H to judge the students' projects and give out ribbons. Members always have something to take home with them at the end of a project.

The Extension office supplies and delivers the materials to the teacher. Teachers attend a training session before starting the project and receive some materials there. One teacher who had sixty students in her after school club said:

"They didn't know anything about it, and they were really excited. They used to like coming--they were hyper, but they used to like coming to the meetings."

Having the project at school allows 4-H to reach more low-income children. Students begin to appreciate plants, know about how they grow, and enjoy nature. As several teachers commented:

"The value of the 4-H school indoor gardening program is that kids have no opportunity to enjoy the countryside because they are city folk. The project teaches them to enjoy nature more."

"With this plant project, you're making kids aware of growing things, grooming potential consumers of plants because they're learning to appreciate the finer arts of watching something grow or watching it bloom. It's important to be aware of things growing around you."

"The value for these students is to learn how a plant grows. Another is that it gets them to use their hands. It gets them to be creative. You get them in touch with whatever is going on around them. You know, we took some kids to the state fair who had never seen a pig on the hoof or a cow. One of them thought it was a horse. They ought to be in touch with nature. It's what the world is all about."

"I enjoy agriculture so much that I want to pass the word. The kids really like it. They look forward to coming in here. It helps motivate kids. It makes me feel good that they're having a good time. I realize that they're learning an awful lot, too."

"It gives kids insight about not going and stepping on somebody else's plant. They know what's involved in making this little plant."

"Just being able to take their things home was the best thing because they were low income. I don't think they had that many things."

The gardening project benefits students by giving them the chance to succeed in something that interests them. One teacher said:

"It allows kids to succeed in 4-H if they don't in school. The six-week session provides time for short-term projects that kids can complete. As a teacher/leader, I see my function in the club as an extension of my job."

Indoor gardening for the handicapped. Delaware County 4-H volunteers have started a 4-H club in a school for children with cerebral palsy. There are two leaders and two aides from the school staff. They do an indoor gardening project. Because of lack of control of their hands, the cactus used in the sandscaping project has been changed to a plant that is easier to handle. The children get to do something they would normally have no opportunity to do. They elect a president for their club in a regular election, an experience that can provide self-confidence.

The children get to go to the 4-H fair at the shopping mall in special buses from the school. They visit their exhibits. For some, the fair is the big event of the year because they don't get out very much, especially if they are institutionalized.

Students were given new experiences and leadership opportunities.

"I am involved with the 4-H physically handicapped kids every week for one hour. I have been doing this for the last six years. It is good for the kids in the wheel chairs. One is president. How many groups could he be president of? They seem to enjoy it."

Special education club. A Delaware County special education teacher teaches the 4-H indoor/outdoor gardening project to his students, who are either mentally retarded or autistic. He modifies the projects and the worksheets to match his students' abilities. The projects give his students a feeling of accomplishment and the satisfaction of being able to do something that other members of their family may not be able to do. The children are able to learn jobs like raking or basic horticulture skills. Some of the students have been able to use their skills by working for Extension, the school, or local nurseries. The teacher has taught inservice indoor gardening classes for his school system and plans to go back to school for an associate degree in horticulture.

The special education teacher listed several benefits of the program, one of which was parent-child interaction:

"When I see the parents now, they are interacting with the students. They really enjoy it. One or two of the kids have brought in pictures of plants they've grown at home and that they have learned to take care of."

Children learn about food production:

"We had so much fun digging up those potatoes as the amazement on their faces showed when they found potatoes in the soil. They assumed they came from the stores. It became the biggest challenge. They wanted to dig up the whole yard. That was one of the most rewarding times. It's like a surprise or buried treasure when you dig them up."

Children derive a sense of accomplishment:

"The kids love the ribbons from the fair for indoor gardening projects. Don't take the ribbons away. There is a great sense of accomplishment. It doesn't really matter what color they are, it's just that ribbon."

Students learn basics of growing plants:

"They learned basic knowledge of the environment from the plants. Now they know the basic requirements of plants. A lot of students know how to take cuttings now. They know about bug problems and transplanting, too."

Students are motivated to learn:

"The gardening project helps motivate kids to learn. They have something live to take home. If I give them paperwork in here, I can talk till I am blue in the face, but it doesn't have the same meaning. We do send home written material for the parents to read and learn from and about houseplants."

Students learn job skills:

"A couple of special education students do raking now. The project stimulated general horticulture interest. A couple of parents said their children are interested in working in a greenhouse."

Organizational Leaders

Community people also serve as organizational leaders of local 4-H clubs. They maintain the club, oversee club meetings, encourage participation in county and state activities, assist the young officers and project leaders, and help with special club activities.

Many 4-H clubs elect officers and conduct business meetings. Some of those associated with 4-H described the value of this activity:

"We learned parliamentary procedure in 4-H. So when you went into FFA, you already knew about the rules to follow."

"Parliamentary procedure develops them into good leaders who are able to preside over meetings."

Organizational or general club leaders work with both members and leaders. Typically, these leaders hold monthly meetings for all the members at which time they help with general club activities, trying to recognize member talents and offer encouragement in that direction. At one club meeting attended by a study representative, eleven of the thirty-five members had special roles. Some members were officers, one lead group singing, one gave a talk on safety, others offered demonstrations, and still others lead recreation.

Club Activity Leaders

Many 4-H clubs hold monthly club meetings at which 4-Hers learn how to run a meeting, how to be an officer, and how to serve on committees, thus developing leadership skills. Often 4-H clubs have special activities for families to gather and experience a sense of community. These activities include club tours, picnics, participation in community festivals, and holiday celebrations.

Speaking and demonstration activities were are important club activities. In Harrison County, Indiana, all 4-H members were required to give a demonstration at their local club in order to achieve as a 4-Her. A leader told how she had worked with a particularly shy boy until he could speak in front of his club--another example of the benefits 4-H can provide.

COUNTY 4-H VOLUNTEERS

In addition to local 4-H clubs where volunteer work closely with youth helping them to learn how to conduct meetings and to build knowledge and skills through projects and activities, volunteers also work closely with Extension staff in a variety of ways.

- Some work directly with members.
- Key volunteers work with local club leaders.
- Many volunteers work with county-wide activities.

County Project Leaders Working Directly with Members

In counties which do not have local clubs, many projects are handled through county-wide clubs. Delaware County has a variety of county-wide 4-H clubs and within the county 4-H agriculture club a number of projects have been offered including poultry, rabbits, pets, gardening, beekeeping, and veterinary science. In addition, a 4-H Home Economics club offered projects like foods and needlecrafts. Other more specific project clubs were the pig club, seeing eye puppy club, drill team, archery club, the dairy goat club, the horse and pony club, and the 4-H square dance club.

Even in counties which have a strong local club program, some projects such as "Dog Obedience" are organized on a county wide basis. These are projects which only one or two members in a local club and whose teachers need considerable, specialized expertise, are conducted as county-wide project meetings.

Several examples of county projects were found in the county visits.

Clinton County Dog Project. A captain at a military base in Clinton County, New York, along with his wife started a county 4-H dog club "because kids and dogs go together." As breeders of show dogs, they were willing to share their knowledge and experience with 4-Hers. The dog project they organized has two groups - first-year members and members who are more experienced. The club meets regularly at the county fairgrounds. The project's main focus is to teach young people how to train and care for their dogs. To emphasize dog care, all members must have their dog checked for heart worms. A veterinarian provides this service for a reduced fee at club meetings.

In addition to regular meetings to work the dogs, members take part in a variety of activities. They are required, for example, to give a demonstration. Before members present their demonstrations, however, leaders work with them on an individual basis. The demonstrations are typically given both to the club and to the public at county events.

They also sponsor an annual dog forum that features special speakers. Members plan the event, invite the speakers, and host the program. The club takes field trips to major dog shows in the area as well as to sled races. Project members also participate in community service and do fund-raising to pay rent for their meeting facility.

A highlight of the project is the dog show at the county fair. While club members follow the general format of AKC shows, which focus on confirmation and obedience, they also add extra events like a class for tricks and a costume class.

A parent with a son and daughter in the Clinton County dog club explained what his children gained from the experience:

"It takes discipline of yourself to discipline your dog. Decision making is important with the dogs. How is my action going to affect the dog? They gain insights that they can take an animal and teach it. It shows them they can do something. It is important for them to learn that for self-confidence."

Bernalillo County Dog Project. A Bernalillo County dog club leader became involved in the dog project when her daughter won a dog and joined the 4-H dog project to train the dog. The mother offered to help eventually becoming the dog leader. The club, which was located in Oregon, had eighty-one members. Of her experiences, the leader said:

"It was a pleasure because I love children and I love dogs. The dog is the children's best companion. You work with the children and make them understand that their dog is their companion and that they've got to love and respect that dog. I also teach them to make a good neighbor out of that dog."

Members in the project owned all types of dogs, some that had come from the pound, others that were registered animals.

After moving to Bernalillo County, the leader felt a need to make new friends and become a part of the community, so she volunteered to become a dog leader. She now teaches for the county dog project. She particularly values the one-to-one teaching and the hands-on experience that 4-H provides.

The club holds three or four matches a year. These matches give members experience in handling their dogs and an opportunity to improve their technique. Dog 4-H members from other counties are invited to participate. Older 4-Hers are in charge of the matches, carrying out tasks like contacting the judges and setting up the show rings. This activity is especially useful in helping 4-Hers develop organizational skills.

The leader described how the project had influenced former 4-Hers. One is training guide dogs and owns a kennel. One has become a veterinarian. Others work for veterinarians. Two are 4-H leaders. Still another is an artist who makes her living painting animal pictures.

She believed that the 4-H leadership experience has been a positive experience for her:

"It has made me grow. Former 4-Hers are like my family. So many of them still write me."

Piscataquis County Horse Camp. A 4-H horse camp in Piscataquis County, Maine, came into existence because a local Extension agent invited a 4-Her interested in the horse project to attend a horse camp in a neighboring county. She thought such a camp should be held in her own county. Her family helped to set up a planning committee, which was responsible for meals, housing, and programs, to start a Piscataquis County horse camp.

About thirty-five young people who may or may not have a horse participate in the horse camp. Volunteers in the county donate tack and horses for those without horses. An Extension horse specialist assists with the camp and plans part of the program. As one 4-H parent said:

"Some of them have some pretty serious problems at home. The Extension specialist has a way of handling the children with authority, yet maintaining trust, confidence, and a high level of enthusiasm. Some of the children have been doing something wrong for a long time, whether it be in care, handling, or horsemanship. He has a way of turning them around in the right direction without losing them, and that's a real gift."

At the camp, assisted by older 4-H members, youngsters participate in riding lessons. One 4-H volunteer commented:

"You learn how to bear with small children. It's fun working with them because you'll have someone who comes in and doesn't know what they are doing, yet will leave the camp confident and wanting to learn more. It's rewarding."

In addition to riding, the club teaches safety and barn management. Each evening time is provided to clean tack; and a stable check is held to see that the horses have been groomed, given water, and their stables cleaned.

Other members of the community also volunteer their time and expertise. A veterinarian, for example, who teaches a class said of her instruction:

"I hope they gain from me things like temperature, respiration, pulse, how to examine a horse, and the different parts of a horse's body."

Those involved with the camp cited several benefits:

"It gives beginning riders a good chance to be with the horses, educational information from many different sources, and a great deal of fun. They really enjoy it."

"I think the most important thing is that the children get some sense of self-confidence. Just the initial fact that they have to deal with being away from home and unfamiliar people - adults and other children - combined with the fact that some kids have never been around horses at all. After a few days, they are able to deal with the level of responsibility, cooperate as a group, and show overall controlled behavior. We've never had to handle any serious conflicts."

"The responsibility of taking care of a horse, knowing that there's something other than yourself to be taken care of, is an important lesson. Even though some of these kids don't have a horse and may never have a horse, they learn what has to be done, that it's not just jumping on their back on a Sunday afternoon."

Clinton County Horse Camp. A variety of volunteers also work together to hold a three day horse camp in Clinton County, New York. About sixty young people who have horses attend the event. In addition to volunteers who serve as camp nurse, chaperones, and cooks, there are volunteers who teach horsemanship, riding, and care of horses. Often these volunteers are horse trainers. Older 4-Hers also teach younger members. Still other volunteers teach special classes like making a leather lead rope or outdoor cooking. The camp is held at the county fairgrounds, and youngsters sleep over in the dormitories. Special events like a church service on Sunday morning and a cookout are also held, and the program comes to a close with a horse show.

In addition to the horse camp, 4-H leaders arrange several other teaching events for county horse members. Area veterinarians volunteer their time to teach sessions on lameness, worming, and vaccinations. One volunteer has presented an exhibition on line driving. Other volunteers have held clinics on riding and grooming, as well as a program on hippology.

Delaware County Pig Club. In urban Delaware County, a group of 4-Hers are involved in a pig club. The pigs are housed on the grounds of a county institution, and 4-Hers and their families take turns caring for the animals. As the pig leader said:

"The parent participation in the pig project is just great. It is a family affair. The pig club is more of a cooperative effort, compared to rural counties. They pay \$50 for their pig, and they keep it at one spot. One day a week, the family goes out and takes care of the pigs."

A variety of learning experiences were described:

"For one thing, they find out what farmers have to put up with. We have had pigs with ulcers. One year, we lost four. They find out the week they sell their pig how the stock market is going, the economics of it. They find out it takes three pounds of feed to put one pound of weight on the pig. They find out the different breeds of pigs and diseases of pigs."

"The pig club was something they spent their money on. One year, they lost money. The next year, they made money. It's good for them to put their money out and see that they can't always make money. It's good for them because they are working for something."

"My oldest has been in the pig club for seven years. My other daughter has been in for five years. They don't always like to do chores. They learn they don't get everything for nothing. It's a good experience to show with other kids. They have to learn that they aren't going to win something just because they are who they are. They have to put some effort in."

"The children have to go out to get bidders for the pig sale. This helps them meet the public."

Parents and volunteers have noted that members tend to stay in the pig club:

"The club is predominately male; but when they get in it, they stay in it until they are 19 years old. Families keep right on. As little ones come through from larger families, they keep right on coming through."

The experience has influenced the careers of former members:

"It's nice to see some of the kids go into the field. One former pig club member is doing graduate work in swine."

Delaware County Seeing Eye Puppy Club. A special project in the county has been the Seeing Eye Puppy Club. Members receive a puppy from Seeing Eye, Inc., raise it for one year, and then return it to be trained as a seeing eye dog. Group training and outings with the puppies are all part of the club program.

Delaware County Drill Team. A 4-H leader described how the county drill team had grown from four to thirty-five members. The growth in membership has come from word-of-mouth and annual membership drives at schools. The group meets regularly for practice and to take part in community parades. The leaders noted that members learn team work because it is not the kind of project they can excel at by themselves. They also noted the strong friendships formed by the members.

In addition to practicing drill formations, the members also give demonstrations so they can get experience speaking in front of a group.

Key County 4-H Leaders

The 4-H program has led in developing the concept of volunteer teachers. 4-H is developing new volunteer positions which will expand the help available to local 4-H club leaders and the opportunities available to young people.

Key Project Leaders. Key project leaders work with local 4-H project leaders, often assisting the Extension Agent in the design of training sessions, helping to teach those sessions, helping to plan and teach multi-club sessions for leaders, members, and parents, helping to provide individual assistance to local clubs, and working with events for a specific project.

In Tooele County, Utah, a clothing key leader works with the leaders of all the clothing clubs in the county, answering questions or helping them think through problems. She acts as the liaison between the clothing leaders and the adult 4-H leader council. The key leader is in charge of the annual clothing workshop for leaders and organizes the style revue. She also works with the clothing leaders on organizational tasks like recruiting 4-Hers for camp, making sure that 4-H enrollment has been completed. She also helps prepare clothing members for the state contest. Another task is helping with clothing judging and displaying exhibits at the county fair.

The clothing key leader cited personal benefits from her 4-H experience:

"Being a key leader has given me the opportunity to learn. It's helped me become more conscious of my own skills. To be a volunteer you have to be better organized, more conscious of your time, and considerate of other people. 4-H helps me be a better person. I've met a lot of people that I wouldn't have met otherwise. It's a positive experience."

There were Key Project Leaders in most of the Bernalillo County projects--dogs, clothing, crafts, poultry, rabbits, rodeo, and foods. In addition to teaching local project leaders and organizing county-wide training meetings for members, these key leaders serve on the fair board. Part of their responsibility is to recruit 4-H youth to work at the fair, to train those volunteers, and to coordinate their work at the fair for their particular project. Moreover, each key leader chairs a committee of 4-H members and leaders and the 4-Hers have an active say in the operation of the fair, judging, and displays.

In Minnehaha County, South Dakota, a key leader for the food project said of her experience:

"The objective of the key leader program is to act as a resource person to 4-H leaders. We've carried that one step further. Our leaders are so busy and so committed that a lot of times they don't have time for extra meetings, so we have passed information on to junior leaders and members."

She discussed one of her project's special activities:

"Last summer, we hosted a food and fitness day, and we had about eighty-five children ranging from nine to fourteen. We put them through a day of exercise and healthy snacks. We talked to them about exhibits they could do for 4-H."

The volunteer then described how her work had been beneficial to her:

"I have a degree in nutrition. That's where my real interest is. That's the personal impact on me. It encourages me to do a little journal reading."

County-level 4-H volunteer key leader positions differ from local leader positions. They are positions for people who have special expertise, play special roles, and are willing to share that expertise in three major ways: (1) as key leaders or resource people supporting local 4-H leaders; (2) as key organizational leaders; and (3) as teachers and organizers of events. Two of these ways--as county resource people and event volunteers--are traditional. Many counties, however, are taking on more responsibility and have become more involved in decisions about programs. The third way, as key leaders or guides to other 4-H leaders, is a newer concept.

Key Organizational Leaders. Clinton County, New York, has had an active middle management program where experienced 4-H leaders serve as area organizational leaders. The county is divided into geographic areas and each area has a key organizational leader who serves as a source of support and information to the organizational leaders of approximately six clubs. Key organizational leaders work informally with new leaders to guide them through the process of building and strengthening a 4-H club.

Depending on the needs and experience of the organizational leaders, area leaders will perform a variety of other tasks. For example, they may notify the leaders of county meetings, obtain material for them from the county office, help them find meeting places, assist with demonstrations and fair entries, and assist in submitting record books on time. Another of their important jobs is to provide moral support for the organizational leaders.

Area leaders keep in touch with leaders by phone and by holding meetings to share concerns and ideas. A number of area leaders will visit clubs. Many also recruit volunteers for activities like judging, demonstrations, and the fair. Local leaders often respond to key organizational leaders like this New York 4-H leader:

"I would never have made it as a 4-H leader if I had not worked with an excellent area leader."

The concept of letting experienced former 4-H club leaders work with new leaders is also being developed in Wisconsin. Volunteers interviewed in Wisconsin's 4-H impact study indicated that volunteer county organizational leaders are especially effective because they have "been there": they have experience in facing many of the problems that can normally arise within a club.

Volunteers who turn to teaching other volunteers find this an exciting role to move to when they want to leave their local 4-H club. Reasons for wanting to leave may come about for a variety of reasons--one's children may have completed 4-H, or a volunteer may feel he/she can no longer give the time and attention that the local club demands.

Teaching through Activities.

Events as well as projects are valuable to former 4-H members, as was demonstrated repeatedly when adults described how much participating in fairs, shows, demonstrations, speaking contests, and other activities has meant to them. For example, one young woman now in a state legislature said that even though she disliked sewing she stayed with the clothing project because she found a great deal of enjoyment from organizing the dress review.

Many 4-H events require considerable organization but provide a wide variety of learning experiences. Examples of events described in the on-site interviews include Favorite Foods Revue, public speaking, record books, and camps. Key 4-H leaders were often instrumental in developing these activities.

Favorite Foods Revue. In Bernalillo County, New Mexico, the Favorite Foods Revue key leader described her work with a committee of young people and adults in preparing for the annual event, which begins when the agent sends out letters asking for committee members. The key leader and the agent then select those members. Five 4-H leaders and sixteen 4-H members serve on the committee. The committee plans and helps with the training for Favorite Food Revue participants. They then set into motion the Favorite Food Revue during which eighty to ninety 4-Hers take part. Other activities include arranging to have a speaker address the parents of novice exhibitors.

Public Speaking. A young woman in Bernalillo County explained that when her younger sister wanted to take part in public speaking, she became the key leader. As key leader, she arranges a county-wide workshop for any 4-Hers who want to practice public speaking. She also is responsible for planning and implementing the county public speaking tournament. Prior to the tournament, she will listen to the speeches of the 4-Hers, providing encouragement and suggestions for improvement. Through her efforts, members of the Toastmistress and Toastmasters clubs serve as judges; she works with them to make them sensitive to the needs of young children.

Record Books. Another Bernalillo County volunteer discussed her ten-year career as a key leader for record books. She works with anyone in the county who wants to learn how to keep accurate record books for awards. She has noted that through working on record books, 4-Hers and their parents can discover their accomplishments. Often, they may not realize how much they have done or the impact they have made on others. Over thirty of the youth she has worked with have gone to 4-H Club Congress in Chicago. Besides working in Bernalillo County, the volunteer travels to other counties in the state to conduct workshops on record books.

A Tooele County key leader for record books told how she believes record books were a valuable learning tool and accordingly has tried to create enthusiasm for them. She has worked with a number of 4-Hers, holding workshops in various county locations including a local Indian Reservation.

Camps. Camps offer a special setting for teaching. A husband and wife in Columbia County, Washington, taught archery at 4-H camp for twenty-four years. When asked to teach archery, the man located ten bows and arrows to begin with. "From the start the enthusiasm was high," he comments. "Every year it's gotten more and more so. The kids love archery." He tells how youngsters have benefited from archery:

"They get a lot of enjoyment out of it. Some of them carry on with it. We have bear hunting here. It's just the thrill of being able to hit that target for most of them."

The man and his wife have explained their view of volunteering:

"We get the pleasure of seeing the kids enjoy archery. Volunteering gets into your blood. We were raised in a Christian church in a community that was always helping each other. You helped. It was part of the American scene. I don't know any other nation in the world that has the same thing."

Another Columbia County volunteer who had studied college botany teaches plant identification at the county 4-H camp, where she conducts nature hikes, teaching the youngsters to identify plants and to appreciate why certain plants grow in particular environments. The volunteer has the chance to use her training, and the 4-Hers have the chance to learn the practical and philosophical concerns of botany.

Each volunteer offered 4-H a special talent or resource though he/she did not serve as a club leader. Moreover, each grew as an expert by helping 4-Hers to learn.

Events like fairs and shows take a good many volunteers. Some examples are given in the chapter which describes educational events and special projects.

The number of ways in which volunteers can serve with the 4-H program is constantly growing. Volunteering is no longer limited to those able to serve as local 4-H leaders. 4-H personnel are learning that they can draw in volunteers for activities requiring intensive work for short periods of time. They also can draw people with very special expertise to play other special roles.

As specialized volunteers continue to participate, more events and opportunities will become available to young people. Also, volunteers will become more expert both in the content of the project or activity and in effectively working with youth. Counties and communities thus develop continuing resources not subject to agent turnover.

STATE 4-H VOLUNTEERS

Many of those interviewed also spoke of their experiences at state and national 4-H meetings. Some state and national programs are for 4-H members; others are for 4-H leaders. Most involve travel and meeting new people. Most also involve a greater recognition of the importance of the program given the enthusiasm of people from a multitude of locations.

A number of respondents mentioned learning and sharing ideas:

"You get a lot out of it if you attend all the things. Classes let you tell things about your county that need to be improved. You get ideas from other states; how they handle the problems you have."

"We shared our ideas with each other, and we came home with new ideas. I brought back ten to eleven ideas done in other states."

"I have learned an immense amount about Extension, and I think I now understand some of the problems that I used to really get frustrated over. Now I understand why."

"Our older daughter wanted to go into horse training. She went to state 4-H conference and learned what horse trainers make. She learned that you can't make a living as a horse trainer."

Some parents spoke about how out of state 4-H trips had benefited their children:

"My son went to Washington, D.C. He has been to all the trips the county offers. It helps him grow up to see what is out there in the world. My oldest daughter was very bashful. She has come a long way. Getting my daughter out and meeting others really helped her."

Some adults remembered the value of their trip to 4-H Club Congress:

"I went to 4-H Congress. It was the first time almost that I had been out of the county. The lake front in Chicago is a lot different than Indiana. I was in a big motel. I could see 10,000 people in ten to fifteen minutes."

Others spoke of how the meetings inspired and generated enthusiasm:

"It really makes you enthusiastic. It helps you become determined to hang in there."

Friendships made at such meetings are important. Participants develop communication networks across the country to share experiences and good program ideas:

"Friendships have been great. I've met so many people, not only in my own city or county, but throughout the state. And not just the state level either, also the national level. I've been to national meetings--Western Leaders Leadership Training."

Volunteers are also playing a much larger role in some states in organizing and conducting state level contests and continuing education experiences. These examples from Washington and Michigan indicate some of the kinds of roles 4-H volunteers play beyond the county level.

Washington State Horse Developmental Committee. A 4-H leader in Columbia County, Washington, described her efforts on the State Horse Developmental Committee. Two horse leaders from each county comprise the district horse committee. They, in turn, elect a representative to the state committee. The committee works out the plans for all phases of the horse project--pleasure, rodeo, driving, and green horses.

The committee member travels to all the county fair horse shows in the southeast corner of Washington State. While at the horse shows, she asks for suggestions to improve the horse program. She not only volunteers her time as she carries out this task but also volunteers her travel expenses. The district is 300 miles from north to south.

This leader also works with the state Horse Quiz Bowl by writing questions for the contest and judging the event. Another task of the committee is to review 4-H record books and select award winners.

4-H Developmental Committees in Michigan. Adult and junior 4-H leaders in Leelanau County, Michigan, described their activities on area and state developmental committees. These committees plan activities, events, and training for those associated with various 4-H projects.

One 4-H youth told of working with others from an eleven-county area to plan a bread-baking contest. The committee obtained a grant from a food company for the activity. Among their responsibilities was planning the event, finding sponsors for awards, promoting the event, and carrying out the necessary tasks at the time of the contest.

Another 4-Her told of her work on the Dairy Developmental Committee. She meets with youth on a multi-county basis to get their input for training and events associated with the dairy project. She then takes those ideas to the state committee where plans are developed.

In Leelanau County, a member of the state Horse Development Committee described her activities. She noted that the reason there was such a successful 4-H horse program in the state was because so many were involved. Over 100 persons serve on the developmental committee which plans and carries out activities for the horse program. The woman described how she chaired the committee on the quiz bowl. When the event started, she and three leaders from different parts of the state wrote the questions. The leader explained one reason she worked so diligently on the committee:

"We are trusted to set up the program. We take major changes to the State Parents' Committee. But, I am trusted; the committee is trusted. That means a lot to me. It gives the incentive to do the best I know how to do. I think that's the weak link in a lot of programs. The committee is not trusted or has too many bosses."

State and National Events

Two groups of volunteers contribute to making 4-H state and national shows, fairs, and contests outstanding experiences for youth. One group is made up of the volunteers who help plan and conduct such events. The other is the sponsors whose donations give special incentive to such activities.

Value of County and State Level Volunteer Positions

Regardless of the talents of Extension agents, there are limits to the number of training sessions and events that they can handle. Today's 4-H programs are designed to meet the needs of all young people, not simply to prepare young people for farming or homemaking. A wide range of projects and activities is used to help young people develop life skills and interests. Agents cannot maintain adequate programs in all of today's many 4-H project areas.

- 4-H members have greater access to special training and the opportunity to participate in county-wide events, whatever their project. The youngster with a rabbit has as much opportunity for special learning and attention as the youngster with the larger animal.
- Both 4-H members and volunteer leaders gain experience both directly related to the project and activity and generally in terms of traveling and getting along with people when they are able to take part in county, state, and national activities.
- Volunteers can serve 4-H in other ways when they feel that their days as a local leader are through.
- 4-H alumni and friends can help out without taking on the year-round responsibility of a local 4-H club.

A Wisconsin study of twenty-three different county-level volunteer positions found that the unique positions helped people self-actualize (that is, to be the best they could be), providing them with the satisfaction that they had utilized their talents and experiences in new ways.

VOLUNTEER TASKS AND BENEFITS TO 4-H VOLUNTEERS

The next section summarizes the responses from the surveys used in the study. It is of interest to contrast the responses of those who served as local leaders and those who served in county or state leadership positions.

LOCAL 4-H LEADERS

There were 177 4-H leaders and 94 parents of 4-H members among the 1100 volunteers and 469 clientele in the national study of the implications of volunteerism in Extension. Agents were asked to select names randomly from their 4-H rosters. A random sample was drawn from the names submitted by agents.

Characteristics of Volunteers and Clientele

4-H leadership attracts women, rural and small town residents, those aged 35-50, and those who have schooling beyond high school. However, a fourth of the leader respondents were under 35, and 16% were over 50. Six percent indicated minority ethnic backgrounds. Over a fourth were college graduates.

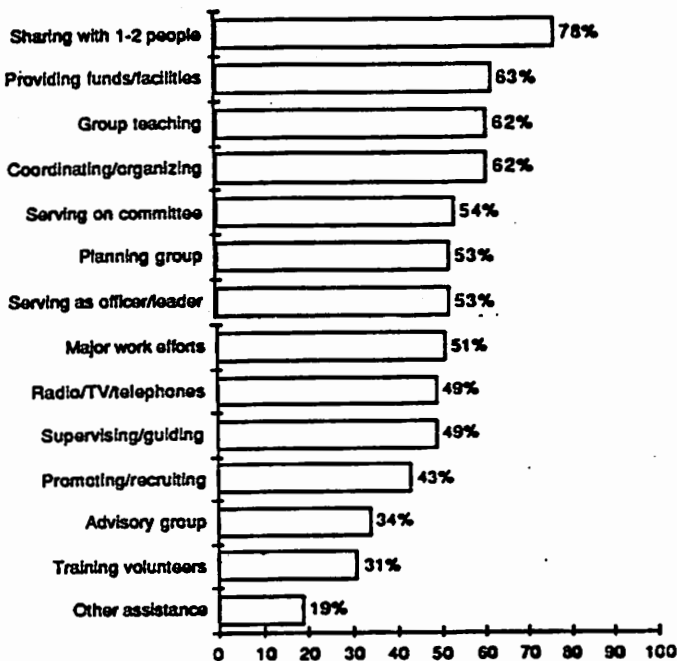
About 15% of the parents had completed college. Over half lived on farms; 4% lived in cities of more than 25,000. Eight percent indicated minority ethnic backgrounds.

Becoming a Volunteer

Leader respondents were divided in terms of how they became leaders. About a third sought out the position; a fourth were asked by Extension staff, a fourth were asked by relatives and friends, and 10% were asked by the 4-H club or other organization.

Volunteer Activities

4-H Leaders According to Activities They Perform



Most 4-H volunteers worked in more than one kind of activity. Volunteers said they were most likely to share Extension information informally. Providing support and teaching groups were the next most frequently mentioned activities by local 4-H leaders.

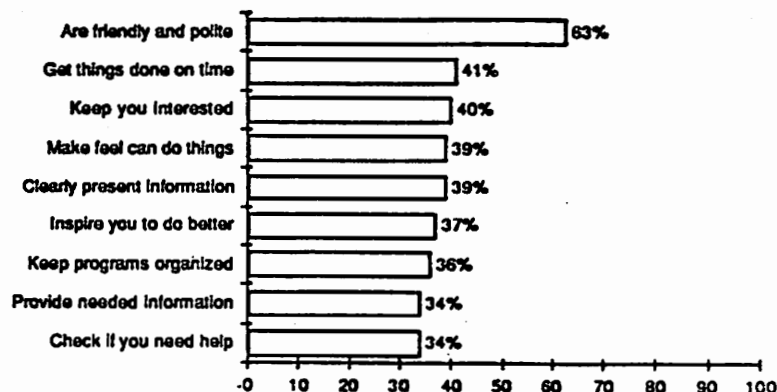
In addition, 19% of the leaders directly assisted an Extension agent by providing information, acquainting agents with the community, developing teaching materials, setting up displays, preparing special demonstrations, organizing programs, or taking over routine tasks which often take agents' time.

About one 4-H leader in ten had served as a volunteer with Extension at the state or national level. About a fourth of the leaders had secured Extension assistance with volunteer work not related to Extension.

How Well Do 4-H Leaders Do?

Most clientele said that 4-H leaders did "O.K." or "quite well." Many rated them very high on being friendly and courteous. About a third rated them very high in other areas.

4-H Leaders Indicating Volunteers Do "Very Well"



How Well Do Agents Do?

Most of the 4-H leaders were satisfied with Extension's help. However, fewer than 40% of the local 4-H leaders indicated they were very satisfied. Local leaders were most apt to be satisfied with the number of volunteer opportunities available and Extension professionals' openness to working with volunteers from various backgrounds. They were least satisfied with the extent to which Extension staff used advice from volunteers. About one in five, 21%, indicated some dissatisfaction related to advice.

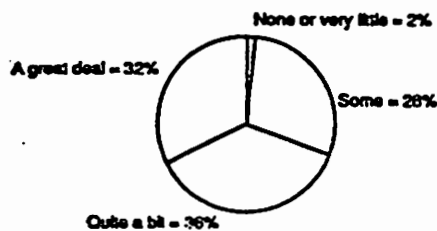
In general, 4-H families thought Extension staff worked well with 4-H leaders. However, less than half, 54%, gave them "very well" ratings. Only about a fifth said Extension agents did "very well" in recruiting and training volunteers.

Almost half of the 4-H leaders said they had encountered problems. About a third indicated the following problems: too much time, frustration and anxiety, high cost, stress in the family, and personality clashes. Between a fifth and a fourth indicated, fatigue or burnout, conflicts with the family, and feeling used. 4-H leaders had higher responses indicating problems than did other volunteers.

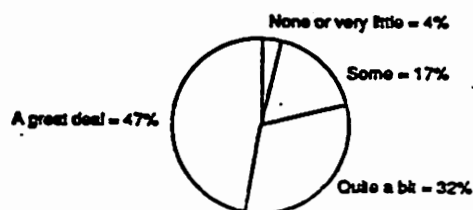
Impact of Extension 4-H Programs

About three-fourths of the 4-H families rated volunteers as being of considerable help to individuals or families. Over two-thirds indicated they had considerable impact on communities.

Clientele Indicating Helpfulness to Individuals and Families



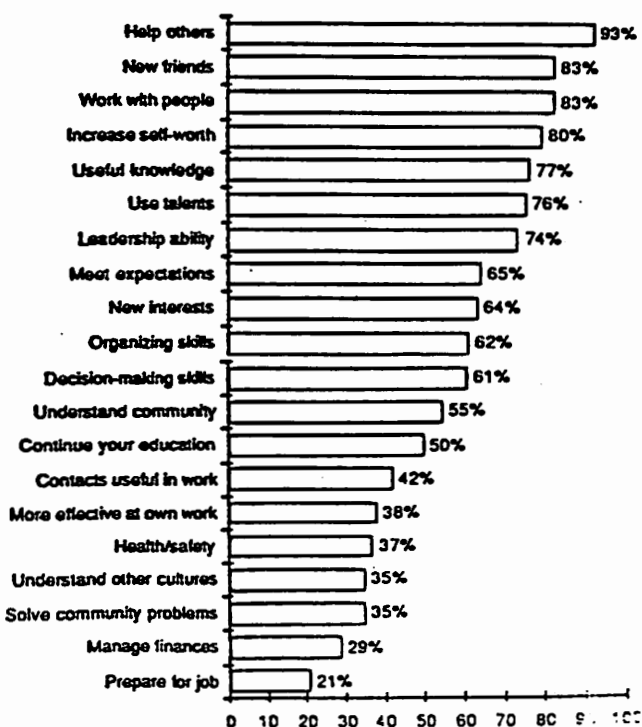
Clientele Indicating Helpfulness to Communities



Impact on Clientele

The greatest percent of 4-H families rated volunteers high on providing new information and building confidence. Over half gave high ratings on nine of the benefits included in the study.

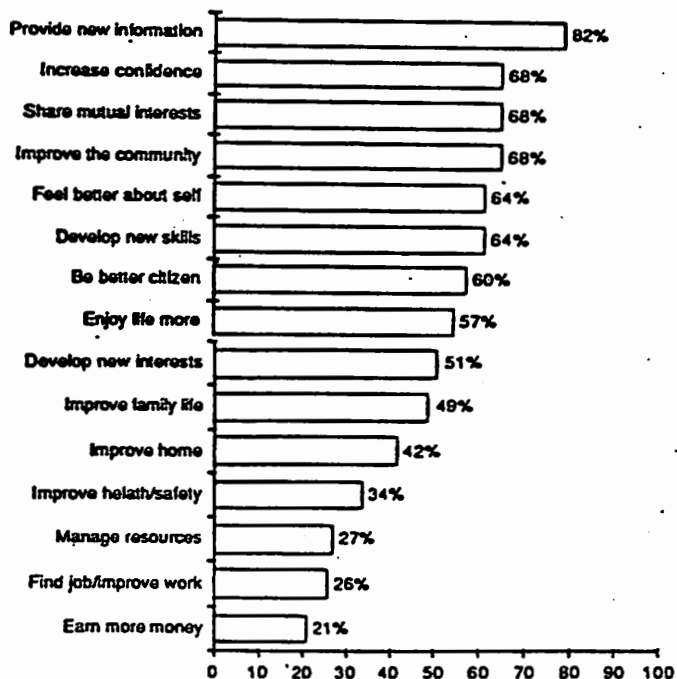
Areas of Most Gain Indicated by 4-H Middle Management Volunteers



Impact on Volunteers

Over half of the 4-H leaders thought they had gained considerably in 16 of the benefits included in the study. Over three-fourths gave high impact ratings to helping others, making friends, and building skill in working with people.

Clientele of 4-H Middle Management Indicating Volunteers Were Helpful



4-H MIDDLE MANAGEMENT VOLUNTEERS

There were 102 4-H Middle Management or Key Leaders and 102 clientele of such volunteers (usually 4-H leaders) among the 1100 volunteers and 469 clientele in the national study of the implications of volunteerism. Agents were asked to draw names randomly. A random sample was drawn from the names provided by agents.

Characteristics of Volunteers and Clientele

Over three-fourths of the Middle Management volunteers were women. Other characteristics were very similar to those of 4-H leaders. Over half had some education beyond high school.

Becoming a Volunteer

About the same percentages sought out the program, 31%, were asked by Extension Agents, 27%, or were asked by relatives or friends, 27%, to serve.

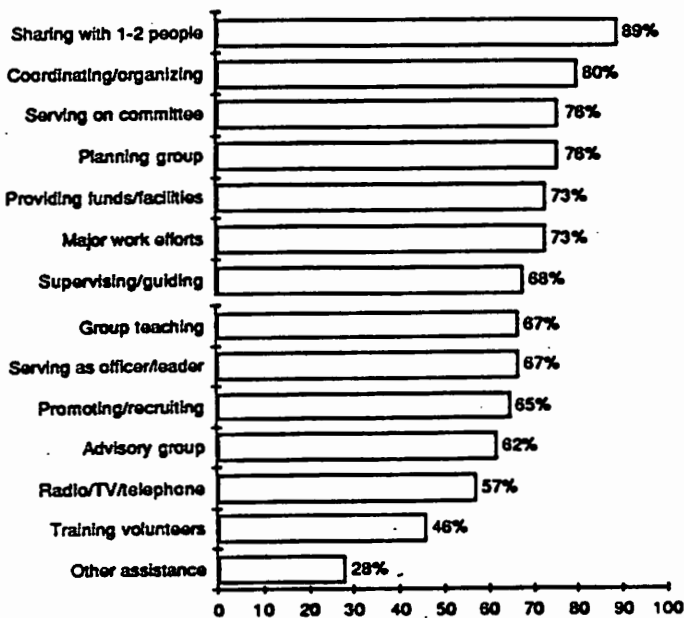
Volunteer Activities

4-H Middle Management volunteers worked with more than one kind of activity. Most shared Extension information informally, 89%, and helped coordinate events, 80%. Many served on committees and planning groups or provided funds and facilities.

Over a fourth directly assisted an Extension agent by providing information.

About one 4-H Middle Management volunteer in five had served with Extension at the state or national level. About two-fifths had secured Extension assistance with volunteer work not related to Extension.

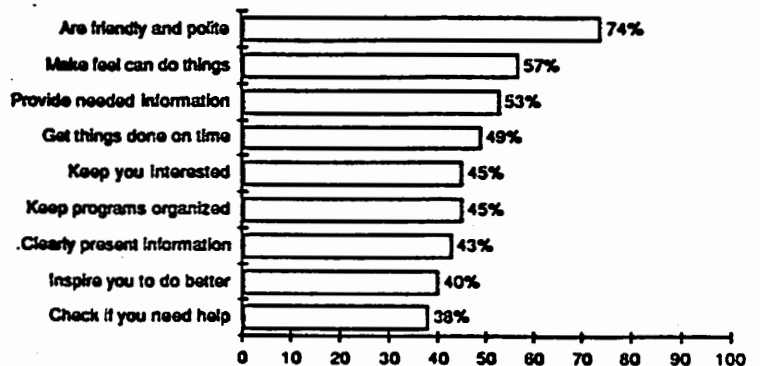
4-H Middle Management Volunteers According to Activities They Perform



How Well Do 4-H Middle Management Volunteers Do?

Most leaders feel 4-H Middle Management volunteers do well. Many gave them high ratings for being friendly and polite, making volunteers feel they can do things, and providing needed information.

4-H Middle Management Indicating Volunteers Do "Very Well"



How Well Do Agents Do?

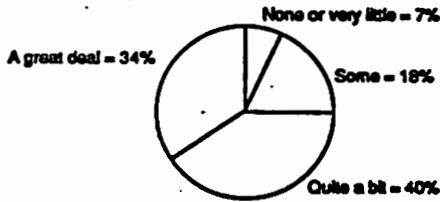
Most of the Middle Management volunteers were satisfied with Extension's help, and about two-thirds were "very" satisfied. Middle Management volunteers were most satisfied with Extension's openness to working with volunteers from many backgrounds and with help received from paraprofessional staff. They were least satisfied with the extent to which Extension staff heed volunteers' advice.

In general, clientele of Middle Management volunteers felt Extension staff worked well with volunteers. Three-fifths said they did "very well." However, only half gave top ratings on recruiting and training volunteers.

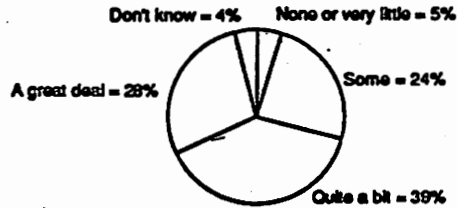
Impact of Extension Volunteer Programs

Over two-thirds of the leaders responding felt that Middle Management volunteers were of "quite a bit" or "a lot" of help to individuals/families and communities.

Clientele Indicating Helpfulness to Individuals and Families



Clientele Indicating Helpfulness to Communities



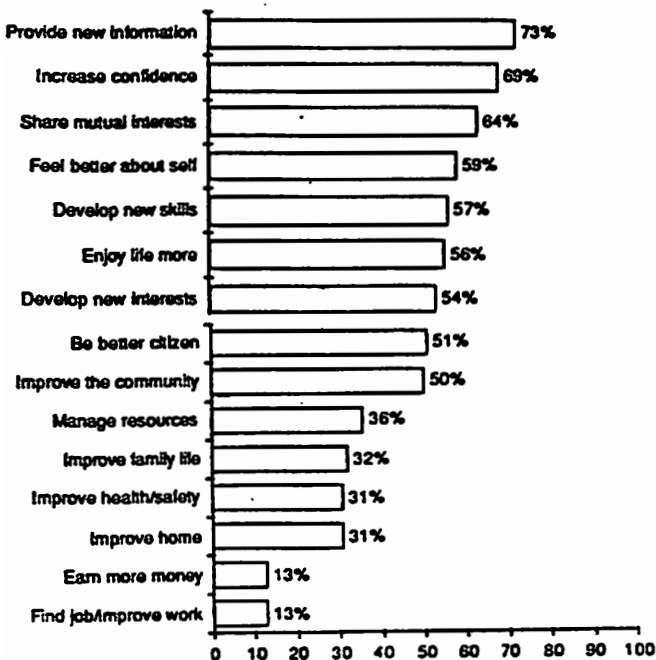
Impact on Clientele

The greatest percent of 4-H leaders rated Middle Management volunteers high on providing new information, building confidence, and sharing mutual interests. However, only a fourth gave high ratings for help in managing resources.

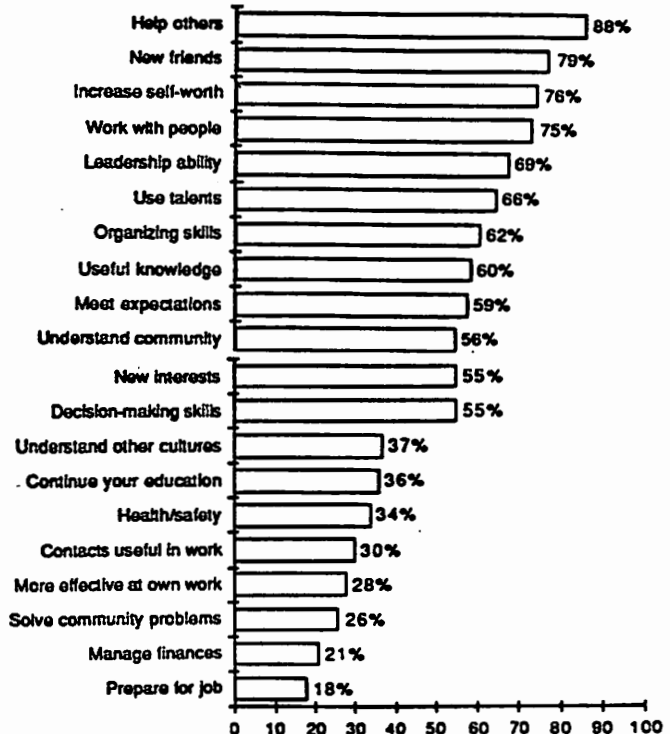
Impact on Volunteers

The 4-H Middle Management volunteers responded very much like 4-H leaders in terms of their own gains. However, the percent of Middle Management volunteers giving a high rating was usually slightly higher than the percent of other leaders.

Clientele of 4-H Leaders Indicating Volunteers Were Helpful



Areas of Most Gain Indicated by 4-H Leaders



4-H/COMMUNITY INTERACTION

In addition to being a local community organization, communities contribute to 4-H and 4-H contributes to the community.

Community Contributions to 4-H

Community contributions to 4-H are important. Some people act as judges at contests, while others help out with fairs, and livestock shows and sales. Still others help out through fund raising.

Judging. Many of the counties visited had judging contests. Some were events that focused on home economics projects; there were also livestock and soil judging. Some clubs considered judging activities as part of their ongoing project work. Members of the community often provide needed resources for contests. Farmers, for example, may provide their farm as a site for a soil judging contest. Breeders of livestock host the events and provide the livestock. Several leaders described why they thought judging was a valuable activity:

"It makes you think--critical thinking. You learn to compare and observe."

"Judging is probably one of the better activities that the organization has. It forces the youngsters to make a decision and back it up. In livestock judging, they have to give a reason why they have done what they have done. A lot of young people today won't make a decision. This forces them to get in the habit. Hopefully they have fun at it, too."

County Fairs. One opportunity for the community to give special support and recognition to 4-Hers is the county fair. Many community members assist with fairs, ranging from volunteers who work with exhibits and displays, the judges, to those who help with activities like the dress revue. Less specialized assistance comes from those who lend a hand with a variety of tasks that need to be performed for a large event.

Fairs are of special value because they bring people together and promote a sense of community. They give a variety of local residents an opportunity to show their support for young people, who in turn are given the chance to show their skills and talents--and the consequence is that they receive recognition and gain a sense of self-esteem.

Often 4-Hers and the community work together to build and maintain a fairground. One example comes from 4-Hers in Harrison County who were active in raising funds for new buildings at the fairgrounds.

"Our buildings are first class buildings that we can use year round. 4-H has helped out tremendously in getting the buildings; they cooperated in raising funds for the show barn; and gave money so it could be matched. They've been a tremendous help. We couldn't have had the building without their help in raising funds."

Livestock shows. In eleven of the twelve counties, the people interviewed talked about how valuable their livestock shows were to the community. These shows often involve community support. As a farmer in Martin County said:

"We took that junior livestock show and turned it into the largest single county show in the state. The agent didn't do it himself. You can take a show like that and affect 130 kids. You've affected 260 parents. Everyone pitches in and helps. Then you have the community involvement--seed companies, businesses, and about 100 merchants. Some are not going to buy, but all of them are down there with their employees. You've got something that started out with 100 kids that's now affecting 500-700 people. It helps the community."

An owner of tobacco warehouses volunteered his facilities to house the show and sale. 4-Hers help to promote a sense of community by sponsoring a supper for families in the county. Families come out for the meal and look at the animals that are exhibited at the show. This activity becomes a community gathering.

These shows which usually feature the sale of livestock provide an opportunity for community members to show their support for young people. Again, an event like a livestock show can help young people develop pride and self-confidence.

The Rotary Club sponsors the local 4-H livestock show in Irwin County, Georgia. Members of the Rotary actively help in running the show by arranging for space, weighing livestock, and performing needed tasks during the show. Rather than having a livestock sale, Rotary Club members solicit donations from county business. These funds are distributed as prize money. Another example of support comes from an implement dealer who volunteers his facilities to house the show.

Meal Team. A number of people in the community turn out to support the Meal Team activity in Columbia County, Washington. Here, 4-Hers plan, prepare, and serve a meal to guests, who, in turn, volunteer their time to share the meal with the 4-Hers. Other volunteers serve as judges for the activity.

Fund Raising. Overall, interviewees provided several examples of how community groups raise funds for 4-H. As an example, members of the Lions Club in Leelanau County and the Kiwanis Club in Piscataquis County both sponsor raffles as a means of raising funds for 4-H activities in their counties.

Tangible Donations. Many community people throughout the country loan or donate supplies, awards, meeting places, and other resources to the 4-H program. In Leelanau County, as one illustration, a resident donated sixty acres of property to the county 4-H program--which has let many youngsters in the county learn more about land use in terms of making decisions about the extent of development that needs to be done on the property. Bernallilo County businesses provide costly saddles and other awards for the 4-H Rodeo. In many counties, agricultural commodity groups and civic organizations provide trophies, scholarships, and other tangible awards for outstanding 4-H clubs and members.

4-Hers' Contributions to the Community

Extension 4-H materials encourage local 4-H clubs to carry out community service activities and to learn how even youthful volunteers can help other people. Those interviewed described a variety of community service activities. In Irwin County, 4-Hers helped clean up the school. They also raised money for a family who were victims of a fire, held a roadblock for the March of Dimes, and have helped with the community bloodmobile and county cook offs. Of these efforts, interviewees remarked:

"This teaches them how to be organized and how to help others."

"It makes the kids feel good, too. It gives them a sense of importance and self-worth."

A 4-H leader in Jefferson County described a project at a school for the handicapped:

"We went to the handicapped schools and took animals over there. We had kids that took chickens and rabbits. One took a horse. We went around and let the kids touch the animals. We asked the kids questions about raising the animals. Just seeing their little faces light up as they touched the animals was a great experience."

A 4-H leader in Columbia County described how club members had made cookies and gone Christmas caroling for shut-ins:

"It was a really good experience for the girls. I think when you do these things, girls really feel satisfaction. 4-H shows them a lot about giving of themselves."

In Tooele County, Utah, a 4-H club started a graveyard cleanup project. They cleaned away brush, cut grass, and set up fallen tombstones. Their efforts raised enough interest that the project attracted community involvement and helped to strengthen the community's sense of pride:

"From the kids cleaning up the graves and clearing brush, the mayor got so enthused that he ordered sod. Now it's a really beautiful little cemetery. It's a source of town pride. I always get a thrill because the 4-Hers got it going."

4-H clubs in Columbia County, Washington, carry out a recycling program. 4-Hers and other volunteers collect the recyclable materials for resale. Although the project raises funds for 4-H, it also provides a service for the community.

A 4-H club in Martin County, North Carolina, has offered the city council a solution to the problem of how to use an abandoned railroad site. The 4-H wants to take one section of the property and, working with the community, carry out a beautification project. So far they have secured trees, shrubs, and flower seeds. Their plans include construction of a bricked patio area built around two flag poles. The city council will have to approve the plans and possibly help with resources or equipment. The 4-H club will supply labor and supplies. This is another example of a cooperative arrangement currently underway between a 4-H club and the community where it is based.

As one local observer said:

"Extension (4-H) instigated the project after the town committee had stalled on it for a year."

SUMMARY OF VALUE OF 4-H CLUBS

4-H club members, 4-H leaders, 4-H clubs, the community, and Extension all find valuable benefits in 4-H programs.

Value to 4-H Club Members:

- 4-H club members develop a variety of skills, many of them useful throughout one's life.
- 4-H club members develop skills related to their particular interests.
- 4-H club members develop leadership skills.
- 4-H club members develop a sense of responsibility and dependability.
- 4-H clubs contribute to the personal development of young people.
- 4-H clubs have social value. Participation enhances family relations and promotes friendships and constructive use of leisure time.

Value to the Community:

- 4-H leaders and the 4-H program promote a sense of community.
- 4-H leaders and the 4-H program foster leadership and citizenship to enhance the community.
- 4-H leaders and the 4-H program help young people become contributing members of their communities.
- Local 4-H clubs carry out important service activities in most communities.
- Local 4-H clubs are a symbol of community interest and concern for young people.

Value to 4-H Clubs:

- Community support through volunteered time, resources, and encouragement is important to local 4-H clubs.
- Extension supports local 4-H clubs through providing educational materials, training, and support for local leaders.

Value to Extension:

- Local 4-H clubs are an important vehicle for reaching young people through projects that teach leadership and provide information and learning experiences.
- Young people often introduce new practices they have learned in 4-H into their families and circle of neighbors.
- Some families first encounter Extension programs through 4-H and then move into active roles in other programs.

4-H clubs provide a setting against which young people can experience new ideas and can be encouraged to develop their potential as contributing members of the community. The clubs and their activities strengthen communities. 4-H clubs need committed volunteers and support from Extension and the community.

NEW PROGRAMS

Across the nation there are concerns about youth problems and youth at risk. There is also a growing concern in the business community about youth that are ill prepared to serve in tomorrow's work force. We also found examples of programs which take life skills farther than most 4-H programs and which reach out to youth who are most likely to have problems.

Olympics of the Mind

In Leelanau County, Michigan, 4-H volunteers and the public schools cooperate to participate in the Olympics of the Mind competition, which involves learning to do creative problem solving. The schools and the 4-H clubs subsidize the \$65 entry fee per team. The schools provide meeting space for some of the teams. 4-H leaders and some teachers coach the teams. Extension takes care of the administrative work involved.

The Olympics of the Mind competition is a separate, national organization. Often schools with gifted and talented programs are involved in it. It is open to anyone who goes through the coach training and pays the registration fees.

For the competition, there are five problems. Each team chooses the problem it wants to tackle. The coaches work with the teams to facilitate their work, but all the work has to be done by the children. The competition has different divisions determined by age. However, the five problems are the same for all the divisions. The solutions to the problems at the lower divisions are less sophisticated than the solutions in the oldest division.

There are district, regional, state, and national competitions. A team usually has six to seven children. At the national competition there are 50 teams in each division.

One of the Leelanau County coaches who worked with first to fourth graders commented:

"The coach basically conducts the meetings. Everything has to be organized, or nothing gets done. All decisions have to be made by the kids. All craftsmanship has to be the kids' efforts. The first lesson was how to attend meetings, how to set goals. The first goals are wildly impractical on the kids' and the coach's part. It took the first month to get a name and a theme for our project solution. Learning the group process, breaking down gender and age barriers takes place along with the learning process."

This coach feels that the meetings are a great opportunity for social interaction. The children work together building the project and talk about whatever interests them. He enjoys watching their minds develop. The experience involves all of the "good" side of teaching.

The children learn things about themselves in the process, such as what their natural work habits are. One child, who tended to do all of his work at the last minute, learned in a nonjudgmental way that this was his work style. He was not pressured to change his habits, but both he and the group learned how to take advantage of it so that it was beneficial instead of a hindrance to the group. The coach said:

"Second graders got exposure. The third and fourth graders did most of the work on the bridge. A leader emerged because one child was rather quiet and always came in and started working. All of the kids had gifts such as leadership, imagination, manual dexterity, etc., which came out over the course of the process. They varied in levels of patience. Some kids would get one thing done and then have to run around and let off steam. We used a school building, and it was nice because they could run down the halls and not hurt anything."

One part of the competition involves solving a spontaneous problem. Coaches receive a 140-page book of stimulus problems to help the children train for their part. The children have to learn to free associate together. They are given various stimuli, such as a color name. There are five children to a group in this competition. Each child gives a response in turn. No one can repeat a response already given. Judges award one point for a common response and two points for a creative one.

According to one coach, this is where the most development takes place. The children have to learn to problem solve as a group. The older ones learn to key their responses so that the younger ones won't get stuck but can think of a related response easily. They have to think about seating arrangements so that a child who has good, fast responses goes first. They learn to develop strategies.

Because 4-H is involved, the children have to become members. This allows them to attend 4-H camps and opens up some funding for travel. One coach said of 4-H's contribution to the project:

"4-H is a real life augmenter for a small community where there isn't a lot of culture."

Children learn about their own abilities:

"If you can get to the things that limit an individual and then just get to the open aspect of the imagination; if you can emphasize a person's imagination and give him the freedom to talk, to open a dialogue, the person finds out how intelligent he is."

They have an opportunity to interact socially:

"At meetings where they worked together, kids talked about whatever they were interested in. This is one of the benefits of the program. The hands know what to do after the first time, and people get kind of bored. They start talking about something else."

They learn by seeing alternative solutions to their problems:

"At competition, they see that there are better solutions to their problem because all the groups do the same problem."

It stimulates children to think creatively:

"I love that program--creative problem solving, creative thinking. It bends the mind. Nothing is wrong. There are no wrong answers. It opens the mind. The younger you get a child, the freer thinking you see."

Maine apparently was developing a program which used some of the same techniques in 4-H events.

Summer Camp

The community school coordinator in Martin County, North Carolina, directs a summer camp for five weeks in an economically disadvantaged part of the county. Camp runs from 10:00 a.m. to 2:00 p.m. every weekday. There is a summer feeding program that provides a hot lunch. The program takes place at the school.

The school librarian and a primary reading teacher run the camp with eighty to ninety children attending. Extension does much of the programming. Homemakers help out with sewing, cooking, clothing, and nutrition classes. 4-H and the Forestry Service also offer classes. A dance instructor from the community cultural arts program is involved. The children improve their reading ability, produce music, tell stories, and learn other useful skills.

The children in the area don't get enrichment activities at home because their parents can't afford it, and the educational level at home is such that if they have the money, they may not have the educational resources to help their children with their subjects. Consequently, the camp uses many outside people, enrichment films, school audiovisual equipment, educational television, film strip projections, movies from the film library, and whatever else the teacher and the librarian can put together.

The program has existed for six years. The director wants it to become long-term. The school district has the weakest achievement scores in the county, so it is obvious that the students need some extra help, both supplemental and enriching. The program acquaints the children with computers. The school runs a computer camp elsewhere in the county and charges for it. The director would like to run a computer program at this camp and not charge for it because it's obviously needed.

The director runs similar one-week camps in other towns in the county. He feels that the special needs of the economically disadvantaged community warrant running the camp for five weeks. He made the following comment concerning what he considered unfortunate limitations on interagency cooperation such as that between school and Extension:

"Insurance is beginning to dictate policy of what kind of cooperation can take place between agencies, i.e., schools can't teach adults to drive (it's a state policy), and they can't let the community colleges use the driver education cars to teach adults because the school's liability insurance policy won't allow it."

Adolescent Social Awareness program

Another very successful program in Martin County, North Carolina, is the Adolescent Social Awareness program, initiated by the 4-H staff in cooperation with the public schools, the county health agency, and a local mental health organization. The program is geared toward seventh and eighth grade students and deals with problems they are beginning to face or will face over the next few years. By catching them early in adolescence and practicing coping skills, it is hoped that these teenagers will be successful in dealing with many of the problems they may encounter.

The topics covered are being able to make important decisions about your body, sexual attitudes, being able to base decisions on good research, not being overcome by what peers are doing, learning how to make decisions that will affect the rest of one's life, and information about drugs and alcohol. One, for example, is on teenage pregnancies.

Students have to have their parents' permission to attend. Parents are also encouraged to attend the classes. For the first four days, the boys are taught by a man, and the girls are taught by a woman. On the fifth day, they come together for a presentation by a mental health worker on drugs and alcohol and the problems they cause for adolescents. The presentation involves a discussion of values.

The program has been very well received. It deals with delicate subjects that are handled very skillfully by the people involved. Consequently, there has not been any dissatisfaction in the community about it. All the feedback has been positive.

The success of the workshop has caused the school to try to make it a part of the school's regular services and curriculum:

"As a result of the adolescent social awareness workshop, which I think this is important, we have applied for a grant from the State Department of Public Instruction in Raleigh, where for a semester we will have a nurse and a social worker at the the junior high school to be working with children more closely on these same things.

So as a spin-off from this we are hoping to have someone working with youngsters full-time--with questions they might have about sex, their bodies, their parents, about decisions they are going to have to make. This is something that the 4-H department sort of planted as a seed here, and they were able to follow through. It just blossomed into something that two schools in the county have."

Because of the expert handling of the subject matter, the school was able to avoid parental displeasure, which means that it will be able to continue reaching this age group with important information.

"We've not gotten many comments from parents about the Adolescent Social Awareness workshop. These kinds of programs have been suspect nationwide with the conservative movement."

Extension volunteers past, present, and future, can contribute much to such activities. Just as experienced Extension volunteers could develop remedial programs to help educationally handicapped youth prepare themselves for jobs.

LOOKING TO THE FUTURE

Even though 4-H is one of the strongest and best developed of Extension volunteer partnerships there are many concerns and recommendations for the future.

People's Concerns

Among several concerns expressed by the people interviewed, declining 4-H enrollment was an important one. Reasons for a dropping membership include 4-H's image, available population, two-parent employed families, and extra curricular school activities. Other concerns were the need to prepare 4-H leaders and the importance of meaningful activities for older 4-Hers.

Those interviewed voiced concerns regarding the 4-H program. Some noted declining 4-H enrollment in their counties:

"Our enrollment is going down. We are having a lot of drop-outs. I don't know what to do to boost it up. It's a good program. We need to keep it going, but it's in such a slump right now."

"4-H is going through a cycle, and I think it is on the downhill slide. It was on the crest."

Some respondents hoped that more young people joined 4-H:

"I wish there was a way we could reach more people. I keep telling everyone about the 4-H clubs and how excited I am about them. I think there is something for everybody. It's not just for those who want to raise sheep or want to know how to can their food. They've got clubs for everybody."

"I think 4-H is so darn important. You can reach these children, especially in this area I live in. There's a consolidated school, and you've got about six different communities. If 4-H would jump into those little communities, they could make it."

"I have often thought it should include the town kids. They try. If you don't have a club that interests a certain group of children, they're not going to join."

Others were concerned about promotion. As the school administrator said:

"I think our 4-H program in the county needs beefing up. It needs a little more of a push behind it. I can't think of a name of a single club. If it was as active as it ought to be and promoted, I would at least know the names. We need to work on it."

Some were concerned with the image of 4-H:

"As soon as they hear 4-H, they think you're going to take them 40 miles out in the country and wear a straw hat. This is especially true in this very blue collar city area."

"The public is not aware of the wide diversity in 4-H, nor that it is available in urban areas. They assume it's all cows and horses."

Some attributed enrollment to the available population.

"I was a baby boomer. 4-H right now is real thin, but we're all starting to have children so that will start to grow back up again."

"The Korean baby boom have graduated out of 4-H. It started to drop. We're at a low tide right now. We will go back up because we have a wealth of young people."

The increasing number of two-parent, employed families was seen as a factor to explain declining membership:

"More and more the husband and wife both work. It's getting more difficult to find people who want to donate their time. They are working 40 hours a week, besides doing housework and other chores."

"I know that most mothers work now in order to keep food in the house and a roof over their heads. You just don't have the time. It's a problem to get people to give the time to 4-H."

An increasing number of extra curricular school activities was seen as a force that caused 4-H enrollment to drop:

"The kids are so busy, they just don't have time. When I look at our kids, their schedules are so full. They are active in sports. It's all that they can manage."

"We have a lot of problems with the schools because they try to program every moment of a child's life. Our 4-H club meeting was always Saturday at 9:00 a.m. We can't do that anymore because athletic events are scheduled on that day. We changed them to evenings, but still we only have half of the club there at any one time because there is always something."

The need for orientation and preparation to become a 4-H leader was seen as an important component in a program's success:

"This is probably why I'm pulling out. I don't feel I'm as qualified for it as I would like to be to train the girls to do things the proper way. There is no training to be a leader. I think there should be training."

"We need to get the basics to a lot of the new leaders. They need to know how to carry on meetings, what resources are available right here in the office. Then, we have to get them to go to some of these area programs."

"I think we need more leader training in specific project areas. Our agents are so busy that it's very difficult. Sometimes the leaders don't show up."

The need for meaningful activities for older 4-Hers was also noted:

"I have problems with the boys. It's hard to keep them interested once they reach high school. They say, 'This is sissy stuff.' They lose interest."

"Junior leaders are probably the worst part of 4-H right now. Our older girls are dropping. They don't really feel like they are getting to do anything."

"Kids should take more responsibility in 4-H activities. I don't think the kids take the responsibility, or else the leaders don't give them the responsibility."

"I keep thinking to myself, 'Why should we do it for the kids? This is a kids' program.' We're just to lead and advise. We're not here to do it for them. Let the Teen Council do this. That's their job as teens to learn responsibility."

These concerns are similar to recommendations identified in another national study, the 4-H Alumni Study (Assessing the Impact of 4-H on Former Members). That study recommended that Extension should publicize its 4-H programs so nontraditional audiences can be better informed of the opportunities available, that programs be designed for older teens, and that particular attention be given to broadening opportunities for leadership.

Expansion of Forms of 4-H for 8-11 Year Olds

Our visits throughout the country showed us both how much volunteers and Extension working together are accomplishing with youth and how much could still be accomplished. In some counties, the concentration on only one form of 4-H and/or on 4-H as the only Extension program for youth has limited the role of volunteers and has limited Extension's contribution. In most counties, there is a good deal more that could be done with and for youth if volunteers are willing. Some of those activities are clearly 4-H; others might be included as part of 4-H or might be separate programs.

4-H has shown that it can make tremendous contributions to youth both in terms of learning provided through specific projects and activities and to general life skills development. One framework shows that 4-H contributes to helping youth with coping, caring and competency development. The contributions are so valuable that most counties should offer at least three different ways of participating in 4-H. Each form requires a different set of volunteers.

Community clubs. A 4-H club gives youth experiences that other forms of 4-H do not. Youth learn how clubs function, what officers do, how to be a good member of a group, how to work together with others on special assignments like floats and fair booths, what parliamentary procedures are all about, what it means to "join" a group and what it means to be a "group member." In addition to being a convenient channel for supporting 4-H's other learning activities, the club format of 4-H provides learning opportunities

However, today youth only take part in a 4-H club if their family is supportive and interested or if the club leaders or other volunteers are able to sponsor them and help them get to meetings and events. Many interested youth are unable to take part because they lack this kind of support. Therefore, even though a club format provides some special learning, other modes should be available to reach those youngsters whose families can or will not help.

In some states, community clubs remain strong. In some they are fading away. In others, they are just beginning to be formed. Where they are fading away, it would appear that the club format has not adjusted to changes in life styles. Fifty years ago, 4-H clubs in many communities functioned only part of the year, for three or four months in the summer, or a few months in the winter. The groups were small--made up of seven or eight families who lived close enough to each other or the rural school that members could safely walk to meetings. The activities were fairly limited and simple. The leaders could fit them into family life and work without undue difficulty.

But school districts changed. Neighborhoods disappeared. The 4-H program diversified and grew. New activities emerged. Year-round, multiple-project clubs of 30 to 100 members emerged and the tasks of 4-H leaders greatly increased. This was not a problem when women were at home and some capable women needed extra challenges and could handle complex clubs. Extension staff like the large, year-round, stable clubs and leaders who serve for 10 or 20 years because it makes record keeping, keeping enrollment up, communication, and other tasks related to the 4-H program much simpler. So in many cases this is the image of 4-H. It takes a very committed volunteer to be willing to take on the responsibility for leading this kind of club. With both parents working, fewer volunteers are able to carry this heavy a load.

Some counties have adjusted by abandoning community clubs and developing county wide clubs led by the agents or other professionals. This further limits participation to those whose families are supportive enough to take them across the county to a meeting. Some counties are building 4-H club work into after school activities for kids where both parents are working. The clubs meet at the school building or a near by community building for the period of time between school's dismissal and the parent's being home from work. This form of 4-H club either requires a much larger team of volunteers available in the late afternoon to keep activities going two or more afternoons a week, or 4-H needs to rotate with other programs to maintain a full week of after school activities.

Other counties are taking a good look at life-styles and are adjusting the 4-H club image so that the small group of kids from one neighborhood taking only one or two projects, meeting for only a few months, and taking part in only one or two county activities is a very acceptable pattern. Such clubs may only be active for two or three years and then the small group of youngsters may move on to some other activity. But for the years the club was in operation both the leaders and the members enjoyed and learned through their experience. If there is a volunteer willing to serve as an area coordinator helping new clubs to emerge and leaders to keep their activities simple, this more flexible pattern of community clubs can be well supported without putting a county system into chaos.

It is recommended that:

- the local 4-H club mode of 4-H be strongly supported and strengthened;
- 4-H alumni groups be developed in each county to encourage continuing local 4-H clubs as well as to support delivery modes that take 4-H content to young people who cannot take part in a club;
- 4-H clubs be encouraged to view themselves as part of the community and as a community asset;
- a vigorous promotion program be initiated so that more young people and adults will realize the value of 4-H;
- club formats and programs be adjusted so that it is easier for young people to participate when their parents are working or they want to take part in school activities (some clubs may need to develop schedules that call for other than monthly meetings);
- learning opportunities for volunteers be arranged in such a way as to fit the other responsibilities of those volunteers;
- 4-H formats attractive to older 4-H members be strengthened or developed.

Short term summer interest groups. Often the youngster whose family is not willing to be tied to monthly meeting year round, will make the effort to see get him or her to a series of six or ten sessions in a two or three month period. Volunteers work out a set of planned activities in one or more areas and combine learning and fun in those sessions. Youngsters make things at the meetings. Some carry out activities at home related to a 4-H project at home in addition to the work done at the meetings. Others do all of their project work at the meetings. Although the actual time spent by both the volunteers and the participants is probably the same as in a club, to some people it looks much less formidable in that it is contained within a few weeks and then is over. Special interest meetings are usually held at a community building--church, school, town hall, etc. or at the volunteer's home and the location is easy to get to. Skilled volunteers are able to help youngsters both learn related to a specific subject and to work on life skill development through speaking, judging, and other contests or games.

School enrichment activities. Some kids can only be reached at school, but by being reached at school school is made more tolerable for them because they find ways in which they can excel even though they may not be strong in school subjects. 4-H school enrichment programs take various forms. Some focus heavily in arts and crafts, some in home and family related subjects, some in pet care or nature study.

Unfortunately sometimes agents feel they have to conduct the school enrichment projects themselves. Often a talented volunteer who is a former teacher or has equivalent credentials will be acceptable to the school system.

Individual projects. Although some kids can only take part in group activities because they have no adult support for carrying out projects and learning activities at home, some youngsters have excellent adult support but because they are involved in so many other things, or simply don't like group work they are not interested in taking part in any kind of local group but want to carry out their projects and take part in county activities. Project camps or regular camps often can provide the individualists with 4-H friendships and contacts but only involve them in a group activity once a year.

The teams that visited in the 12 counties talked with many former 4-H members, some current members or their families, and several 4-H volunteers. They concluded that:

- The powerful impact of 4-H is apparent in each county. The effects go beyond the specific program.
- 4-H exists in many formats--community clubs, school clubs, project clubs, school enrichment activities, and individual family membership. All are important.
- The community club approach involves more volunteers. Community clubs make a major contribution to most communities through both their community service activities and the bringing together of families in a neighborhood.
- School clubs and school enrichment programs reach more youngsters, including those whose families are less likely to help with a community club. The programs help youngsters relate better to school and help science teachers make science meaningful.
- Short-term, specially-targeted programs such as nutrition, indoor gardening, and embryology are extremely important in helping youth understand living things.
- Although all make major contributions and could function in the same county, there is a tendency to emphasize one format to the exclusion of others.
- Both 4-H projects and activities such as speaking and demonstrations and 4-H projects have a great deal of impact.
- Working with and through volunteers who guide and coach other volunteers (Key Leaders, or Middle Management volunteers) helps agents work with many more 4-H clubs. Such positions also provide special recognition and challenge for the volunteers holding the positions. New leaders appreciate the fact that the Key Leaders have had considerable experience and have learned how to handle problems.
- Volunteers gain additional skills and experience when they are responsible for developing county and state events and activities.
- A strong team of county-level volunteers (Key Leaders or Middle Management) who thoroughly understand the county and the 4-H program can be especially valuable in counties where agents are responsible for more than one program area or where there is constant turnover. They can handle many of the details of county events and activities, leaving the agent free to teach in both program areas.

Challenges Can Extension develop enough volunteer partners to keep several modes of 4-H strong and successful in the same county? Can Extension agents "give up" some of the detail of 4-H projects, activities, and events to volunteers? Can 4-H adapt or design programs which will involve more boys as members and more men as leaders? Can 4-H successfully transfer youth met through school enrichment programs to other 4-H programs which involve independent project activity and county events and activities? How can Extension develop volunteer programs which will attract and help older teens and young adults? Such programs might be with any of the Extension program areas.

New Programs for Junior Highs

The future looks both bright and challenging for the volunteers and Extension agents who are dedicated to working with young boys and girls. There is much that can be done if more adults will volunteer.

However, the biggest challenge comes in developing new programs for teenagers. Extension personnel will be asking volunteers to join with them in programs designed to help youth deal with the times in their lives when they are most vulnerable to substance abuse and deviant social behavior.

Few youngsters stay in 4-H through junior high school and yet this is one of the most vulnerable periods for youth. An eight year old joining 4-H, may have completed five years by the time he or she is 13. Many junior highs look at themselves as having left childhood behind and see dropping out of the organizations which they enjoyed a children as a step toward moving to a more mature status. Others want something different than the typical 4-H Club offers.

Volunteers who work with this age group will need to be especially adaptable and patient. In 1988, when 1100 junior high students in Beloit, Wisconsin, were asked to respond to eight pairs of descriptions and asked to choose which of each pair they preferred. The picture of a youth program that emerged for the majority of the respondents was as follows:

- the group makes decisions rather than a leader.
- the group can be creative rather than following rules and regulation
- everyone is working together rather than each working alone.
- kids being able to choose different things rather than everyone having to do the same thing.
- activities where kids can talk to each other rather than having to be quiet and concentrate.
- tasks which can be completed in a short time.
- unstructured groups rather than organizations with officers.

However, at least one respondent in ten preferred highly organized and structured activities where a leader made many of the decisions and individuals worked alone on their own projects. Perhaps this difference in response explains why some youth stay in 4-H and Scouts well into their teens, while others drop out.

Respondents were almost evenly divided in terms of whether they preferred activities which provided fun at the moment or built skills for the future. Almost half chose building skills for the future.

There was considerable variation in which of the 33 items were selected by the respondents. Sports was the only area selected by more than half of the respondents. The range was from 4% selecting gardening, insects, or farming to 36% selecting computers, 37% selecting music, and 55% selecting sports.

It was quite evident that the formally organized youth programs which are able to recruit younger children had very little appeal to the Beloit junior highs. When asked how likely it was that they would join Scouts or 4-H less than 10% showed any degree of commitment. Although a few more saw some slight possibility that they might take part, over three-fifths said that it was not at all likely that they would join Scouts or 4-H. The Y faired somewhat better but even with this organization, only about a fourth said that it was very likely they would take part and a third said they definitely wouldn't take part.

Responses to likeliness of joining an existing youth group showed very little difference according to gender even though statistical significance appeared. The only sizeable visible difference related to ethnic background was that 50% of the black respondents said they were quite or very likely to take part in the Y this year as compared with 14% of the Hispanics and 28% of the white respondents. Seventh graders showed slightly more interest than did 8th and 9th graders.

Some additional insights are found in the fact that a fairly sizeable number of junior high students completed the sentence, "What comes to mind when you hear Scouts? 4-H? with the word boring or with some other negative word such a stupid, crazy, dumb. There were a total of 163 negative responses to Scouts (including 95 comments of "boring") as compared with 50 positive comments (including 36 comments of "fun"). The numbers for 4-H were 140 negative (69 boring) and 71 positive (51 "fun"). The Y faired much better with 217 generally positive comments (171 "fun") to 28 negative (15 "boring"). The Y has a very active sports program.

It would appear that group activities, without the additional requirement of individual projects, focused on music, creative drama, or special projects like Friends Helping Friends which 1) provide opportunities for social interaction 2) provide some recognition and visibility as "adults" 3) and challenge the participants without pushing them or laying it on them, might appeal to some of the youth that think they have outgrown 4-H. The use of the title 4-H may need to be subordinated to some other program name. However, it may take very patient and special volunteers to work with junior highs. The volunteer who is very successful in working with 8-12 year olds may be frustrated by junior highs.

Extension Programs for Young Adults. It has been clear for a very long time that 4-H has very little appeal for most senior high students and young adults. Sometimes volunteers console themselves that it is because kids are too busy. It is true that most young adults are busy with jobs, school and social activities, and finding their place in life. But Extension does have things to offer them if volunteers can find the time to make the right offers.

For some young adults, this means drawing them into adult programs with special roles. For others, it means drawing them into supporting activities which help with other programs. For example, senior high students who are skilled in photography, videography, computers, art and design, or journalism could carry out certain volunteer tasks which help other volunteers or the Extension agent. One senior high student who was a skilled seamstress made puppets and helped with games at the EFNEP summer foods program. Others could serve on committees in adult programs. Still others could serve on a team to teach, direct plays, music, etc. or coach younger members. Or youth and adult volunteers may come up with community projects, task forces, or other short term group activities which will give young adults responsibility and help them increase their skills but also give them the feeling of flexibility and maturity that they need.

Unfortunately, in some counties Extension and volunteer vision in regard to roles for young adults is limited only to the 4-H junior leader who has survived six or seven years of 4-H club work and thus "earned" a chance to be a junior leader. There is no interest in exploring other programs which might appeal to the other 99%. But a good share of the other 99% are serving as volunteers in other programs. Possibly many of them serve as volunteers related to recreational programs.

Programs For High Risk Youth

4-H is much more likely to reach the middle class kid with a good home life and lots of encouragement from parents, yet Extension has a great deal that it can offer to kids who do not have that kind of home environment. Volunteers can do a great deal to take the valuable parts of 4-H to less fortunate youth.

4-H Flexibility Can Be Blocked by Volunteers

For volunteers who want to contribute to youth, there is tremendous potential for partnerships with Extension. 4-H can reach and help many more youngsters if there is enough volunteer interest and support to provide very 4-H in a variety of forms. However, it can be very difficult for a 4-H leaders organization and 4-H alumni whose only experience in 4-H has been with one form to be willing to adjust county events, awards, and recognitions to accommodate youth and volunteers from various modes of 4-H. For example, it may be very difficult to accept a junior high as member who only takes part in a group project without also carrying an individual project. Or to accept a 4-H member who only focuses on music or drama which in some counties are viewed as being enriching activities which may be added to agriculture or home economics projects.

CHAPTER 9

AGRICULTURAL COMMODITY GROUPS

This chapter provides an overview of how volunteers work with Extension through agricultural commodity groups:

1. Roles of agricultural commodity groups.
3. Examples of county organizations.
4. Examples of state and national organizations.
5. Volunteer tasks and benefits.
6. Summary of value.
6. Looking to the future.

Volunteers work with Extension Agricultural programs in three main ways: 1) as members of a commodity group; 2) as individuals helping with applied research or a specific project; and 3) as members of planning and advisory groups. The last two activities are covered in other chapters. This chapter looks at the work of organized groups.

Most counties, 88%, indicated that the Extension agents worked with volunteers from agricultural commodity and breed groups. Such groups are organized county-wide on the basis of interest and production. Thus, the community is created by those who have an interest in a particular commodity. The type of commodity groups in a county depends upon the commodities produced in the county.

ROLES OF AGRICULTURAL COMMODITY GROUPS

Typically, commodity groups are independent of Extension and affiliated with both state and national organizations. The relationship between commodity groups and Extension is often two-way. That is, Extension assists by providing educational programs for the group; the commodity groups assist Extension by cosponsoring or supporting educational programs.

Volunteers in commodity groups were much more likely to be involved in working on events than they were in group teaching. Over half of the Agricultural Cooperators surveyed in Phase II indicated that they shared information with one or two people, coordinated events, served on committees or provided funds and facilities. Only 39% said that they were involved in teaching groups.

During the twelve site visits, officers and members from a variety of commodity groups discussed their activities, how Extension agents had helped their organizations, and how, in turn, their organization had helped with Extension's mission. Agricultural agents work with many other commodity groups, depending upon the main commodities in their county. They also work cooperatively with a great many other agriculture and community organizations.

COUNTY ORGANIZATIONS

Most commodity groups are organized on a county rather than a community basis. (4-H and Extension Homemaker Clubs, on the other hand, usually are organized on a community basis.) Commodity groups in the twelve site visit counties include Cattlemen, Pork Producers, Corn Growers, Crop Improvement, and groups specific to the individual counties.

Cattlemen

Nationwide, the Cattlemen's Association is an organization independent of Extension, but its state and county associations often cooperate with Extension. Following are examples of the cooperation between these groups and Extension.

Harrison County. The county Extension agent helped start the organization so that people could share information and to provide a source of information on producing beef cattle. The agent attends Cattlemen's meetings, helps to plan their programs, and locates speakers who often come from the Land Grant College to present programs. A member of the Cattlemen's Association described Extension's involvement:

"Extension's biggest benefit is as an organizer. We all sit out here and need training programs; need to come together for field days for the Cattlemen. A lot of times, even with directors who have the best intentions in the world, nothing would get pulled together without the county agent. So Extension pulls us together for the things we need to get done."

The county association of eighty members holds an annual meeting in the fall, a program with speakers in the winter, and a picnic and tour in the summer. The IVE interview team visited the annual meeting. A local 4-H club served a meal to about one hundred people; officers and board members were elected; and a livestock specialist from Purdue spoke on changing trends in cattle markets.

Jefferson County. A Jefferson County, Texas, Cattlemen member described the association's honor day when people go from farm to farm to observe new techniques or the special ways a particular rancher does things. One of those interviewed noted that it is an educational event and discussed how Extension cooperates:

"This is the day that we get out on the land and look at the cows, the range, and the feed. Extension Service uses this as an educational tool as far as things they can pass on to livestock producers--things that if we had done it a little different, our results would have been different."

The value of information from Extension and how information is disseminated was described.

"We first learned and saw eartags to keep flies off the cattle at a Cattlemen's meeting. The Extension agent had brought someone in to talk about how to take care of your animals on the pasture. Now, it's standard practice to use eartags. Those who were there at the meeting used them. Then at Cattlemen of the Year Day a few more learned about it. And you pick it up through publications, too, or just talking to your neighbor."

Columbia County. The Columbia County, Washington, Cattlemen's group was started through Extension's efforts. The Extension agent helps set up programs for the group, which uses his knowledge of the county. The agent also works with the selection committee to choose the Cattlemen of the Year:

"We select the people, picking his brain at the same time. He travels the county and knows what's going on at everybody's ranch. The rest of us only know what's going on in our own neighborhood."

One group activity is the county tour. Gaining new ideas about practical procedures is an obvious value of these tours:

"You see maybe that one farmer is doing something you never even thought about."

The Cowbells, the Cattlemen's auxiliary group, works with the Extension Home Economist, who is chair of their nutritional committee:

"Mainly, the Cowbells have her help with nutritional information. We have her put on programs at the Cattlemen's meetings. The Cowbells work with her and with a food demonstration. We had her do a program on beef and health."

The Cowbells prepare meals for organizations to promote the use of beef and to raise funds for the organization, both of which provide a useful service to the community. In addition to an educational purpose, the Columbia County Cattlemen's Association is a social organization:

"It's really a social organization--the Cattlemen's. It's pretty close. All the neighbors getting together, talking. Pot luck suppers."

Pork Producers

Pork Producers, a national group, also has state and county organizations. The group was active in three of the site visit counties.

Harrison County. One of those interviewed said the group was not organized by Extension but that recently the group had been using Extension's meeting facilities and that Extension sends out their meeting notices. In Harrison County, the primary purpose of the organization is to promote pork. One of their activities is to sell pork burgers at the county and state fairs. As a producer noted:

"Our main goal is to let people know that pork is good for you. We're trying to get in touch with doctors, to let them know that research has been done and that pork is good for you."

Martin County. The Extension agent was instrumental in organizing Pork Producers in the county. The fifteen to twenty producers meet once a month and have speakers like a veterinarian, an ag economist, an Extension swine specialist, and representatives of commercial companies. The role of Extension was noted:

"It's trying to help us producers get information from the State College and the Extension Service. This is one way of getting it down to our level. By having the Pork Association, we can get together, and the agent can supply information to the group rather than individually. Without the Extension Service, I doubt if we would have the county Pork Producers Association. You've got a lot of people that are willing to do something, but they don't have enough time to get all these things pulled together."

The value of sharing with other producers was also noted.

"It gives us a chance to meet. The lectures are informative, but not as informative as sitting there talking to the other pork producers. From them you can pick up good practical ideas."

Working with the organization has also developed leadership skills:

"I think it's done a tremendous job of increasing my leadership skills. If you succeed at it, then people know you must be doing something right. I have had people going into the pork business talk to me. They recognize if you have survived, you must be doing something right."

Minnehaha County. An active Pork Producers group exists in this county. One of those interviewed claimed that the purpose of the organization was to promote pork; accordingly, the group has two major events: a county meeting with a program and a summer pork barbecue. At the county meeting, the group hosts a supper and speakers like the state Pork Producers president and the Pork Queen. The group is actively involved in a membership drive. A member will take a township and ask all pork producers to join the organization. There are also associate memberships for business people.

The Minnehaha County Pork Producers support Pork Council women who serve pork products at supermarkets two days a month. Meat market managers are happy to have them in stores because their samples and recipes sell pork. Extension supports the group by typing and copying their correspondence.

Corn Growers Groups

Martin County, North Carolina, had a specialized planning committee of corn producers; and Harrison County, Indiana, had a Corn Growers Association.

Martin County. Representatives of the committee help the agent plan his program for the coming year. The committee also sponsors a corn growing contest in cooperation with the Extension agent. The plot with the highest yield produces the winner. As one winner said:

"I think it gave a lot of farmers a chance to see what different varieties would do. It gave them an opportunity to look at varieties. We always get more out of what we learned than the contest part. The contest is nothing more than your doing good and getting a trophy for having the top yield in the county. It's a feeling of prestige, but then in some respect that person has learned something that gave him that type of yield."

Harrison County. The Extension agent works with the Corn Growers to try to inform farmers of better methods and practices so corn yields are increased. The agent works with the area Extension agronomist to provide programs. Specialists from Purdue also speak to the group on corn production. The group has promoted no-till techniques and worked on weed control.

Concerning the educational values in sharing among members, one interviewee explained:

"We learn from experts, and we learn from each other."

The social aspect of the organization was also important. As one grower noted:

"At Corn Growers meetings, they have speakers but the main thing is to get together and have a meal. I see a lot of people that I haven't seen for a year or six months."

Crop Improvement Association

Examples of Crop Improvement Associations encouraging improvements in grain crops were found in two counties.

Columbia County. In this county, the Crop Improvement Association is affiliated with a state association. Extension personnel serve in an advisory capacity to both groups. The purpose of the association is to promote the use of certified seed, to set the standards for certified seed, and to distribute new releases of small grain varieties. The association also works with the Land Grant university, which propagates the breeder seed for new varieties. Members of the Crop Improvement Association then use the breeder seed to grow foundation seed that is sold in the county by the Crop Improvement Association.

Minnehaha County. Approximately 75 farmers belong to the county Crop Improvement Association. Some of those interviewed said that the purpose of the association is to promote the use of new varieties of seed and to help farmers become more aware of quality seed.

Some farmers plant a number of small grain plots to demonstrate the difference in varieties of wheat, barley, and oats. The association then sponsors a tour to view the varieties. The Agricultural agent works with the association and the farmers who have test plots. Extension also assists the organization with educational programs like their annual meeting. The interview team had the opportunity to visit one annual meeting, which featured a dinner and a speaker from the experiment station who spoke on diminishing returns from fertilizer. One association member attending the meeting said of the speaker:

"He gave a good presentation, made his facts so clear. He said what you suspect but don't know for sure."

Agricultural Improvement Organization

In Columbia County, Washington, a local group raises and manages funds for special events to promote agricultural improvement. One of the group's promotion tactics has been to rent two buses that took growers throughout the county to tour different variety trials of wheat and herbicides.

Horticulture Society

Cherry production is a major crop in Leelanau County, Michigan. The Horticulture Society exerts a major influence on the programs that the agent has carried out; similarly, the agent exerts a major influence on the society's programs.

The Horticulture Society created a regional experimental station. Cherry growers in the county and neighboring counties felt that the micro climate in the area made the research conducted in other parts of the state inappropriate. When cherry prices were exceptionally good in the late 1970s, area cherry growers were able to purchase a farm for leasing to the state university for a fruit crop research station. Today, a board of growers decide jointly with the university which research needs to be done.

Every two years there is a demonstration day at the research station, an event sponsored by the Horticulture Society. Growers tour the research station. Area dealers bring orchard equipment and demonstrate it to the crowd.

In addition the Society, in cooperation with the Horticulture agent, conducts a series of winter coffee hours. Here, the agent and specialists provide information on fruit production.

The Society also has cooperated with the agent to carry out a two-year Ag leadership program for county fruit growers. This program has focused on both leadership and fruit marketing. Programs in the local area and field trips to the state capital and California were components of the event.

Despite the variety of activities offered, several of the respondents believed that their group was a family organization that united the growers, that gave growers a chance to share information and support one another:

"It gives them a reason to be together to exchange ideas. It gets people together and fulfills social as well as economic needs."

Nursery Growers Organization

There was a grower's group in Delaware County, Pennsylvania, where the agriculture industry is primarily comprised of nursery producers and greenhouse operators. The group had been organized by Extension. Members assist with Extension programs by planning, teaching parts of some programs, and assisting in program evaluation. When asked how the organization had helped growers, one member noted a variety of advantages:

"The exchange of information is the main benefit. But there is the social aspect of it. The combination makes it a little easier to do business with one another. In a sense, being on friendly terms really helps everyone involved realize there isn't a need to be at odds with each other because it isn't really that competitive. We can benefit by cooperating with each other, by exchanging ideas, being able to buy products together and to refer customers to other growers."

Woodland Owners Association

In Piscataquis County, Maine, the major agriculture commodity is timber. An area Woodland Owners Association is affiliated with a state association. The agent meets with the group as an advisor and helps them organize and plan their meetings. The Association also supports Extension's educational activities.

Other Agricultural Organizations

In Wisconsin and some other states Extension works closely with Forage Councils and with Milk Quality Councils. The forage council sponsors and helps to carry out hay auctions and field demonstrations and tours. The Milk Quality Council cooperates in carrying out local meetings and in other educational programming.

The councils include both the producers and the agribusiness personnel and professionals who support the farmer in regards to the particular commodity. For example, Milk Quality Councils include veterinarians, dairy plant representatives, and milking equipment dealers. One of the main purposes of the Wisconsin Milk Quality Councils is that of getting those who are advising farmers to emphasize the same thing and to share the same priority messages with farmers. The Council also encourages the members to refer farmers to each other and share information about farm problems.

STATE AND NATIONAL ACTIVITIES

Some county level volunteers extend their volunteerism to the state and national level. While they volunteer with organizations that are independent of Extension their volunteer experiences at the county level influence their activities at the national level--and vice versa. The county-level experience prepares them for state or national volunteer positions while that position may help strengthen volunteer activities at the county level.

In Martin County, North Carolina, various agricultural cooperators told how they also participated in state commodity organizations. Some reported attending meetings of the state Corn Growers, the state Peanut Growers Association, and the state Crop Improvement Association. They remarked that association programs were both educational and valuable for promoting research, as well as other benefits. For example, the Peanut Growers convinced the state legislature to assess growers a small fee to use to employ a full time director. The interviewees saw the importance of having state specialists work with the State Crop Improvement Association to produce quality seed.

A woman who raises wheat with her husband in Columbia County, Washington, described her volunteer work with the state Wheat Growers Association. Working with other volunteers, she used her talent for writing to develop promotional pieces. Washington wheat is a soft white wheat that has limited use in this country. It is primarily used for cake flour, pita bread, and pizza crusts; most of it is shipped to the Orient. The volunteer used her skills to create advertising that would increase consumption of the soft white wheat in the state and presented information to the students in local elementary schools:

"The Wheat Association gave me the opportunity to write, I never knew I could write. It gave me the opportunity to grow and it taught me more about the wheat business."

A wheat grower in Columbia County, Washington, explained how he and other volunteers had started the state Wheat Commission. The Wheat Commission assesses wheat growers a certain amount for every bushel of wheat sold. The funds are then used for research. He also described how they had obtained additional funds for research by traveling to Washington, D. C. Once the research has yielded results, Extension agents then inform wheat growers of the findings. Growers also remarked that volunteers who serve outside the county will often share information with the county agent and other people within the county.

Another example of cooperation with Extension came from a Martin County forest owner who was his state's representative on the National Farm Bureau Board. He was actively seeking public funding for reforestation. The skills he needed to obtain funds were similar to those he had used to secure funds for an Extension Forestry agent in his home county.

A Harrison County Extension Agricultural Cooperator, who was a member of the Extension committee, lobbied in Washington, D. C., for protection for the Farm Credit system as a Farm Bureau member. After his trip to Washington, he shared his experiences with members of the Extension Committee and various county volunteers.

One person interviewed in Minnehaha County told of participating in a multi-state milk cooperative. He had served on its board after initial work at the county and district levels and explained how Extension specialists from five land-grant universities worked together in an advisory capacity with the national board.

A cherry grower in Leelanau County, Michigan, described his participation on the Michigan Cherry Committee, which is responsible for advertising the cherry industry within the state. Growers noted how his participation in an Ag leadership program conducted by the county Extension office had helped prepare him for his service on the committee.

In addition to organizations which deal with a particular commodity or kind of farming, Agricultural Extension agents and specialists also work with the major farm organizations and with a host of specialized dairy cattle, beef, sheep, swine and horse breeder groups.

VOLUNTEER TASKS AND BENEFITS

The next section summarizes responses from Agricultural cooperators and their clientele. Some of the cooperators were officers of commodity groups. Others were farmers who helped with applied research and demonstrations.

AGRICULTURAL COOPERATORS

There were 146 Agricultural volunteers and 56 Agricultural clientele among the 1100 volunteers and 469 clientele in the national study of the implications of volunteerism. The names provided by agents were not randomly selected because many Agricultural agents did not have complete lists either of volunteers or clientele.

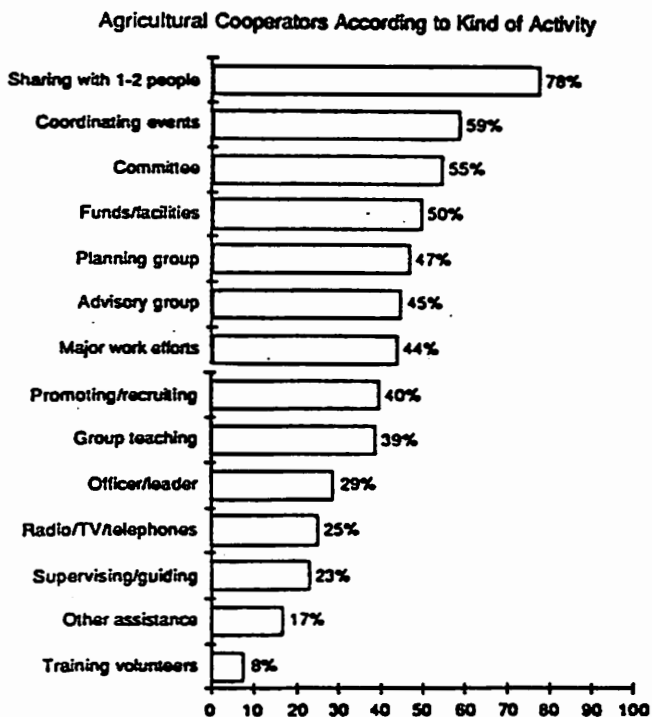
Characteristics of Volunteers and Clientele

The characteristics of Agricultural volunteers and clientele were very similar. In both groups: over 90% were male; about 70% were farmers; about 85% lived in the country or in villages of fewer than 2,500 people; 10% were under 30 years of age (30%-36% were over 50); two-thirds had at least some education beyond high school (46% of the volunteers and 30% of the clientele were college graduates). Four percent of the volunteers and none of the clientele in this sample were from ethnic minorities.

Becoming a Volunteer

Two-thirds of the Agricultural Cooperators became volunteers because someone asked them to serve. Most, 51%, were asked by an Extension staff member. Only 17% sought out the work on their own. Some did not recall how they started.

Volunteer Activities



Agricultural Cooperators worked with more than one kind of activity. They were most likely to share Extension information informally, coordinate events, serve on committees, or provide funds and facilities.

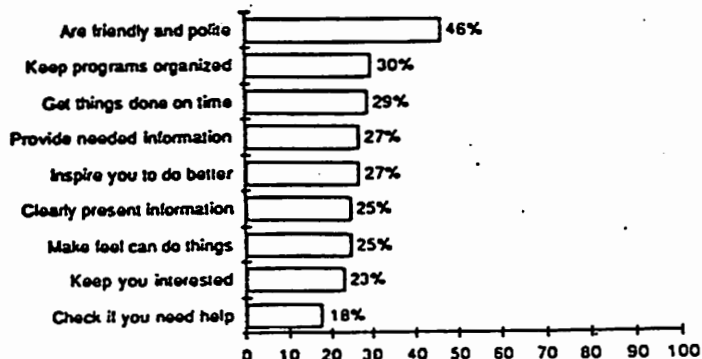
About 17% of the Agricultural Cooperators said they directly assisted an Extension agent by providing information, acquainting agents with the community, developing teaching materials, setting up displays, or taking over routine tasks which often take agents' time.

About one Agricultural Cooperator in ten had served with Extension at the state or national level. Over one-fourth (27%) had secured Extension assistance with volunteer work not related to Extension.

How Well Do Agricultural Cooperators Do?

Most clientele said that Agricultural Cooperators did O.K. or quite well. The percentage giving "very well" ratings was lower than those given by other Extension volunteers. Fewer than half said they did very well.

Agricultural Clientele Indicating Volunteers Do "Very Well"



How Well Do Agents Do?

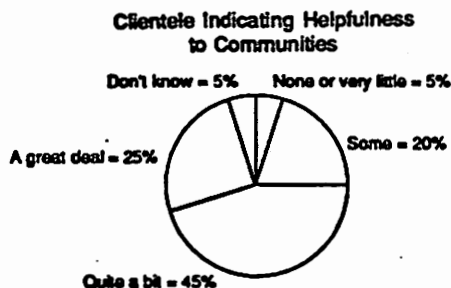
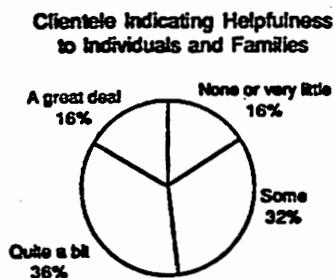
Most of the Agriculture volunteers were satisfied with Extension's help. However, only 34% of the Agricultural Cooperators said they were very satisfied. Less than a third were very satisfied with the extent to which agents listened to volunteers' advice and their openness to working with volunteers from many backgrounds.

In general, Agricultural clientele thought Extension staff worked well with Agriculture volunteers. Over half, 54%, gave them "very well" ratings. Only about a fourth said Extension agents did very well in recruiting and training volunteers.

Less than 20% of the Agricultural volunteers thought there were problems. The most frequently mentioned problems by this group were: frustration and anxiety, stress in the family, high cost, and family conflicts. About one in ten indicated that they felt used, that there sometimes were personality clashes, and they suffered from fatigue or burnout.

Impact of Extension Volunteer Programs

Most Agricultural clientele found volunteers at least of some help to individuals and families or to communities.

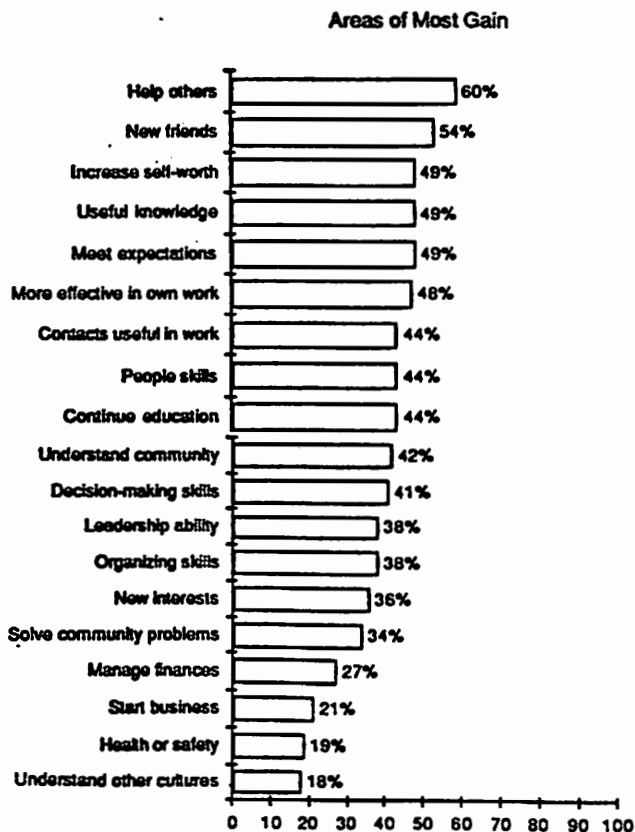
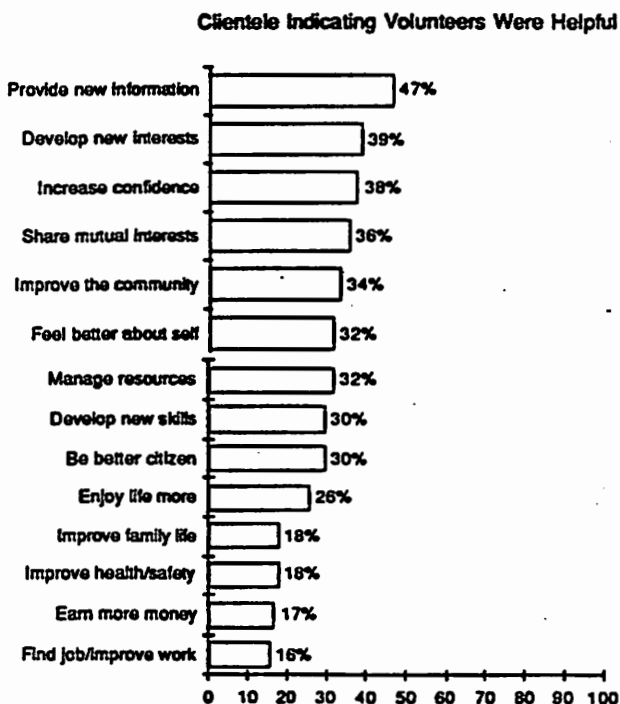


Impact on Clientele

Although many clientele of Agriculture volunteers felt that such volunteers had been of at least some help in a variety of areas, less than half rated them "quite a bit" or "a lot" of help in any of the areas included in the survey.

Impact on Volunteers

Agriculture volunteers also indicated they gained at least something in a lot of areas from their work with Extension. However, the number of high ratings was smaller than for other volunteer programs.



SUMMARY OF VALUE OF COMMODITY ORGANIZATIONS

From this variety of commodity groups, a number of values can be identified.

Value to Members:

- Members can benefit from the fellowship of other members with similar interests.
- Members can share information and concerns with their fellow producers.
- Members can belong to an organization that will promote their product.
- Members can receive information from experts which may increase profit.
- Members can receive recognition for outstanding production.
- Members can develop leadership qualities and be recognized as a leader.

Value to Community:

- A visible symbol and recognition of a county's commodities.
- Cohesiveness within a particular group.
- Profitable production of commodities that can lead to an economically prosperous community.

Value to Commodity Groups:

- The relationship with Extension means that commodity groups have ready access to relevant information.
- Extension's cooperation means commodity groups have access to organizational resources, both in starting and maintaining organizations.

Value to Extension:

- Commodity groups provide support and assistance to Extension.
- The relationship helps Extension build stronger agricultural programs.
- Cooperation with commodity groups means Extension has access to those who can provide direction and guidance to Extension programs.
- Commodity groups provide an accessible audience for Extension agents.

Commodity groups can strengthen Extension programs, and Extension support can strengthen commodity groups. From their mutual effort, clientele clearly can enjoy mutual benefits, such as increased knowledge and social contacts with those sharing similar interests, as well as promotion of their commodity.

LOOKING TO THE FUTURE

The agricultural community and Agricultural agents are less likely to think of their activities as volunteering as are volunteers in other programs. The relationship is much more likely to be a transactional relationship of doing things to help each other, but at times Extension and a particular organization or group of organizations will cooperate to cosponsor some major event or meeting.

Peoples' Concerns

While not specifically referring to commodity groups, a number of agricultural cooperators noted concerns regarding Extension agricultural programs. Among those concerns are the following:

- A need for greater emphasis on the marketing of agricultural commodities:

"It makes no difference if you have a product that's sellable if you don't have a market. I wish that Extension would deal with marketing."

"It seems to me over the years that Extension always tells you how to grow the most wheat or barley, the biggest animals, whatever; but I would like to see emphasis on marketing. Not that I would ever want them to drop production, but I'd like to see more marketing and economics."

- A need for diversity, for specialty, and for alternative crops to supplement farm incomes:

"One of the biggest roles they can play now, in the coming years, is specialty crops. Other sources of income are being sought. I think the Extension Service has a real opportunity there."

"I'd like to see some alternative cropping trials. I know the way the farm deal is now, a lot of people are looking for alternative crops."

- A need for means to keep down production costs:

"With costs today, there are Cadillac-like treatments of herbicide, and there is a need basis. When times were really good, it was not as important. Now, it is important to keep your costs down."

- A need for methods of dealing with stress:

"This is a stressful time. They're raising the crop but not getting anything for it. We need a program to deal with stress."

Expanding Program Directions

Many farmers have faced financial difficulties during the past few years and the agricultural community has been shaken. The lack of financial stability and agriculture's interface with other areas such as human nutrition and environmental quality may provide special challenges to agricultural organizations. Based on the value of this relationship, such programming efforts should be continued, but greater emphasis should be given to marketing, diversity in agriculture, specialty or alternative crops, ways to decrease production costs, and methods to deal with stress.

In general those key volunteers on advisory boards or otherwise working closely with Extension personnel may need to consider encouraging:

1. ag commodity groups to meet together occasionally and explore areas of mutual interest that are not confined to one crop. For example, consider alternative crops and markets. Although each group needs to promote its own products, all need to contribute to promoting the interests of agriculture as a whole.
2. agricultural groups to do more looking at the future and preparing to guide their members through the problems which lie ahead for agriculture.
3. more attention to volunteerism whether it be planned information systems like Master Volunteers, or whether it be a group working together on a large event such as a show and sale, or a small group working on a promotional activity.

CHAPTER 10

EXTENSION HOMEMAKERS

This chapter provides an overview of how volunteers work with Extension Extension Homemaker Clubs and Councils.

1. Roles of Extension Homemaker groups.
3. Examples of local clubs activities.
4. Examples of county council activities.
5. State and national Extension Homemaker meetings.
6. Volunteer tasks and benefits.
7. Summary of value.
8. Increasing membership.
9. Looking to the future.

Historically, local Extension Homemaker clubs have been important partners with Extension. Phase I of this study, which focused on Extension agents nationwide, found that:

- 79% of all counties worked with volunteers through Extension Homemakers.
- 76% of Extension Home Economists worked with homemaker club leaders.
- 71% of Extension Home Economists worked with homemaker club officers.

Phase III found that 91% of the Extension observers knew about Extension Homemakers.

Within the Homemaker organization members are often volunteers, either as an officer, as a teacher, or as an aide with some activity. Many spoke of how they valued the opportunity to share with others:

"That's what is really satisfying to me--being able to share talent that you have."

"I've really learned a lot the past five years that I have been in Homemakers. What tickles me is that you're sharing with them what you've been taught. Just sharing that experience with them is rewarding to me."

"Volunteering is a way of giving back to the community."

"I like to do volunteer work because I like to get out and meet people. I like to teach them what I was taught. I enjoy sharing information and ideals."

"We talk about strength. I could sit here day in and day out and worry, but if you're out there doing something for somebody else, you don't have to worry."

Extension Homemakers are a study in contrasts. They exist in some counties but not in others. Extension Homemaker clubs can be located in very rural to very urban areas. Somewhat more than half of the Extension Homemaker volunteers interviewed in Phase II of the study lived in rural areas or villages of fewer than 2500 people.

The membership of a local Homemaker club may range from six to as many as fifty. A few clubs are made up of mostly young women; others are made up of mostly elderly women. Most have a mix of ages. Over half of Extension Homemaker volunteers, however, are over fifty years of age according to Phase II data.

Some of the clubs have members whose mothers were Extension Homemakers. Others have members who are new to the organization. Certain clubs might be in existence for only a year or two; while others--not surprisingly--have been around for more than fifty years.

In terms of employment, some Homemaker clubs whose members are employed outside the home; some have members who are not employed outside the home; and some have a mix. Phase II found that 16% of Extension Homemakers are employed full-time outside the home.

A number of Homemaker clubs are thriving, active groups who carry out a variety of forward-looking, progressive projects. Others look for what used to be. That is, members spoke nostalgically of the value of past activities and wondered why Homemakers couldn't be as it was years ago--or why there couldn't be programs to meet their current needs and interests, as it once had.

In all counties, concerns about reaching the young, employed homemaker were voiced, since young membership is the key to the future.

ROLES OF EXTENSION HOMEMAKER VOLUNTEERS

In most states where Extension Homemakers are active, local clubs are presented in a County Extension Homemaker Council and county Councils are represented on a State Homemaker Council. State Councils are represented on a strong national council. The national council has a committee structure which they encourage states and counties to follow. Program activities are suggested and communicated through the committee structure.

Volunteers at all levels are involved in teaching, coordinating large events, and in policy and planning activities. Local clubs also are involved in major project activities.

When tasks of groups of volunteers were compared in Phase II, Extension Homemakers were among the more versatile. Over 70% said that they had shared information with 1-2 people, served as an officer or leader, served on a committee, and taught groups, and provided funds and facilities. Over 50% had served on a planning group, coordinated an event, or helped with promotion and recruiting.

Some counties had active county Homemaker councils who used the committee structure of the national organization to develop work plans that resulted in valuable, exciting programs. In other cases, county councils were less active and were following ideas of the past. The Extension Homemaker organization existed in seven of the twelve site visit counties: Leelanau, Minnehaha, Harrison, Piscataquis, Martin, Jefferson, and Bernalillo.

LOCAL HOMEMAKER CLUBS

Local Homemaker clubs usually meet once a month in a local community building, in a church, or in a member's home. Typically, their program is three-fold--education, social, and service.

A statewide study in Virginia of Extension Homemakers which found that socializing was of great importance to 51% of the members, community service to 47%, education to 40%, and leadership development to 31%.

Learning

Members both learn and teach. Typically, members take turns teaching at their club meetings. Homemaker volunteers may obtain materials for club lessons from information supplied by the Extension Home Economist, a county or state Homemaker program committee, a Homemaker with special expertise, or by the Homemaker herself.

Extension Homemaker members identified a multitude of lessons they had benefited from through the years. They spoke of the many things they learned from the program:

"If members don't get anything else out of the experience except proper nutrition, they get enough. I think they get how to be a better grandmother, wife, and citizen. It makes you a better person because it's a well-rounded program. It's a learning experience every time."

"Many of the meetings we have had, we've had our husbands as our guests. We had a lawyer come speak to us about making a will. After that we did go make a will. We hadn't had one. We thought it would be more effective if our husbands were there to hear firsthand."

"I feel like it is to promote your home and teach you food and clothing. They teach you how to run your home and budget--every phase."

"I had a lesson on how to apply for a job. With so many farms going broke, people need this."

"The benefit is the education in health, money management, and stress management."

"It has taught me how to be a much better homemaker--how to cook and how to manage my affairs. If I had not been a member, there's a lot of this I would not have got."

"I'm sure I've been a better homemaker. I've learned a lot about raising children. I'm a better communicator."

Learning went beyond the specifics of the topics and into broader areas. Another value was that belonging to Homemakers causes a **broadening of horizons**:

"It helps broaden everybody's outlook on life. A lot of people here have what I call tunnel vision."

Extension Homemakers allowed women to become part of their community, to share between generations, and to develop leadership.

For others, Extension Homemakers was an opportunity to develop **leadership**. Frequently, Homemakers use these leadership skills with other community organizations, thus strengthening the community:

"You can learn leadership. You can learn self-control. You may not use it today, but you may use it tomorrow or next year."

"I use the leadership skills I learned through Extension Homemakers in other areas. I have served as a precinct chairman. The homemaker skills have helped me in that area. I have always found it difficult to speak in front of other people, but I find it very easy to do with Extension Homemakers. So, it has helped me in that respect. I can do it outside of Extension now, too. I've seen the same with lots of other women. I learned interpersonal skills, also."

"Those positions are to learn leadership and to be able to lead at home. The further up you go, the more you learn and the better you are able to communicate with people."

Some Extension Homemakers described how participation helped them to develop a sense of **self-esteem**, which can help Homemakers to have the self-confidence to participate in other community activities:

"It's always nice when you meet someone in the store a couple of days later, and they say, 'I really enjoyed your program.' That's a satisfying feeling."

"I have derived a great deal. You're busy and involved. That's real self-satisfying. You grow a lot. You learn so much. You make so many contacts. The value can't be measured."

"I was very shy when I worked. After I became involved in volunteerism, I became involved in some really exciting things which broadened me. I found out that I can stand up and speak for myself. You wouldn't believe the difference it has made in my life. I'm a lot more self confident. I don't mind going out and doing things."

"I would be sick on days I had to give a talk at school. I did not want to do it. I wasn't very secure in my own self. Now I am an Extension Homemaker officer."

Some homemakers discussed how the program had taken the place of college or other formal education:

"I've been in Extension Homemakers thirty-two years. It has been like a college education."

"I feel, because I didn't have the opportunity to go to college, I have gained so much from Extension programs. It is a good organization."

"I love learning new things. It's almost like I can't get enough. I never did go to college. It's almost like this has been my college education. I'm meeting new people, getting to go places I've never been, and digesting the books that we get at the leader training."

"My husband's people were like we were--poor. My mother-in-law's mother died when she was nine years old. She had to do things on her own. She was a smart lady. Dignity was her name. She started going to the Homemaker's Club. That was her salvation."

A number of interviewees spoke of what they had gained from teaching, typically citing learning and self-confidence:

"I could get up in front of people and perform a lesson or run a meeting. I wasn't afraid. I think it makes you respect yourself a little more. I feel like I blossomed. I'm not so timid. Teaching helped me be a leader."

"Through Homemakers I became comfortable speaking to a group of people. If I had to get up and do a demonstration, I knew they wanted me to do well. I felt that from them, so I did do well. I fully credit Extension Homemakers with giving me the confidence to speak in front of people, communicate with people, and enjoy people. Extension helped me feel that I could be who I was."

"You start out small - in your own club with three or four people - and tell yourself you can talk to these people this time. The next time you've got twenty. And then all of the sudden, you've got 150."

Local Homemaker club members not only teach and learn within their club, they also share the information beyond the club. For example:

"I take my Extension materials to my family. They enjoy them."

"I think my forte is that I like to say, 'Guess what we did here at a different meeting' and then tell about it. A lot of what I do is basically sharing resources, making it go in circles. A lot of people have greatly benefited from what I've learned in Extension."

Others use the information with other organizations:

"I just think it's a great opportunity. I really appreciate it. I really use the information with other programs I'm involved in."

Social

Another dimension of the club is social. One can certainly identify social value in a group of women whose existence signifies the importance of the home and family in the community. Moreover, there is the social value of women who come together to share their thoughts and concerns regarding the home and family within the community. For some Extension Homemakers, their membership in a local club had allowed them to become part of the community when they first moved to the area:

"Homemakers let me into this small, rural area."

"When I first moved over here, I sat home five or six days a week with nothing to do. Now, I'm lucky to sit home one day a week. I get companionship."

"I have gained a wealth of friends. I was very unhappy when I moved here. It gives me a feeling of belonging to the community."

Others also spoke of the social benefits--the feeling of belonging and of being part of a community--that came from Extension Homemakers:

"The friendships have been great. I've met so many different people, not only at the county and state level, but at the national level as well."

"I think a lot of it is being out with other women. It's good for you in a healthy way to be able to be out. It gets you away from the hum drum of your home. You go home with a different idea; you go home feeling lifted."

"I think being a part of the community has meant the most to me. So many times I get a magazine, and it will have something in it that we're having a lesson on at the club. I could stay home and read the magazine, but that's being like a hermit. It's about the only contact I have with people in the community. Homemakers is my main way of seeing neighbors."

Some expressed the values of intergenerational experiences in the exchange between the old and the young in the community:

"It seems to work out better when younger members are in with the older. It's good to have the mixture."

"We have younger ones in our club who look to the older leaders. The club builds confidence in the younger people. If you save one family from divorce, look what you've done."

Community Activities of Local Homemaker Clubs

Extension Homemakers have carried out a variety of projects within their local clubs to enhance their communities. Some projects focused on young people; others focused on health, safety, and the environment.

A number of their special activities focused on the education of young people:

- A local Homemaker club entertains the kindergarten class, and the kindergarten class entertains the Homemaker club (Harrison County).
- A Homemaker club developed two reading programs--Once-Upon-a-Mind and Adopt-a-Grandparent--for which Homemakers serve as volunteers within the school to improve children's reading skills (Minnehaha County).
- Local Homemaker clubs often sponsor 4-H clubs. They can contribute funds for special activities and frequently serve as an audience for 4-H members to present demonstrations and speeches (Bernalillo County).

Some projects focused on health:

- Before laws concerning the handicapped were passed, local club members visited homes in the community to identify the handicapped and to let them know what services were available (Minnehaha County).
- Local clubs assist the staff at the bloodmobile (Harrison County).
- Local clubs promote bloodmobile drives (Leelanau County).
- Local clubs present special projects for children at the local hospital (Harrison County).
- Local clubs produce special toys and articles for children at a psychiatric hospital (Bernalillo County).

- One club had a special exercise program for club members who couldn't do a great deal of walking. A homemaker volunteer studied and presented exercises that they could do while seated, but which would still exercise their hands and feet (Jefferson County).
- One club as a group made 200 baby layettes for babies at the county hospital (Bernalillo County).
- One Extension club had a person trained in CPR teach club members and their husbands how to perform the lifesaving techniques. A member noted this plan was particularly important in a rural area (Minnehaha County).

Other clubs carried out programs that focused on safety:

- A local club sponsored a defensive driving school (Minnehaha County).
- A local club had drinking glasses with poison symbols removed from a grocery store (Bernalillo County).

Some local clubs carried out projects concerned with the environment:

- One local club planted trees in the community (Jefferson County).
- One club beautified an area around the post office in their small village (Piscataquis County).
- Some local clubs promoted planting trees for shelter belts around homesteads (Minnehaha County).
- Some local clubs planted shelter belts of trees at schools, picnic areas, and rest homes (Minnehaha County).

Many clubs made a special effort to work with the elderly:

- Local club members used their skills to present educational programs at an area nursing home (Jefferson County).
- One local club made and distributed Christmas cookies to the elderly in the community (Leelanau County).

Some clubs sponsored special projects on citizenship:

- Some local clubs used the information they had learned in writing to legislators to prevent the closing of post offices in small towns (Minnehaha County).

COUNTY EXTENSION HOMEMAKER ACTIVITIES

Some counties put considerable emphasis on county-wide activities sponsored and carried out by the Extension Homemaker Council. These activities included education for school children, citizenship, health and safety, cultural activities, and cooperation with fairs.

Some county Homemaker organizations have developed educational programs for school children:

- Extension Homemakers have reached over 2500 primary school children with puppet shows on Energy and Money Management (Harrison County).
- Extension Homemakers have prepared a booklet called "What to Do When Your Parents Aren't Home." Using this booklet, a VHS cassette, posters, and puppets, the Homemakers give presentations in all eight county schools in an effort to reach latchkey children (Minnehaha County).

Citizenship programs were developed by some County Homemaker Councils:

- Extension Homemakers have visited the state capital to better understand the workings of the state government and to support the Extension budget (Jefferson County).
- The Citizenship Committee has arranged for speakers to explain redistricting (Bernalillo County).
- The Citizenship Committee has prepared a program on how to write letters to your congressmen (Bernalillo County).
- The Citizenship Committee has prepared a program on the importance of voting (Bernalillo County).
- The Citizenship Committee has sponsored a Family and the Law workshop (Jefferson County).

Health and safety programs were carried out by some county Homemaker groups:

- Extension Homemakers representatives have served on the county Child Abuse Task Force (Jefferson County).
- Extension Homemakers have put together and deliver New Born Packets to new mothers in the hospital. The packets contain Extension publications, including those on nutrition and child abuse (Jefferson County).
- Extension Homemakers have promoted county mental health services (Minnehaha County).
- The county Homemakers have sponsored a "Vial of Life" program in the county (Minnehaha County).
- Extension Homemakers have held programs on managing stress (Minnehaha, Martin, and Jefferson Counties).
- Extension Homemakers have cosponsored an area health fair at which educational workshops are held and medical testing is performed (Piscataquis County).
- Extension Homemakers have worked with a public health nurse to provide information on child abuse and battered women (Jefferson County).
- Extension Homemakers have conducted an intensive seat belt program (Minnehaha County).

A number of Homemakers have described **cultural projects** which their county organizations have carried out:

- Homemakers have assisted with an oral history project in which elderly described the history of Homemakers. The interviews were taped, and some were included in a book (Harrison County).
- Homemakers have sponsored a county chorus for over fifty years (Minnehaha County).
- Homemakers have sponsored craft workshops for the public--and a number of younger women have attended these workshops (Piscataquis County).
- Homemakers have taught a course in basket weaving (Harrison County).

In some counties, Extension Homemakers play an active role **cooperating with fairs**:

- Extension Homemakers have coordinated many of the open class exhibits. They actively encourage exhibitors to take part, arrange the exhibit space, conduct the judging, and staff the exhibit (Harrison County).

- Homemakers have assisted with the open class exhibits at the county fair (Piscataquis County).
- Extension Homemakers skilled in certain areas have acted as judges at the county fair and state fair (Bernalillo County).

Following are examples of other county Homemaker activities:

- Homemakers with special expertise often teach other clubs (Bernalillo County).
- Homemakers serve as hostess at Farm City Days (Martin County).
- A Homemaker Council raises funds to contribute to different organizations. One such project was to help equip a home for battered women (Jefferson County).
- The county Homemakers organization in two counties sponsors a county exhibit day for members to bring items they have made (Bernalillo and Jefferson Counties).
- Homemakers sponsor an annual "Learn and Lead" day, at which information on programs that can be taught at the local club is presented (Leelanau County).
- Extension Homemakers sponsored an Achievement Day for members to present displays of the lessons studied (Harrison County).
- Homemakers hold a Christmas Festival. Each club makes ornaments for a Christmas tree given to an area nursing home (Harrison County).
- Homemakers present a style show to model clothing they have made. Last year, fifty-three members participated (Harrison County).
- The Homemakers' county organization sponsors a tour of area attractions (Harrison County).

Examples of Specific Programs

Many of the activities listed above were impressive. Here are more details about two of them.

Puppets teach dollar and energy economics. Homemakers in Harrison County, Indiana, took puppet shows into the schools to teach children lessons like managing their money and how to save energy. Teachers felt that they could see benefits of these lessons in the children's subsequent behavior. Some children decided to save their allowances to buy something they wanted or to buy gifts for family members. The electricity puppet show taught children where electricity comes from, how it works, the importance of saving electricity, and how it can be dangerous. The puppet shows reached 2,500 grade school children and 1,500 high schoolers.

Children learned about budgeting money and energy conservation:

"We gave them ideas on how to save up their money. The teachers really liked it. They said it helped a lot in their math."

"The program about energy is kind of an abstract idea for young children. They just know 'flip the switch, and there is light.' So they are picking out programs that I think have sort of been kept in the closet. It's better for some of these small children to begin realizing these things early. You just have to go at a slower pace and make things very simplified. They really got the idea last year. We were all pleased."

"These kids come to school with snack money, and in the afternoon they purchase snacks. Some wanted to buy things in the supply room. We got in some scented markers. Some kids didn't buy snacks because they wanted markers. They were beginning to learn how to save four days' worth of snack money to buy the markers. I had ten or twelve children save to buy markers. It was really nice to see that concept come through."

"They got into how to count change, good places to keep your money, how to be conservative, how to save, and how not spend all your money in one place. They related it to later on when they got older. They talked about banking. The children were really interested in it. When we came back to the room, we discussed it; and they really had absorbed a lot. Using the puppets really held their attention. It was a valuable lesson. It made the money unit more interesting."

The puppet program brings the school and community together. The school values the program, and the Homemakers enjoy the intergenerational interaction.

"What I really like about the Extension office sending out people is that it helps the community to be aware of what the schools are doing. The children understand that there are more people out there who can teach them things besides just their teacher. Mothers and fathers are very good resource people."

"I love the reaction of the kids. We have a question and answer period afterwards. We have a ball. There's laughing. If I didn't have fun doing it, I wouldn't do it."

Puppet assembly for latchkey children. A Homemaker volunteer project in Minnehaha County, South Dakota, is an assembly program geared to latchkey children and has been presented at all the schools throughout the county. The Homemakers put together a booklet called "What do you do when your parents aren't at home?" They have a VHS cassette available for the schools, posters to accompany their demonstrations, and a one-half hour presentation. The children see the presentation, get the booklet, and go back to their classrooms to discuss the content with their teachers. The VHS cassette has signing for deaf students.

The presentation involves four volunteers and two puppets, who are named Sam and Suzy. Two volunteers work the puppets, and two present the information. Sam and Suzy's seven playlets were written by the Homemakers. Seat belt and Halloween safety have been worked into the plays. Other topics include Medic-Alert bracelets and fire safety.

During the first year, demonstrations reached 2,700 students and approximately 1,500 families. Students were encouraged to take the booklet home and keep it near the telephone.

One Homemaker wants to develop the presentation into a babysitting booklet. A Kansas PTA is interested in using it in their school.

Now that the demonstration has been offered in all of the schools, the volunteers plan to go into only the first grades every fall, using velcro paper dolls and simplified posters in the demonstration. Earlier experiments in kindergarten showed that five-year-olds were too young to comprehend the subject matter.

Children learn safety practices. As one teacher commented:

"I can see where it's teaching the kids skills about safety--everything from bicycle safety to how to answer the door when you're babysitting."

Nursing home volunteers. The president and members of a Jefferson County, Texas, Homemakers Club makes weekly visits to local nursing homes to work on crafts with elderly patients. The president takes two club members with her each visit. They rotate throughout the year. Between twelve and fifteen patients take part in her sessions. They look forward to her coming to teach them new crafts and give them attention.

The president feels that the Homemaker members and the patients benefit from intergenerational interaction. The patients learn something that can keep them busy, and they benefit from personal attention:

"The nursing home dwellers get something to do. They get attention, because I make sure that every one of them has a little bit of my teaching before I leave there. I guess I give them even some love. I do not have my parents alive. I don't have any grandparents alive. I get along with older people very well. I enjoy those old people so much.

I feel they enjoy it because when I first started going all they had to say was 'Sharon's here for crafts,' and those ladies would be there before I would get into the room. They were waiting for me."

Extension Homemakers Holiday Craft Show The Extension Homemakers Holiday Craft Show in Bernalillo County, New Mexico, has several purposes. Among them, Extension Homemakers raise funds to contribute \$1000 for the 4-H center electricity bill, for running the county council, for 4-H scholarships, and for Homemaker College Days. The Holiday Craft Show has been an annual event for about fifteen years.

As one Extension Homemaker remarked:

"We have a bazaar before Christmas time, a Holiday Show. We bring in homemade items and sell them. It's a fun day. Each club brings in what they made to contribute."

Homemaker club members work together to make a variety of items to sell; some make food--tamales, nine bean soup mix, peanut brittle; other make craft articles--Christmas ornaments, wind socks, ear ring holders, and cone fire starters.

Another part of the event is recruiting Homemaker members. A membership table is set up for visits with people and invitations for joining the group:

"We have a membership table. We try to expose people to what Homemakers are. We try to talk to them, be friendly. It's a good way to meet people. We always get a few. We had a film about Extension Homemakers."

A committee plans and organizes the event. The 4-H group sets up the tables, takes them down, and cleans up. The 4-H leaders prepare the lunch and sell it.

STATE AND NATIONAL HOMEMAKERS PROGRAMS

Most Extension Homemakers who had attended state or national Extension Homemaker meetings were enthusiastic about their experiences, which were special because of the ideas encountered and the friendships made. Some also commented about what they had gained from taking part in international meetings. Such meetings are planned and carried out by Extension Homemaker officers and committees.

Extension Homemakers have a program of work at the county, state, and national levels, and committee members share ideas at the state and national meetings. Ideas initiated and pilot-tested in one county or state are selected to be shared with others as part of the national program of work.

The following interviewees expressed the views of many other participants:

"It's the information I get. I have enjoyed all the programs. I've enjoyed being with the women. I have enjoyed the state meetings. I've been to one national. When you're in your own group, you lose three-fourths of the picture unless you go to the county meetings, unless you go to the state meetings, unless you go to the national. There is so much more there than you are aware of."

"I have attended about five national meetings. When I returned home, I brought leader-training back to our people at the state meeting."

"You meet so many people when you go to these different places. When we had the national here in Albuquerque...all of us that had Indian ancestry...I had Delaware ancestors, so I escorted some. When I went to another national, one grabbed me and hugged me. That meant a lot."

Statewide College Days

In New Mexico, College Days are held at the state university in conjunction with the State Extension Homemaker Meeting. Participants stay in dormitories and share ideas with people who come from all over the state. One who attended described the experience:

"They have classes, like how to make use of computers in the home. That's what I mean by updating. They'll have classes in that sort of thing. They'll have some craft classes, but then they'll have classes in landscaping, finances, and estate planning. Last year, they had a class on carpentry. They have classes in a lot of areas. Classes in microwave--whatever the ladies seem to be interested in."

Volunteers are involved in College Days both in planning and in teaching. About twenty volunteers from throughout the state serve on the advisory committee. Two volunteers described their participation:

"I taught a class at College Days last year. It was the first time I spoke in front of total strangers. I got a real high from it. I really enjoyed it. I thought it was great. I never would have done it without Extension."

"I get great satisfaction from teaching, from being remembered as the teacher. I learned many of the skills from Extension in the first place. So it just keeps billowing out. The more that I can help other people, the more satisfaction I get. My satisfaction is worth more than a paid position."

Such programs provide both education and inspiration:

"I have attended Homemakers College for seventeen years. I've taken all the different courses--gardening, sewing, cooking, different things. It really has enriched all of our lives, my children and their families. I can always learn no matter how many classes I have attended. There's always something new. Of course, our college always gets the newest things out to us."

"I go for the learning process, and there are so many subjects offered. Many of the things are right in with our current times. They have programs on drug abuse, all this sort of thing."

"It's a marvelous time. I would recommend it to any homemaker who could get away from the family, especially when there are children in the home. The week just revives you. You think you are worthwhile; you can do these things. You're appreciated when you get home. It's a worthwhile thing."

County Extension Homemaker organizations also participate in area and state events:

- Homemakers in all counties have described the value of district, state, and national Homemaker meetings.
- Homemakers have participated in a two year statewide public affairs leadership program [PALS] (Leelanau County).
- Homemakers help plan and teach courses at the state Homemakers college, as well as participate in the programs (Bernalillo County).
- Homemakers, along with other organizations, sponsor a multi-county campus day (Leelanau County).

VOLUNTEER TASKS AND BENEFITS

The next two pages summarize findings from the Extension Homemakers who were interviewed in Phase I and Phase II of the national study.

EXTENSION HOMEMAKERS

There were 172 Extension Homemaker volunteers and 106 Extension Homemaker members among the 1100 volunteers and 469 clientele in the national study of the implications of volunteerism. Agents were asked to select names randomly from the Extension Homemaker rosters. A random sample was drawn from the names submitted by agents.

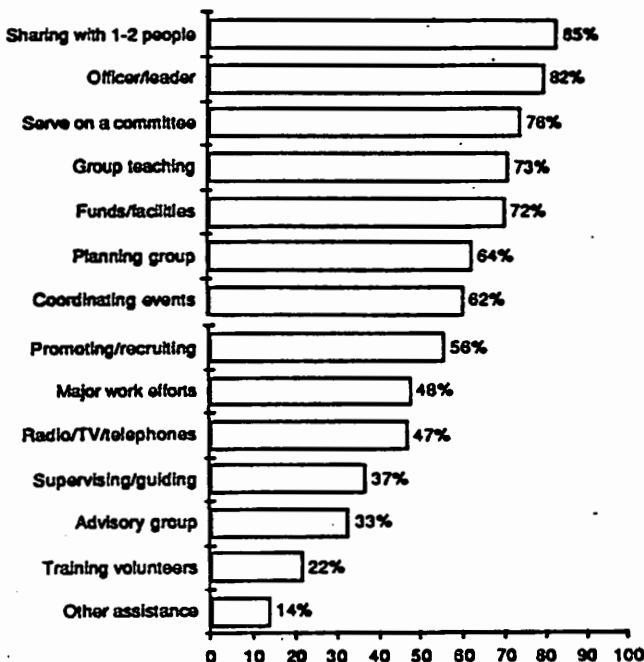
Characteristics of Volunteers and Clientele

All of the volunteers and 99% of the clientele were women. Over half of both the volunteers and the clientele were rural residents and were over 55. However, one in 10 was under 35. Over half had some education beyond high school including 20% who were college graduates. Four per cent indicated minority ethnic backgrounds. Over a fourth were college graduates.

Becoming a Volunteer

Over half became a volunteer because they were asked by a relative or friend. About one in five sought out the activity on their own, and one in five were asked by an Extension agent.

Homemakers According to Activities They Perform



Volunteer Activities

Extension Homemaker volunteers said they were most likely to share Extension information informally. Most Home Economics volunteers work in more than one kind of activity. They were most likely to work with events, serve as an officer or leader, or serve on a committee.

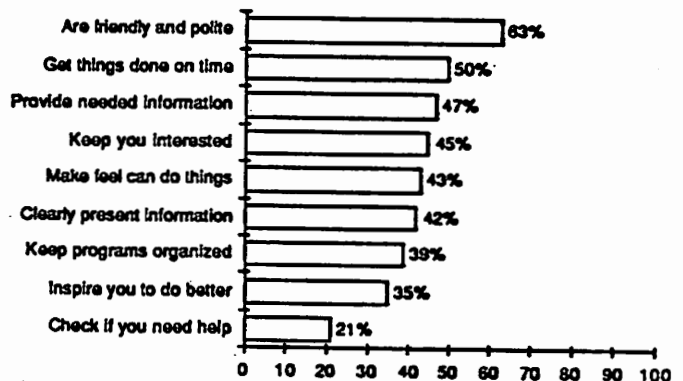
In addition, about 14% of the Extension Homemakers recalled directly assisting an Extension agent.

About one Homemaker in ten had served as a volunteer with Extension at the state or national level. Thirty-five percent of the Extension Homemakers had secured Extension assistance with volunteer work not related to Extension.

How Well Do Extension Homemakers Do?

Most clientele said that Extension Homemaker volunteers did "O.K." or "quite well." Many rated them very high on being friendly and courteous. About a third rated them very high in other areas.

Clientele Indicating Volunteers Do "Very Well"



How Well Do Agents Do?

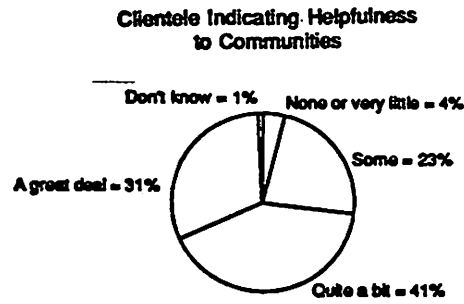
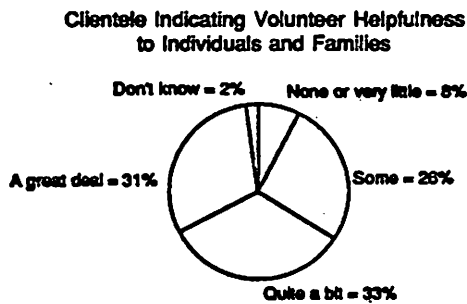
Most of the Extension Homemakers were satisfied with Extension's help. However, fewer than 45% of the local Homemakers interviewed indicated they were very satisfied. They were least satisfied with the extent to which Extension staff used advice from volunteers. About one in twenty indicated some dissatisfaction related to advice.

In general, clientele thought Extension staff worked well with Homemaker volunteers. Two-fifths gave "very well" ratings. About half said Extension agents did "very well" in recruiting and training volunteers.

About a third of the Extension Homemaker volunteers said they had encountered problems. Feeling frustrated and anxious and tasks taking too much time were indicated by about 20% of the respondents. About one in ten felt used.

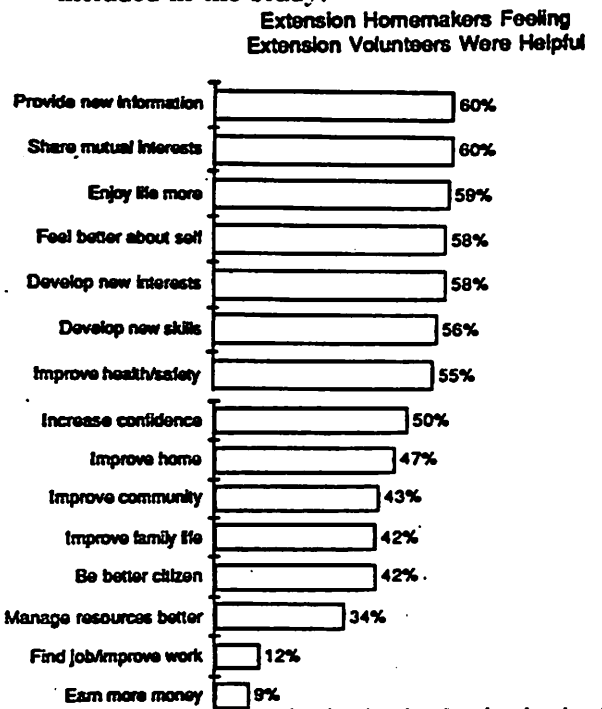
Impact of Extension Home Economics Programs

About three-fifths of the Extension Homemaker members rated Homemaker volunteers as being of considerable help to individuals or families. Almost three-fourths indicated they had considerable impact on communities.



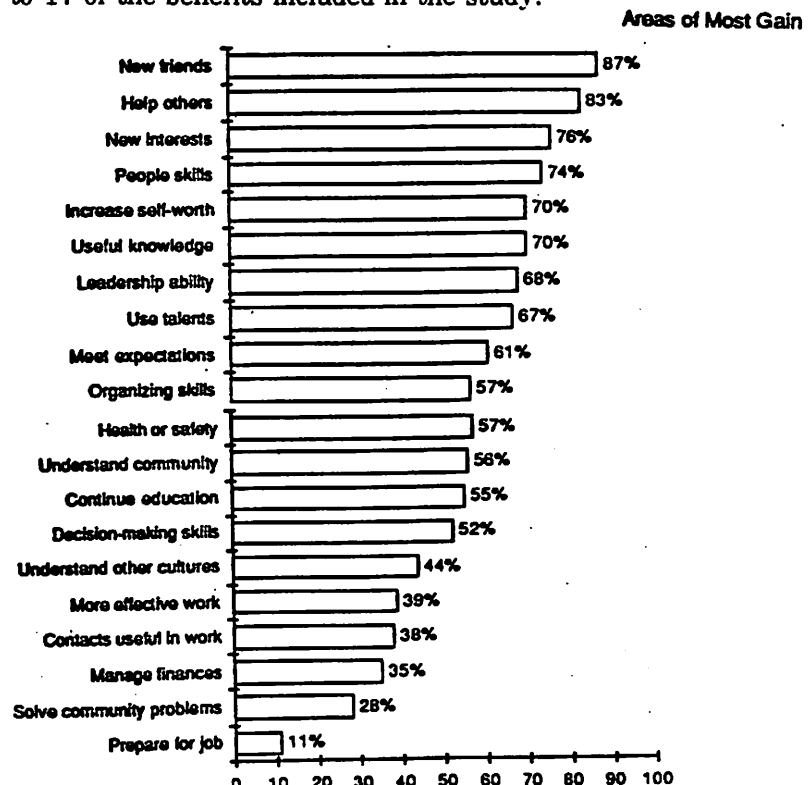
Impact on Clientele

The highest percentage of Extension Homemakers rated volunteers high on providing new information, sharing mutual interests, and helping them enjoy life more. Over half gave high ratings on eight of the benefits included in the study.



Impact on Volunteers

Over three-fourths of the Extension Homemaker volunteers said that the program helped them make new friends, help others, and develop new interests. Over half gave high impact ratings to 17 of the benefits included in the study.



SUMMARY OF VALUE OF EXTENSION HOMEMAKERS

In summary, there are a number of values one can associate with Extension Homemakers. Their activities are of value to Homemakers, to the community, and to Extension.

Value to Homemakers:

- Homemakers gain knowledge and share it with others.
- Homemakers experience social benefits by becoming a part of the community and by developing leadership skills.
- Homemakers experience personal growth and a sense of self-esteem.

Value to the Community:

- The skills and confidence Extension Homemakers gain enable them to participate in other community activities.
- Extension Homemaker programs meet the special needs of the community.
- Extension Homemakers signify the importance of the home and the family in the community.

Value to Extension:

- Extension Homemakers allows Extension staff to reach more clientele.
- Extension Homemakers provides a source of leadership that cooperates with Extension.

Extension Homemakers can be a viable, active, and contributing organization; or it can be a passive organization that requires outside support and assistance. Historically, Extension Homemakers have met the educational needs of women related to home and family, as well as answered the need for belonging to the community. As educational levels have increased and women have moved to roles outside the home, Extension Homemakers are challenged to respond to the *new needs* of women that relate to the home, family, and community.

As the age of the membership of Extension Homemakers has risen, some needs which were formerly met by the organization have been replaced with new needs requiring new programs.

Extension Homemakers allows members to undertake challenging programs that build the homemaker's self-esteem and enhance the status of the community.

A variety of activities carried out by local and county Homemakers illustrates that educational activities related to home, family, and community can attract the interest of many people. A wide variety of offerings and activities, focused on homes and families, can certainly be attractive to an even larger number of women than who currently belong to Homemakers.

LOOKING TO THE FUTURE

Extension Homemakers is an old and well established program with an exciting future ahead. There are concerns about the organization. But in many counties Extension Homemaker Leaders are able to adjust to the times and build a strong and enthusiastic membership.

Peoples' Concerns

Extension Homemakers interviewed in the 12 counties expressed several concerns. Among those were reaching young and employed women and providing them with appropriate programs. Indeed, the most frequently expressed concern was how to include young homemakers and employed women in the organization:

"Most of the younger people go on to college. Then, the majority have to go to work. They need the two-parent income. They face different situations because of education and finances."

"It's difficult to reach the younger women, especially in this area where the wages are so low that most everyone works--both the husband and the wife."

"They are too busy. A lot of the women work. If they have to go to work during the day, do things with their children when they get home, and then go to a meeting at night, they just don't have the time."

In Bernalillo County, Extension Homemakers have addressed these concerns by developing a "Mailbox Member" program. The mailbox member is sent information, has all the advantages of those who belong to local clubs, but is not committed to a local club and their activities. Mailbox members are welcome to attend special programs held by the county organization.

A number of Extension Homemakers have described how they promote the organization and recruit members:

- The membership chair helps interested women organize new clubs and personally works with the new members for about six months. In a year, she organized four new clubs in various locations in the county. One is in a mobile home park (Bernalillo County).
- Homemakers present a display at the county fair to explain the organization and recruit new members (Harrison County).
- Homemakers have a display at their annual holiday fair to explain the organization and recruit members (Bernalillo County).
- Homemakers speak to high school Home Economics classes to explain the Extension Service and Extension Homemakers (Harrison County).

Another concern regarded repeated lessons--that is, that what was new for a new member might not be new for veteran members:

"They say they did that a long time ago. These are ladies in their 70's. They say they did it when they were in their 40's and 50's. We have to work around these repeated lessons."

Extension Concerns

Some Extension administrators are concerned that (1) Extension Home Economists may be investing too much time with Extension Homemakers and neglecting families who are not represented in those groups, and (2) Extension Homemaker members may not be interested in learning about and dealing with serious problems facing homes and families.

The Homemaker Club Format Continues Viable for Some People

One of the most pervasive concerns in some counties was the aging of the membership and that Extension Homemakers were not attracting younger women. Acting on a similar concern, the Wisconsin Extension Homemaker Council Executive Board and Extension Home Economists conducted a study to see why Extension Homemaker Clubs were not attracting more members.

The same interview schedule was used by Wisconsin Survey Research Laboratory interviewers (WSRL sample) with randomly drawn statewide samples of 103 women and 75 men and by Extension Homemakers (HM sample) with 8 men and 963 women from 54 counties. The statewide sample of men was included because Extension Homemakers and Extension Family Living programs are open to both genders but relatively little is known about men's interests in such programs. Interviewing was completed in the winter and spring of 1988.

The responses from the WSRL women and HM women respondents were: almost identical in terms of percentage likely to use various means to secure information on home and family; and quite similar in terms of interest in many of the topics included in the survey.

However, they were markedly different in demographic characteristics. Sixty percent of the HM sample lived in the country as compared with 28% of the WSRL statewide sample. The WSRL sample included a higher percentage of respondents over 65, 21%, than did the HM sample, 10%. The WSRL sample included more full time employed women, 35%, than did the HM sample.

Conclusion: Most Extension Homemaker Clubs are creating good images in their communities and many are reaching out to make people aware and to encourage new members.

Regardless of the many increased availability of home and family information, social contact within communities, and changing life styles, there are potential members for Extension Homemaker clubs. However, Extension Homemakers will need to

- o vigorously promote their organization,
- o encourage local clubs to include new members,
- o and establish teams to organize new clubs.
- o consider short term study groups and other formats in addition to a club that meets every month.
- o give greater consideration to individual memberships.

In most communities about one out of ten women might consider joining Extension Homemakers and one out of fifteen men. Thus those attempting to expand membership, should keep asking until find that 10th and 15th person.

Some women and men are interested in taking part in a club regardless of age, employment, or place of residence, therefore there is no special group who are more likely to participate than others.

Findings

1. Almost as many men as women are interested in taking part in a club to discuss home and family topics. Women were slightly more likely to indicate using the other methods. Almost 20% of the respondents said they would be "quite or very" likely to join a group which discussed home and family topics (WSRL men, 13%; WSRL, women, 18%; HM, 16%).
2. Many of the respondents were aware of Extension Homemakers and knew that there was a club in their community. Some had been asked to join such a club. There were differences in terms of the characteristics of those who had been asked to join.

Among those interviewed by Extension Homemakers, those who lived in the village or country were most likely to have been asked to join (38% and 39%) and those who lived in a city were less likely to have been asked (small city, 29%; medium city, 14%; city of 50,000 or more, 19%).

Those who were working full time were less likely to have been asked than others. (27% as compared with 38% of those employed part time and 38% of those under 65 who were not employed). Those under 30 (29%) and those 46-65 (30%) had been asked less frequently than those 30-45 or over 65 (40% and 40%).

3. Although there were differences in the percentages interested in joining a club according to such characteristics as age and employment, interest did not seem to be strongly associated with any one characteristic. Some younger and some older women are interested in taking part. Some employed women are interested and some non-employed women aren't interested.

Percent of Those Interviewed By Extension Homemakers Who Said They Would be "Quite" or "Very" Likely To Join a Club According To Selected Characteristics

| <u>Age</u> | | <u>Employment</u> | | <u>Residence</u> | | <u>Children -18</u> | |
|------------|-----|------------------------|-----|------------------|-----|---------------------|-----|
| under 30 | 14% | Full time | 13% | rural | 13% | yes | 15% |
| 30-45 | 12 | Part time | 12 | village | 10 | no | 10% |
| 46-65 | 15 | under 65, not employed | 14 | small city | 14 | | |
| over 65 | 8 | over 65, not employed | 8 | medium city | 19 | | |
| | | | | large city | 5 | | |

4. The image of Extension Homemaker Clubs among those who knew of it was generally positive.

Very few gave indications of a limited or negative view. About equal percentages mentioned learning/education or discussing/sharing in their response to an open ended question.

A few saw images of Extension Homemakers which are less positive. Extension Homemakers were viewed by a few respondents as being "a group who" "eat fattening desserts and just sit and gossip." "meet for coffee and dessert and some crafts." "get together and talk about the ones not there." "meet - don't do much." "who do a lot of gossip." "have extra time on their hands and like to get together to gab and once in a while do a community project."

5. Those interested in joining a club were divided in terms of where the club should meet and whether it should be made up a single gender or should be coeducational.

| | Meet at | | Members: | |
|------------|---------|----------------|------------|--------------|
| | Homes | Community Bldg | One gender | Both genders |
| WSRL Men | 13% | 24% | 1% | 39% |
| WSRL women | 16 | 30 | 6 | 45 |
| HM | 13 | 11 | 12 | 19 |

(Does not add to 100% because of the percentage who weren't interested).

Conclusion: A club format such as Extension Homemakers still is a viable way of reaching many women and men, but only a small proportion of all those interested in learning about home, family and leadership topics are willing/able to devote the amount of time that it takes to participate regularly in and maintain a club and its program.

It is important that those interested in reaching today's families use a variety of means, including, but not limited to, working through a club structure.

Findings:

1. Some respondents were quite interested in taking part in a club as a means of getting home and family information, while some prefer other means. As many said they would call a University trained volunteer as said they would join a club. More respondents indicated they would be likely to attend a meeting in their own community or to use video tape than said they would be likely to join an Extension Homemaker Club.

Percent of Respondents Saying It was "Quite" or "Very" Likely They Would Use The Method to Secure Home and Family Related Information

| | WSRL men | WSRL women | HM |
|----------------------------|----------|------------|-----|
| Use videotapes | 20% | 33% | 34% |
| Attend a community program | 16 | 29 | 30 |
| Call a trained volunteer | 13 | 17 | 19 |
| Join a homemaker group | 13 | 18 | 16 |

2. Almost as many men as women said it was "quite" or "very" likely they would use various means of securing home and family information.
3. Respondents were very selective in their choice of methods. The average respondent only indicated being likely to take part in one or two of the methods asked about in the surveys.
4. Age made considerable difference in terms of those who would be quite or very likely to use video tapes. Age seemed to make less difference in terms of likeness of using other methods.

**Percent of of Those Interviewed by Extension Homemakers
Who Said They Would be Quite or Very Likely to Use Selected Methods**

| | <u>Video Tapes</u> | <u>Meeting</u> | <u>Call a Volunteer</u> | <u>Join a Club</u> |
|----------|--------------------|----------------|-------------------------|--------------------|
| under 30 | 44% | 24% | 18% | 14% |
| 30-45 | 40 | 39 | 21 | 12 |
| 46-65 | 27 | 30 | 16 | 15 |
| over 65 | 18 | 21 | 16 | 8 |

Conclusion: Those interested in using the club format should consider ways of reducing the amount of time involved.

Findings:

1. Can't find the time" was the most frequently given reason for declining an invitation to join an Extension Homemaker Club or dropping out of such a club.

| | | | |
|----------------------------|-----|-------------------|-----|
| Can't find the time | 73% | Too much work | 22% |
| Meetings at the wrong time | 34% | Age and interests | 21% |
| Can't present lesson | 27% | Can't entertain | 19% |
| Not interested in program | 23% | Don't get along | 7% |

2. Women under 65 who were not employed were almost as likely to say they can't find time as were those who were employed full time. About half of those employed full time said that the meetings were at the wrong time.
3. About a fifth of any subgroup of respondents said they weren't interested in the program. The response was not associated with any particular characteristic. For example, 26% those under 30 said they didn't take part because they weren't interested in the program as compared with 28% of those over 65 (21% and 20% of those between 30 and 65).
4. With two or three exceptions, characteristics did not seem associated with reasons for not taking part in a club. However, those with less formal education and those who considered themselves inactive in the community were most likely to say they couldn't present the lesson and those under 30 were considerably more apt to give the reason that the ages and interests of the group were different than theirs.
5. Many respondents currently were taking part in various clubs and other organizations which met on a regular basis. Men were more likely to be involved in at least one such activity than were women. However, the percentage of men and women who were into three or more regular activities was very similar.

**Percent of Respondents According to Number
Of Organizations or Activities Which Meet Regularly**

| | WSRL Men | WSRL Women | HM |
|---------------|----------|------------|-----|
| None | 29% | 44% | 30% |
| One or two | 44 | 31 | 41 |
| Three or more | 26 | 23 | 24 |

Conclusion: Both Extension Homemakers and the Cooperative Extension Service should continue an emphasis on leadership development. There are people who are willing to volunteer if they are asked and if the role, task interests them. Extension and Extension Homemakers may want to give more consideration to the kinds of short term action projects needed in communities which relate to home and family.

Findings:

1. Although developing leadership skills did not draw as high a percentage as some of the home and family related topics, there was evidence that a substantial percentage of men and women are interested in experiences which help them develop leadership skills.

| | Really want to learn | Take part in leadership group |
|------------|----------------------|-------------------------------|
| WSRL men | 24% | 27% |
| WSRL women | 22% | 20% |
| HM | 26% | 10% |

2. A percentage of both men and women are interested in serving as a volunteer to help others secure information related to homes and families. A higher percentage would be willing to work for a short period of time on a project such as improving laws or establishing a child care center.

Percent Indicating it was "Quite or Very" Likely That They Would Volunteer

| | Quite or Very Likely | Somewhat Likely |
|---|----------------------|-----------------|
| Receive training and answer other people's questions | | |
| WSRL Men | 15% | 17% |
| WSRL Women | 9 | 22 |
| Hmk | 11 | 22 |
| Receive training and teach others | | |
| WSRL Men | 7% | 32% |
| WSRL Women | 8 | 26 |
| Hmk | 12 | 22 |
| Work on a community activity bettering families/homes | | |
| WSRL Men | 24% | 33% |
| WSRL Women | 27 | 25 |
| Hmk | 23 | 24 |

Conclusions: Many people are interested in learning. However, it is not likely that any set of topics in an annual program will automatically please all of the group. Even when there is interest on the part of a majority, there usually is a sizeable minority who have to be convinced it is worthwhile to consider that topic.

Extension Homemakers and Extension Home Economists cannot assume a topic will be of interest. They must develop each topic in such a way that it will catch and keep interest. A county-wide program must be flexible for those with like interests to explore a specific topic. Both indepth learning opportunities and a source of getting quick answers to questions are needed.

Findings:

1. Although many men and women may have some interest, no one program will suit all potential Extension Homemaker Participants. Many people "really want to learn" about at least one topic related to home, family, or leadership. In addition, others occasionally have questions. However, there is considerable variation in the specific topics where people want to learn or acquire additional information.

In the WSRL sample, 73% of the women and 56% of the men indicated that they really wanted to learn about at least one of the eleven topics included in the survey. 86% of the women interviewed by Extension Homemakers said they really wanted to learn about a topic.

85% of the women and 86% of the men in the WSRL sample and 82% of the women in the HM sample indicated that they occasionally had questions about one or more of the eleven areas covered in the survey. Very few (7% WSRL men, 8% WSRL women, 3% of the HM respondents) responded that they were not interested in any of the eleven topics.

Less than half said they really wanted to learn about even the most "popular" topic. There were some topics where one respondent out of five really wanted to learn but three respondents out of five had no interest.

2. Most of the respondents were actively seeking information from magazines. Over half of the women and a third of the men at least scanned three or more magazines which included information on home and family each month.

Alternative Strategies for Increasing Extension Homemaker Club Membership. People differ in the amount of time they can give to learning and in the topics that interest them. There are various ways of increasing membership that a county committee might consider. Extension Homemakers can continue to emphasize the current club format and limit themselves to those people who are club oriented. Or they can emphasize formats in addition to local clubs.

Search Out Those Who Want to Belong to a Club

- A. *Increase number of members in present Extension Homemaker Clubs*
1. Each current club recruit 1-5 new women members.
 2. Each current club recruit men as members.
- B. *Add several new members by organizing new clubs (of men and women, or women only) in areas of the county where currently there are no clubs or only a few clubs.*
1. Community clubs--special attention to villages and cities.
 2. Organize through groups who are already in contact with each other rather than on a neighborhood or community basis. For example,
 - working at the same larger company
 - members of the same church
 - friendship and acquaintance groups.

Extension Homemakers might want to develop a "kit" or set of guides for Extension Homemakers who meet with a nucleus group in getting a club started. Extension Home Economists may be helpful, but Homemaker Members are more likely to have the contacts to locate places for new clubs and can speak more directly to the Homemaker Club requirements.

Accommodate Those Who Aren't Interested In a Club

- A. *Establishing a new form of group alternative--short term, study group membership--and the structure needed to support it.*

Members interested in a specific subject would form into a temporary group to meet for the number of times they wish during a year. Perhaps 3 meetings one week a part, or 5 meetings once a month. The study group would differ from an Extension Homemaker Club in that it would not necessarily;

- a. meet monthly
- b. meet more than 2 or 3 times
- c. carry a varied program.

Key resource people including the Extension Home Economists would need to provide resource materials for such study groups and an Extension Homemaker member would need to be willing to chair the group and get it started.

Extension Home Economists would be very helpful with some topics --parenting, child development, money management, etc. Other Extension Agents might be helpful to other study groups--International Agricultural Outlook; Gardening, etc. Extension Homemakers would need to draw in local resources for other topics such as: house plant propagation and care.

However, Extension Homemakers would have an opportunity to display organizational leadership in setting up such study groups.

- B. **Increase educational opportunities for individual members and give this kind of membership more status in the county.**

Endorse and encourage use of packaged materials and video tapes. (Prepare a list and work cooperatively with local library in making the learning materials available.)

Opportunity to attend any one or two meetings in the regular program which they can fit into their schedule. Free admittance to any EHM sponsored programs where there is an admittance charge.

Recommendations Regarding Future Partnerships Between Extension Homemakers and Extension

Extension Homemaker clubs can be dynamic groups in terms of assisting with research, spearheading action, and helping members and others learn more about today's homes and families. Volunteers within Extension Homemakers can play several very important roles in their communities: teaching, conducting large events which reach many people, and working on special projects.

The authors recommend that:

- Extension Homemakers continue to play a lead role in focusing attention on the importance of home and families and problems faced by today's families.
- Older Extension Homemakers who have developed leadership skills through Homemakers be community leaders in developing and supporting community programs to meet the special needs of older citizens.
- Vigorous promotion programs be developed to inform a wide range of audiences of the opportunities available through Extension Homemakers.
- Extension Homemakers consider whether they need to adapt the format of their organization to fit today's life-styles.
- Extension Homemakers consider how their organization can meet the needs of homemakers with demographic characteristics different than those of twenty-five years ago--including male heads of households and single parents.
- Extension Homemakers continue to see their role that of teaching others in their communities through a variety of ways.
- To the extent possible Extension Homemakers support the Extension Family Living programs in their county and state.
- Extension Homemakers take on more responsibility for developing video tapes and programs in areas which are not currently high priority with Extension such as homemaking skills and crafts.

At some times and in some places the partnership between Extension Homemakers and the Cooperative Extension Service has been an uneasy one. Some Home Economists have viewed Extension Homemakers only as an audience to be taught rather than as a partner in action. There have been periods when one has tried to own the other and felt rebuffed when the other developed an identify which wasn't a direct match with one's own. In most counties and states, the Extension Family Living Programs and Extension Homemakers have moved to a partnership arrangement where each respects and helps the other, but each is independent. When such a partnership brings all of the resources of both parties to bear on a problem related to homes and families, great impact and value can result.

CHAPTER 11

PARTNERSHIPS WITH INDIVIDUALS

This chapter provides an overview of ways in which Extension agents and individual volunteers work together, including:

1. The nature of programs where volunteers work as individuals
2. Advantages and disadvantages
3. Research partnerships
4. EFNEP volunteers
5. Crafts teachers
6. Other individual teachers
7. Other special assignments.
8. Value of partnerships involving special assignments
9. Donors
10. Looking toward the future

Even though many of Extension's partnerships are with groups of individuals and the officers and leaders of those groups, still Extension and individual volunteers work together in a variety of ways. There are advantages as well as disadvantages both to Extension and to volunteers of these kinds of partnerships.

NATURE OF PARTNERSHIPS WITH INDIVIDUALS

Extension and individual volunteers (those who are not acting as members of an organization) work together in a variety of ways:

- Independent volunteers helping neighbors and friends;
- Volunteers who work with extension agents on applied research;
- Volunteers who work with Extension agents on other special assignments;
- Volunteers who work with community projects and or large events;
- Continuing, organized programs such as Master Gardeners;
- EFNEP volunteers;
- Other teachers.

This section will briefly introduce each of the five areas and provide examples of some of them. Other chapters will present examples of Master Volunteers and of individuals who work on large events and special projects.

Independent Volunteers Who Come to Extension

In Phase 1, almost half of the Extension agents responding said that they worked with independent volunteers. The percentages across program areas ranged from 42% of the 4-H respondents to 49% of the Extension Home Economists who said they had worked with independent volunteers. It is likely that a good many more actually have helped such volunteers without knowing it.

Independent volunteers who draw upon Extension's resources are all trying to help others. However, they are taking different routes.

Helping Neighbors. Some are working with a neighbor and come to get additional information. For example, a woman helping an elderly neighbor cope with a doctor's recommendation that sodium intake be reduced might attend an Extension meeting to get information. Or the man to whom a neighbor boy turns to learn more about taking care of his sheep might call and get Extension bulletins for the youngster. Agricultural Cooperators often are in this category. We interviewed an influential farmer in Martin County, North Carolina, who kept a set of the most useful Extension bulletins in his truck because people asked him questions, and he wanted to be sure to give the right advice.

Starting Projects. Others are attempting to get a community effort or project started as an individual and are coming to Extension for advice on process and, perhaps, to make connections. For example, some years back, before special education was established by law, a woman asked Extension and Extension Homemakers to help her make people in communities aware of the special needs of children with learning disabilities.

Expanding Projects. Some have a special project already started and are drawing upon Extension for information or for help in increasing community interest in the project. For example, an individual who believes that a railroad should be kept operating between two communities may have a campaign well-advanced but want help in setting up a demonstration.

Some of the partnerships are short and specific. Others are of considerable duration. For example, the wholesale florist who joined with an Extension agent in developing an indoor gardening project for school children in Delaware County, Pennsylvania.

Volunteers Who Work with Research or Other Special Assignments

Just as a good many individual volunteers come to Extension for information, so Extension staff often draw upon the skills of individual volunteers for special assignments. Some of those volunteers assist with applied research and demonstrations. Others help with building exhibits or preparing educational materials. More information about volunteers with special assignments will be given in the next section.

Some of the most exciting partnerships are those informal situations where an Extension agent and a volunteer discuss a need or problem and come up with the idea for a program and then share in completing the plans for that program.

Volunteers Who Work on Special Projects and Large Events

Many volunteers work with Extension on special community projects and on large educational events. They may work on temporary committees or task forces or only lend-a-hand at some time during the project or event.

Some have the opportunity because of a connection through a group. For example, 4-H parents, in addition to leaders, often are active in helping with fairs and shows. Or representatives from commodity groups are involved in an activity like Career Expo in Harrison County, Indiana.

Several examples of how volunteers and Extension work together on projects and events will be given in a later chapter. This is such an important activity, and the creative ideas are so numerous that they deserve a special chapter.

Master Volunteers

Extension has a growing number of organized programs for volunteers who are recruited and function as individuals without having to have a group membership. The most frequent title for such programs is that of "Master Volunteer." Master Gardeners were the first volunteers, but the same model is now used in several areas and shows a good deal of potential for the future. Master Volunteer partnerships will be discussed in the next chapter.

EFNEP Volunteers

The Expanded Food and Nutrition Program is an Extension program for low income families. There are both adult and youth programs. As will be seen in a later section, some of the volunteers are from among the clientele and others are not.

Special Teachers

Many people with special skills contribute a great deal to Extension programs. A most frequent example are local craft teachers who satisfy a need without involving Extension agents' time. However, several other examples of special teachers appeared in the 12 county visits.

ADVANTAGES AND DISADVANTAGES OF INDIVIDUAL PARTNERSHIPS

A previous chapter summarized the advantages and disadvantages to partnerships with groups. In one sense, those things which are advantages of working with a group may be disadvantages of working with individuals. For example, for the most part there is less power and less continuity working with individual volunteers. And most of the disadvantages of working with a group are advantages of working with individuals. For example, it often is easier to call a few individuals and set up a working task force than it is to get an organization in gear to make a decision and set up a similar group.

A major difference, however, is that when Extension seeks out an individual as a volunteer one is usually seeking someone with a specific talent for a task which only needs one or two people. On the other hand, when Extension takes a group as a partner, Extension wants the advantages of reaching a large number of people, or the resources that the total group can bring. The two kinds of partners are usually sought out for quite different reasons.

Working with individuals can have some marked advantages:

- Ability to hand-pick people for difficult or important tasks or tasks requiring specific background or skill.
- Opportunity for skilled people to make use of their skills and get recognition for their ability.
- Often a closer relationship can develop between the volunteer(s) and the Extension agent in that often they will be working closely together.
- It is often easier to start, stop, or change direction when only one or two volunteers are involved.
- It is easier to set the pace and timing of the work at the convenience of the volunteer.
- It is possible to find uniquely experienced people for unique tasks.

There also may be some accompanying disadvantages:

- It may take time to search out the right person for the specific task.
- Working with several independent volunteers may be more demanding. When one works with a group, one often is only working with the officers and doing so in a group setting. However, the individual interactions with independent volunteers can be time consuming.
- Often the individual volunteer needs, or desires, more of your time than volunteers who work in a group or as a group.

However, one should never make working through a group or working with individuals an either/or situations. Sometimes its best to draw on the resources of an already organized group. Other times it is better to bring a small task force of independents together. At other times it is best to seek out and work with only one special volunteer.

PARTNERSHIPS IN RESEARCH

One of the most frequent special assignments is that taken on by farmers who work with Extension agents on applied research. Many varied examples of research partnerships were found in the twelve counties. All counties yielded evidence of some farmers working with some Extension agents and/or specialists in research. There was considerable difference, however, in the nature of the research and the extent to which farmers were involved.

Four kinds of research partnerships between volunteers and Extension/university professionals emerged.

1. Partnerships with the Extension Agent

Most of the applied research and demonstration activity involved Extension agents working with farmers. Often the purpose of such research was to test out a variety or practice under normal farm/ranch conditions and to make the results of such tests available to others in the county through demonstration days, tours, or reports at Extension meetings.

In Jefferson County, Texas, for example, there was an Extension field test within five miles of a large Experiment Station farm. When questioned about the possible duplication, the farmer pointed out that farmers like to see things grown under typical farm situations. They don't feel that the controlled environment of the Experiment Station is sufficiently similar to real farm/ranch conditions.

In Martin County, North Carolina, farmers indicated that the soil type varied extensively even within forty acres; thus, they were especially interested in tests which dealt with the range in local soil types.

Such tests were not limited to production agriculture. In Bernalillo County, New Mexico, Master Gardeners prepared action research demonstrations for their annual demonstration days. One of the interviewees described an experiment planting marigolds in containers with varying amounts of humus added to the Albuquerque soil.

2. Partnerships with Extension Specialists or Individual Researchers

Some partnerships involved substantive research where the university researcher or Extension specialists worked closely with an individual farmer or orchard grower. Examples of this kind of partnership appeared in Tooele County, Utah, in relation to upgrading of beef cattle; in Clinton County, New York, in relation to improved storage conditions for apples; and in Delaware County, Pennsylvania, in relation to insect control.

3. Partnerships with the Experiment Station

In two instances, Leelanau and Minnehaha Counties, orchard growers/farmers had purchased a farm and leased it to the Land Grant university for use as a research facility. In Leelanau County, representatives of the cherry growers met annually with Michigan State Department heads and mutually agreed upon the kind of research that would be conducted at that Experiment Station. The Growers' Association had been uneasy with the results of research conducted at Experiment Farms in other parts of the state and wanted tests made in their own county.

The Leelanau cherry growers continued to raise money through field day activities and to support special educational equipment and activities at the farm. They had purchased videotaping equipment and encouraged development of videotapes on pruning and other special techniques which they then used in training new workers in the orchards.

The Horticulture Society and Extension organized annual field days at the Experiment Station. A tour of the station experiments was a regular part of such days. There was the feeling that local growers were paying much more attention to the research at the farm because they were closely involved with it.

4. Partnerships with Groups

The fourth type of research partnership was a less direct type but involved associations' or organizations' contributions to research. The primary example of this relationship was visible in Minnehaha County, South Dakota, and in Columbia County, Washington, where Small Grains Improvement Associations were very active.

Minnehaha County provided a different kind of group involvement--an FFA chapter was a partner in carrying on the grain plot research. The school had a plot of land of the right quality and in the right location. The agricultural teacher reported that the boys became so interested in the research that they voluntarily tended the plots during the summer months. They were learning a good deal about research activities as well as crops.

Type of Research

It was apparent from the examples seen in the twelve counties that volunteers could be partners in research in relation to any aspect of agriculture where either new information was needed to solve local problems, or research information needed to be replicated in local conditions to lend credibility to recommended changes.

New Varieties. Growers in Leelanau County, Michigan, were keenly interested in new cherry varieties which would withstand new problems. One of the researchers involved was collaborating with colleagues in Yugoslavia. It became very apparent that for some specialized crops grown in only a few places in the United States, sharing was with the world community rather than just a locality or region within the United States.

In Irwin County, Georgia, a farmer and Extension agent were exploring the use of a new variety of rapeseed as hog feed.

Apple growers in Clinton County, New York, were very concerned that the results of prior research would be undone, and they would have to start all over again. The MacIntosh apple has become one of the main market apples because some years ago a chemical was discovered which keeps the apples on the tree long enough to get ripe. Now, that chemical is being challenged in relation to other effects on the environment.

In Columbia County, Washington, farmers who were interested in alternative crops were working with Extension specialists to test a new variety of waxy barley in the county's weather and soil conditions. The possible spin-off industries from this variety, which appear to be almost as versatile as soybeans, would improve the county's economy.

Crops. The most prevalent research occurring on farms dealt with **crop improvement**. Much of the applied research provided yield information. Several **seed varieties** were planted in a demonstration plot. In some counties, the harvest yields were recorded in a fact sheet, and the fact sheet was made available. In some instances, there were organized tours and demonstration days where other farmers visited the research.

Columbia County, Washington, illustrates the importance of Extension test plots when a county has many different micro-climates. Part of the county is bordered by the Snake River; part of it is semiarid, and part of the county is mountainous. Growing conditions vary markedly; and what will grow one place, won't grow somewhere else in the county. Extension test plots have helped farmers find what seed varieties work best in their particular micro-climate.

Another Columbia County volunteer worked with a special project to determine how the level of moisture affected the production of wheat. A moisture tube was inserted into the soil, and periodic readings were made on the moisture level. The moisture level data was combined with the production data.

In other instances, the crop demonstration plot used the same variety but demonstrated yield under various **tillage conditions** (till or no-till) varying amounts of **fertilizer**, or different **herbicides**. Wheat growers in Columbia County, Washington, were exploring ways of protecting soil through a change in tillage practice that eliminates the summer fallow period.

Pest Control. The Experiment Station farm in Leelanau County, Michigan, had experiments on use of **insecticides** and herbicides. Major chemical companies joined the partnerships by providing products, sharing the expertise of their company research, and supporting some of the costs.

In Delaware County, Pennsylvania, a sweet corn producer maintained an **insect trap** in conjunction with the state Extension specialist. Through counting various kinds of insects, it was possible to identify when insect infestations were occurring in that part of the county. In addition to the moth count, he records the rainfall, temperature, and heat units each day. He has kept these records since 1978. The Extension plant pathologist receives a copy of the information and summarizes it. The grower also shares moth count information with other growers in the area:

Demonstration Plots. Frequently, the research is developed as demonstration plots where farmers in the community can watch tests in progress. Plots may show farmers where they can save money by changing practices, what crop varieties best fit their local conditions, or how new tillage practices can improve soil conservation control.

In North Carolina, the state Extension publishes statewide test plot results in manuals for each crop every year. Local farmers can see the production performance for every variety of corn, soybean, tobacco, etc., tested in the state. These results help them make important economic decisions when planning for the next year's crops. The state Extension office also puts out a herbicide manual to help farmers make educated decisions about their weed control practices for the coming year.

Both viewing the actual test plot trials and reading the compilation of the year's test plot results for the various crops, herbicides, etc., keeps farmers up-to-date on new techniques, alternative crops, and new crop varieties. This knowledge gives them a chance to make the right decisions to help them stay economically viable during times of difficulty.

Equipment. A few instances of partnerships in research on equipment emerged. The Leelanau Orchard Field Day included trials of spraying machinery. Most were from companies, but the trials also included two experimental models. One of those models was developed by the university and another by a local grower.

A pretest of the county visit procedures in Monterey County, California, found that the Extension agent and lettuce growers there were working with equipment producers in Norway and Italy as well as the United States in finding the most efficient equipment for lettuce production. The agent pointed out that companies which give or lease equipment and provide supplies are "volunteers" and are as needed as is the farmer or grower who provides land, plants, or labor for an experiment.

Management. One example of how traditional research partnerships can be applied locally to improving farm management was described in Columbia County, Washington. The Extension agent had brought small groups of farmers together to keep records on machinery costs over a period of time. The group not only shared those records but came together to discuss ways in which they had been able to reduce those costs.

Another was provided by an extremely able farmer in Clinton County, New York, who was concerned about the productivity of his dairy herd. He had been comparing his own records with those from a nearby research facility herd. He asked a research team to examine his operation and records. When the problem appeared to be a poor management choice in use of sires, he permitted the results of the examination to be prepared as a case example to guide other farmers away from the mistake he had made.

Soil protection and conservation were crucial on the wheat producing rolling hills of Columbia County, Washington. One of the county's most active forms of experimentation dealt with methods of soil protection. Demonstration sites were carefully planned, and annual tours were well attended.

Involvement

In some instances, farmers only provided land and labor and had no other involvement in the research. In other instances, the farmer or grower fulfilled a much larger role.

1. Setting research priorities.

The Cherry Growers' Association in Leelanau County, Michigan, was very much involved in determining what research would be carried on at their experiment station.

Farmers from Harrison County, Indiana, served on regional research committees which helped to guide Indiana Experiment Station research.

The Extension Agricultural advisory committees in Jefferson County, Texas, and Martin County, North Carolina, helped identify what demonstration plots or other experiments would be done each year and where such plots would be located.

2. Helping design and evaluate the results of experiments.

There were limited examples of farmer involvement in designing and officially evaluating the results of experiments. The most impressive example was found in the applied research carried out by Master Gardeners in Albuquerque.

3. Playing a very active role in sharing results.

Active volunteer partnerships of farmers and Extension staff/researchers in applied research is one of the most traditional of Extension methods. In some counties, it may have become a routine activity limited to annual variety tests. In others, it remains a very important teaching procedure.

Regardless of the kind and quality of official research carried on at Experiment Stations and by agribusiness, local applied research partnerships are important. They:

1. **give farm families the satisfaction of attempting to develop their own solutions to problems, sometimes generating a problem solving design useful in larger scale research.**

Much of the most meaningful research derives from practice. Research involvement at the local level, which then is related to university-based scientists, can help stimulate research at that level.

2. **Validate and test new ideas in local situations.**

At the same time, validation of more powerful research activities in smaller studies at the local level can help test adaptations of research findings under local conditions and can validate the larger studies. They can increase the credibility of research findings as farmers see them appear under local conditions.

3. **Provide stimulation for those farmers/agribusiness people who are thoughtfully involved in selecting research and in discussing the design and results of the research.**

Over the years, there have always been some farmers who were curious, science-oriented, and wanted explanations and new solutions to problems. Sometimes they have simply carried out their own experiments or inventions. At other times, they have teamed with a professional. They have needed to be involved in intellectual explorations.

Today, it is likely that the number of such individuals in many counties has grown as more farmers have completed Bachelor's or graduate degree programs.

Involvement as a partner in applied research can provide additional stimulation and secure additional value from their particular talents.

4. **Provide educational source material important in local programming.**

They yield local, tangible results of experimentation which can be viewed by others either independently or as a planned tour or demonstration day; and they provide resource people for panel presentations or printed reports which can be examined by others.

The educational benefits of local applied research was mentioned again and again by the farmers interviewed.

Extension agents may want to take a new look at volunteer partnerships in applied research and how they can be best utilized in relation to the most prevalent problems in their particular counties.

Areas where applied research partnerships might be designed and carried out include:

1. **Tests of various cost reduction procedures.** The tobacco example from North Carolina and the report of the fertilizer test in South Dakota illustrate kinds of applied research which can help farmers increase profits by reducing costs.

2. **Tests and validation of various management practices.** The equipment costs study in Columbia County, Washington, illustrates the fact that farmers can be involved in studying practices other than tillage.
3. **Testing feasibility of new agricultural crops.** As prices fell for most agricultural products, the plea in most counties visited was for a new crop which would yield adequate income. New crops need a good deal of testing from cultivation through marketing costs. More areas should be finding research partners to engage in testing economic as well as production feasibility when changes in farm products are being considered.

Involvement in applied research may be carried out in various ways.

1. One professional and one farmer, as in the case of the experimentation on the new variety of hog feed in Irwin County, Georgia.
2. Several individuals and one professional, as is usually the case in variety tests. Varieties are planted in more than one location in an area of the state, and the results of all tests are published in one report.
3. As a group endeavor, such as in the case of the machinery cost study in Columbia County, Washington.
4. With a small group of interested individuals coming together with a professional's help to design and carry out a study as a team.

Whatever method is used, Extension agricultural planning/advisory groups should be involved in identifying areas for research and potential research partners.

Partnerships in applied research is predominantly an Agriculture program activity. We did not see any examples of such activity in relation to Home Economics or Resource Development. One quasi-example appeared in relation to 4-H when a sugar company in Monterey County, California, provided incentives for 4-Hers to experiment in raising sugar beets.

However, the general approach might be stimulating to some older youth and some Homemakers, either in actively experimenting or in keeping diaries or records of activities and making them available for analysis.

EXPANDED FOOD AND NUTRITION EDUCATION PROGRAM (EFNEP) VOLUNTEERS

Volunteers play varied roles in EFNEP programs. Many youth and adult volunteers teach in summer youth nutrition programs. Volunteers are important for helping to prepare educational materials, including teaching games and demonstrations. Some volunteers help locate and recruit participants for the EFNEP programs. Others continue contact with EFNEP families after paid staff move on to new families.

Starting good food habits as a youngster is essential to good health as an adult. Volunteers working with youth and adult nutrition programs can be important in encouraging youth and adults to develop and continue good eating habits.

In five of the twelve counties visited, there were active EFNEP programs which included volunteers. Following are examples of this program which were carried out in both urban and rural areas.

Delaware County. In Delaware County, Pennsylvania, people with a variety of interests served as youth EFNEP volunteers in a black urban community. The black EFNEP aids recruited community members to work with groups of youngsters aged eight to thirteen. The aids provided the volunteers with materials and information for their group sessions.

Youngsters prepare food, learn crafts, and play games at weekly sessions at the neighborhood church. Special activities include growing strawberry plants and mushrooms. Occasional events like "Fun Day at the Y" are held for the youth.

When asked about the program's value, a community leader replied:

"We sometimes hear from the parents that the kids try to make the meals and snacks. At home, they want to help in the kitchen. It brings out an interest in the children that might not be brought out if it weren't for the group."

But not only the youth benefited. One volunteer, a young man who was an orderly in a hospital, explained why he appreciated the program:

"It's a learning experience. I've always wanted to go to college. It's fun; it's nice to get out. It's something to do. It's good for the kids; it keeps them off the streets."

An EFNEP aid identified how the program benefited a volunteer:

"The opportunity came for her to apply for a job as a lunch aid. I like to think because she had this training, it helped her get the job."

Bernalillo County. In Bernalillo County, volunteers also worked with the EFNEP program. Their volunteer work took a variety of avenues, each suited to the situation of the volunteer.

One woman who had been an aid for seven years resigned because of family health problems. She had become a community resource in nutrition. She is a woman of Spanish heritage who lives in a small town. Her husband built her a meeting room and a kitchen on land behind her house to support her activities. There she presents nutrition information to youth and adults in the community. The EFNEP staff provide her with materials for these sessions. She also travels to a nearby pueblo to give demonstrations. In addition to group sessions, she serves as a source of information to individuals. Her friends who work in the school lunch room call her for new ideas and recipes. Staff at the nursery school ask for information. Diabetics in the community discuss their diet with her. Teenage girls who are pregnant ask her for information. She frequently requests the EFNEP staff to provide these individuals with information.

Another illustration of volunteerism in Bernalillo County is a mother of young children who received information from an EFNEP aid on an individual basis. She offered her home for nutrition classes for small groups of women and then became a teaching volunteer by offering nutrition classes to neighborhood children. Once again, teaching materials came from the EFNEP program for teaching; one favorite program with the children is Orange Bird.

Some EFNEP volunteers in Bernalillo County were professionals. A first grade teacher explained how she used EFNEP materials, specifically the Orange Bird program, to teach nutrition in her classroom. She noted that the program is particularly good for first graders because at that time children are forming their food habits.

Minnehaha County. An interview in this county showed how clientele move into volunteer roles. A single mother of four children volunteered for the 4-H Food and Fun EFNEP program. An EFNEP aide had worked with her at home, asking if she would be interested in working with a group of children in her home. The aid provided the teaching materials, and the volunteer recruited and taught the youngsters, who met weekly in her home. As the volunteer said:

"Besides teaching independence, Food and Fun teaches a little pride. It gives them incentive; makes them feel good about giving rather than just taking. I get the fun of working with the kids. I get the inner pay. When you volunteer, you do it for the inner spirit within yourself. You do it so you're not sitting around and doing nothing."

Piscataquis County. A number of volunteers performing a variety of tasks are involved in a summer EFNEP youth program in Piscataquis County, Maine. Volunteers are active in the three-day event held in most communities in the county. Teenage volunteers help teach and work with the youngsters who learn food preparation, play food-related games, and take field trips to places like a strawberry farm, a dairy farm, and an apple orchard. One volunteer said the program helped the children, and the parents become more conscious of nutrition:

"One mother bought expensive food and junk food. After her kids were in the program, the little boy would say, 'Mama, buy carrots, buy this, buy that.' It changed her way of doing things."

About twenty children take part in each community, for a cost of about \$140 for each community. Adult volunteers provide transportation for the children. A big contribution is making puppets and a stage for a puppet show that is part of the program. As one volunteer explained:

"Something like that will get the message across to the children in a way that just talking to them won't. They love it. Children will watch a puppet, even though they know he isn't saying anything. To them, he is saying something."

Community leaders valued the program. As one man related:

"Nutrition is so important for child development. It's another way to educate mothers. Kids come home and say, 'I'm not getting my leafy green vegetables.'"

Another, when asked for an opinion about the summer EFNEP program, responded:

"I think it's great! Last year they had trouble with funds. I'm deacon of a local church; we have a deacon fund, and we put some money in the EFNEP program."

Clinton County. There were several EFNEP 4-H groups in Clinton County, New York. One group volunteer explained the process of how she had become a volunteer. When her son was in Head Start and she was in the WIC program, she became acquainted with the EFNEP staff. An EFNEP aid asked her to start an EFNEP youth group. The youth group then became a 4-H club. The volunteer remarked that:

"I thought it would be great if we could get a 4-H group together. Up where we are there is nothing for the children to do. It's almost nine miles to the school."

The group works with nutrition and gardening projects and would like to expand to include clothing and woodworking projects.

VOLUNTEER CRAFT TEACHERS

When Extension Home Economists ask for program suggestions, crafts is often high on a list of subjects of interest to women. (Crafts, one should note, are generally viewed as low priority by Extension Administration and many legislators). Crafts is an area where volunteer teachers can excel. Extension agents encourage Extension Homemakers and skilled crafts people to volunteer to teach others. Sometimes Extension Homemakers sponsor crafts workshops. One of the homemaker volunteers expressed her personal feelings about the value of the workshop:

"For me to teach a craft, I learn it myself. It has been great!"

Individuals in all twelve counties strongly expressed a desire for craft programs, pointing out a deep involvement in crafts. From these interviews a variety of benefits became apparent ranging from income generation to self-expression.

Income Production. High quality crafts can be sold and can generate income on a part-time basis for people who cannot work away from home. In addition, individuals with thorough knowledge, moderate skill, and the ability to teach can earn income as craft teachers.

In Martin County, North Carolina, the Extension Home Economist helped local crafts people develop an Arts and Crafts Guild, along with a jury show and sale. In Bernalillo County, New Mexico, Extension Homemaker clubs raised money through an annual craft sale. In both counties, volunteers were identified and further educated so as to become better teachers. Homemaker clubs and others desiring to learn new crafts were encouraged to work with them.

An Extension Homemaker in Bernalillo County who was active as a craft teacher said her experience gave her the confidence to open her own craft shop. At her shop she not only sells goods but also teaches classes in crafts.

Heritage Preservation. Crafts like quilting, weaving, pine needle weaving, stenciling, and bead work preserve a historical heritage. Those who believe in the importance of preserving a heritage have little trouble accepting craft activities with this kind of focus.

The Extension Home Economist in Harrison County, Indiana, identified local basketry teachers and helped link the volunteers with interested Extension Homemakers. An Extension Homemaker who took part in the basketry program said:

"I don't think there has to be a strong crafts program, but there does need to be a crafts program. Crafts are part of our heritage. If it wasn't for the Homemakers Organization, I would not know how to weave a basket."

Several people interviewed explained how quilting was no longer a necessity but had become a heritage and an art. A member of a quilt guild in Tooele County noted the value of passing skills from one generation to another:

"We teach people to quilt. The young girls who have never heard of it before and the old girls who did it this way a hundred years ago are sharing."

In Martin County, heritage crafts were included in the program. As one man explained:

"It's brought this community a type of thing that wasn't here before. They brought in a visiting craftsman to teach pine needle weaving. It's great, beautiful work, and almost a lost art. That's an example of craft maintenance."

Self-esteem. Another reason, and perhaps one of the main reasons explaining the widespread call for craft classes, was presented on a recent radio program that described the opening of a new crafts museum in New York. The expert, who was being interviewed, suggested that in the complexities of contemporary life few people have the opportunity to produce an object, individually, in a short period of time. Craft volunteers expressed how craft work had enhanced their self-esteem:

"I've really gotten a lot of ladies interested in needlework. I've developed a lot of leadership skills I didn't know I had. If somebody had told me I would be doing this five years ago, I wouldn't have believed them."

"I think crafts make you feel good when realize you've accomplished something."

Creative Self-expression. An enjoyment of colors and textures leads many people to the desire to create something tangible that becomes their own individualized expression of creativity. In all communities, there are some very talented people whose talents need to be encouraged.

At many of the homes of the people interviewed, there were beautiful craft articles made by local craftpersons. Some of the articles had been influenced by Extension programs. The quality of the products produced by the Crafts Guild in North Carolina was especially beautiful, illustrating the value of creating circumstances so local people can take part in a juried show.

Today, when many people have repetitive or tedious employment, when most jobs do not permit a product to be made from start to finish by one set of hands, the need to satisfy creativity becomes important:

"Crafts are a creative skill. I have the skills, so I like to teach it to other people. It's something to do with your hands, your mind, and your creative urge."

"Crafts take the monotony out of life. It's educational. People want to create things. I think they are happy with what they do."

Producing Unique Products. Some craftspersons are able to design and produce unique products that meet particular needs. Examples are a ceramic of a particular size or style, not available as a mass-produced object and a leather article that meets a particular functional need.

Other examples of craftspeople who create objects that are both functional and unique include:

An elderly gentleman in Irwin County, Georgia, who used his talents to design special racks for holding 4-H demonstrators' posters.

A gentleman in Martin County, North Carolina, began because his wife wanted a certain sized candle holder. He now makes and sells the holders to order--"so high, so wide," as his customers tell him.

A Columbia County, Washington, farm couple made quilted pieces. They exchanged their pieces with a couple who made articles out of stained glass. Each has designed a piece that has become valuable to the other couple.

A 4-H leather craft leader in Bernalillo County explained how members in the leather work project can make useful leather items for use in their horse or rodeo projects.

Therapy. Handwork is often prescribed for those who are experiencing extreme amounts of tension or other mental distress. Handwork also provides relaxation to many who are mentally healthy and want to remain that way. For this latter group, the manual activity of making something is more important than the product completed. One woman responded to the question, "What is the value of crafts?" by saying,

"To me it's the most wonderful therapy in the world. I don't care how upset I am about anything, I can sit down with that cross-stitch. It relaxes me."

Constructive Use of Leisure Time. Although busy, employed people may not realize it, there are four groups today who often have a great deal of leisure time: 1) children and youth; 2) the elderly; 3) the disabled or otherwise unemployed; and 4) people going through a drastic change--out of work, nest emptied of the last dependent, or spouse gone.

A couple in Jefferson County, Texas, explained that the husband had held an important position in the oil industry and had been laid off. His wife encouraged him to take up woodcraft. He did, and consequently sold several items. While the income was valuable to them, the added value of having something constructive to do when suddenly unemployed became more important than the income generated.

Others feel a need to make use of leisure time in a way that gives them something to show for it. Still others, like the young or middle-aged family members who work full-time, want something to keep them awake as they watch television at night.

Craft work, then can become a profound source of pleasure and satisfaction. Some of the interviewees, when asked about the value of crafts, would reply:

"It gives us a satisfaction of something different besides cooking, which is something we have to do as women. Quilts are forms of art, not a necessity. We need to feel good about some of the things we do, and needlework is a satisfaction."

"In the past, homemakers were devoted solely to home and family. Now they are giving themselves the opportunity to learn something just for the fun of it. They are learning to express themselves through art."

Social. Another benefit of craft programs is the social aspect--a chance to share something in common with other people:

"We have made some wonderful friendships with people we didn't even know before. We all came together through the quilt guild and the love of quilting. It's just really fun to get together with people that have the same interests that you do."

Crafts can provide the satisfaction of completing objects in a short period of time. They thus are able to give people a tangible sense of achievement. As the occupations of people continue to produce discrete parts of an object and involve repeated service with no tangible lasting product, people have little opportunity to experience the pleasure of creating an object that may outlive them. In addition, crafts provide products that can be shown to the public, often generating interest and respect from those who see the object. Whatever their other values, good management and good nutrition no longer provide this sort of visible, easily recognized accomplishment, a skill that can be praised by others and, hence, becomes more immediately valuable.

After the interviews, many people would show their quilts, crocheted work, and other craft items. One craft teacher in Bernalillo County wore a suede blazer she had tailored and carried a handbag she had quilted. She had the opportunity - an opportunity she welcomed - to teach others how to make both products.

Ample evidence became apparent of the pride that a husband took in the wife's craftwork, or that a wife took in the work of her husband. In some instances, couples teamed up in craft activity. In Martin County, North Carolina, a husband crafted wood frames for his wife's needlework. There was the pride that young and middle-aged adults took in the craft products that grandparents or great grandparents had made for them. One family in Irwin County, Georgia, gave a special place of honor to the stuffed pig that a grandmother had made as a logo for their hog operation.

Although upper middle-class members were more able to afford expensive crafts, an Extension Homemaker in New Mexico regularly accompanied the Home Economist when she visited a pueblo. The Extension Homemaker taught a craft after the Extension agent had presented the Home Economics topic. Some of the Native American women accepted the former in order to secure the latter. When asked about their interest, the Extension Homemaker, who had frequently traveled to the village, responded, "Most people want to do things to make their homes more attractive."

In summary. Crafts meet a need for many people in many communities. The need varies from becoming a skilled craftsman able to sell products to having a product one can be proud of showing to families and friends. Crafts appear to be one of the easiest areas where one can find and develop local volunteer teachers.

In most instances, this area should not have high priority in Extension programs. However, Extension agents can help individuals and communities discover ways of strengthening resources within the county for learning crafts to preserve heritage or fill leisure time.

For families needing supplemental income, crafts may be especially important. However, figuring of costs versus sale price has to be carefully performed to guarantee that they in fact yield a profit. North Carolina and other states that have employed "commercial specialists" are doing a great deal to develop feasible crafts as home industries.

Juried shows and open class exhibits at fairs can be used to help serious craftsmen improve the quality of their crafts. Local shows and fairs can also help leisure craftsmen enhance their pride in the accomplishment.

OTHER SPECIAL TEACHERS

Although the largest number of "teaching" volunteers have a specific role or title: Master Volunteer, 4-H Project Leader, Extension Homemaker Project Leader, Crafts Teacher, many individuals also teach in partnership with Extension. Frequently, experts in a particular area serve as teaching volunteers for a specific Extension program in their community. Frequently, individuals who have used the practices Extension is recommending talk about their experiences and share their reactions with others.

Following are some of the examples found in the twelve counties.

Landscape Seminar. A Jefferson County, Texas, landscape designer, who works for a local nursery, taught the landscape design portion of the Extension Horticulture agent's landscape seminar. Her first teaching experience was so positive that she plans to continue her collaboration with the agent.

The class also brought about benefits to the designer and the nursery she works for since students from the class came to the nursery for further consultation, often buying plants from the nursery. The designer not only believed that she and the nursery had gained economically, but that participants had learned how to design their landscaping--what plants, for example, would fit certain environments, how to improve home value, and how to benefit from working with living plants:

"I have always enjoyed taking up living things, nurturing them, and watching them grow. I feel that the people who took part in the seminar felt the same way."

Gardening Workshops. An owner of a Jefferson County nursery and bedding plant operation served on a planning committee which developed a series of seminars for gardeners. He also taught part of the program on growing better tomatoes. He noted that through educational endeavors like the tomato program, successful gardeners confirm their knowledge, while unsuccessful or new gardeners gain useful information.

Meat Selection and Sausage Making. A butcher who owned and operated a butcher shop made a film of sausage-making in his shop. He also developed other teaching materials on meat selection and used the film and materials for presentations at Extension Homemakers meetings, the Extension sponsored college days, and other community groups in Leelanau County, Michigan.

Law and the Family and Financial Management. The Home Economics Board in Delaware County planned a series of three classes on family and the law. To implement the program, board members recruited a woman lawyer to teach the classes. The response for registration was so great that a larger facility had to be found.

In addition, the Home Economics board developed a program on financial management. A lawyer and a stockbroker volunteered to teach the workshop. One hundred-and-fifty people attended the workshop. Participants said:

"The workshop was excellent, especially for women. Many of us are widowed."

Estate Planning. A rancher in Columbia County, Washington, told how his father had an estate plan in mind, but changed the plan after attending a series on estate planning at which attorneys were volunteer speakers. As a result, the father's new estate plan left his sons in better financial positions than the original.

Volunteers who work with Extension in teaching others are a very important part of Extension volunteer partnerships. The Cooperative Extension Service may be different from many other agencies who work with volunteers, in that the main mission of Extension is education. Volunteers learn through teaching and others learn from their teaching. The project staff's analysis of value and recommendations related to teaching programs will be given in the chapter that follows which describes the work of Master Volunteers.

OTHER INDIVIDUAL ASSIGNMENTS

In addition to assisting with research, Extension volunteers often help Extension individually in a variety of other assignments. Some provide help behind the scenes. Others work with unique programs.

Individual assignments often are flexible. In many cases, not only can the volunteers choose their hours to fit their own schedules, but they are able to tailor the task to uniquely fit their interests or abilities. This is especially true of several examples which involve retirees in an individual task.

Other individual assignments entail acting as a liaison for cooperation between Extension and another organization, or providing a specialized experience for a specific group of participants, or using individual expertise to enhance an Extension program.

Individual assignments don't fit any format or structural pattern. They may be ongoing tasks which a volunteer executes for a number of years. Or, they may be short-term, concentrated efforts which require a large number of volunteer hours for a specific period of time.

Flexibility allows the participation of people who might otherwise find it difficult to volunteer. Some of these groups are retirees, working women, handicapped individuals, college students who are away from home nine months of the year, young mothers, and low income people.

EFNEP Computer Analysis. In Bernalillo County, New Mexico, a retired electrical engineer volunteers several hours a week working with the EFNEP program doing the computerized diet summaries. He also attends EFNEP aide meetings. EFNEP gained his services through the RSVP program which matches the skills of senior citizens with the needs of various organizations.

The retiree is able to use his skills to do a useful thing for people in the community. This is good for his self-esteem. EFNEP is able to gain valuable services which help their low income clientele and allow EFNEP to be more efficient.

Keeping Bulletin Racks in Order. In Minnehaha County, South Dakota, a volunteer from the RSVP program comes in at set intervals to straighten and replace bulletins in the Extension office bulletin display. Extension is able to keep its bulletins stocked where visitors to the office can see them and take those of interest to them. This volunteer's help frees the staff to do other tasks. The volunteer benefits by knowing she is doing something useful to others.

Work with Wood and Flowers. An elderly couple in Irwin County, Georgia, began working with Extension in a partnership when he lent a hand to her while she was the Extension Home Demonstration Agent in the 1920's. He was courting her at the time that she was giving demonstrations on canning. When the little gas stove that she used would break down, he would spend his evenings getting it going again. Over the years, they have helped many other Extension agents. Currently, his major hobbies are woodworking and flowers. He has worked with 4-Hers on special projects on grafting and propagating camellias.

He has used his woodworking skill to help in a variety of ways from providing simple patterns that beginners could use to building props for the county's representatives in regional and national 4-H demonstration contests.

Working with the 4-Hers on woodworking and flower projects allows the man to pass on his knowledge to a new generation and to foster an appreciation of these crafts and skills. The intergenerational interaction is beneficial for both the 4-Hers and the elderly couple. 4-H gains the man's skills and knowledge and the benefit of the equipment he makes for the contests.

Help to Boy Scouts. A County Commissioner in Maine described how he had used information from Extension as he helped Boy Scouts earn their agricultural badges.

Using Extension information to help Boy Scouts earn badges is an example of beneficial cooperation between two organizations. Such cooperation, if continued, benefits the community as well as both organizations and participants. The Boy Scouts had access to up-to-date agricultural information which helped them earn their badges.

Educational Materials. A woman in Maine made puppets for use in the EFNEP program. Extension Homemakers were considering making models of pigs and other animals which 4-Hers could use to practice ear notching, giving shots, and similar practices.

A 4-H family in Michigan prepared a horse skeleton which has been used for several years and helps many youngsters better understand the physiology of the horse.

Extension saves money when volunteers provide materials or equipment. Extension also benefits by gaining materials which might not have been available had they not been donated. Volunteers have the satisfaction of knowing they have provided a needed service to Extension and, in doing so, that they have helped many people.

Reciprocal Cooperation of Many Individuals. Irwin County, Georgia, is a small county with a good many volunteers but few in labeled positions. Even the 4-H program operates without organizational or volunteer project leaders. Agents, community leaders, and other individuals work together. For example, among types of 4-H cooperation enlisted are a farmer who volunteered his fish pond for a fishing contest, elementary school teachers who critique the 4-Hers demonstrations, a librarian who gives library space for 4-H exhibits, and many others. A commonly expressed sentiment was:

"The agents help us when we need help, so we lend a hand when they ask."

Other Direct Assistance to Agents. As was noted in an earlier chapter, about a fifth of the volunteers interviewed in Phase 2 said that they had assisted an agent in some unique way. Examples included providing space and equipment, providing information about the community, developing instructional materials or preparing displays, helping with special demonstrations, helping organize programs, linking the agent to someone else, chaperoning, providing transportation.

VALUE OF SPECIAL ASSIGNMENTS

Value to Volunteers

- Individual assignments allow volunteers to use their special talents.
- Such assignments also help people develop new specialized talents.
- Often the working time is tailored to fit the individual's schedule. This permits some people to volunteer who could not fit into the usual volunteer opportunities.
- Assignments often are of short duration and have a definite starting and stopping time.
- Research partnerships stimulate volunteers and give a special challenge.

Value to the Community

- Often skills which could not be afforded are available thus resulting in better programs.
- Helping people find and further develop specialized skills means that they may help other groups with them. For example, someone who becomes skilled in video production might help other community groups who wanted an event recorded on videotape.
- Bring special talents to bear on a specific need.
- Research partnerships reassure people that a research finding really works in their particular situation.

Value to Extension

- Single assignment volunteers often enrich and improve the quality of Extension programs.
- Skilled single assignment volunteers can often help in areas where the agent lacks skill or doesn't have time to handle the task. For example, small portable exhibits are excellent teaching devices but take time to prepare. If volunteers prepare them, agents and other volunteers are likely to use them more frequently.
- Help Extension to involve volunteers in high priority programs which change yearly.
- Often provide an opportunity to reach and involve new people as volunteers

Unfortunately, some agents are not aware that there may be people with specialized talents who are willing to share them with others and thus may not think about having a pool of such volunteers on call. Or it may be that the agent doesn't plan far enough in advance to give a volunteer adequate time to help with a special assignment.

DONORS

Many people donate money and property as well as time to Extension partnerships. Some volunteers make money raising a special assignment. The examples found in the 12 counties remind us that donations whether it be loaning a truck, or giving a piece of property, or providing milk for a special session are extremely important.

4-H Property Committee

In Leelanau County, Michigan, the 4-H was given a piece of property approximately sixty square acres in size. A committee has been set up to determine how the property will be developed. One of the committee members is a volunteer whose farm property abuts the 4-H property. When the property was given to the county 4-H and the committee was formed, he began attending meetings because he was interested in how the land would be developed. When an opening occurred on the committee, he was invited to fill the vacancy. Because he was more familiar with the land than the other committee members, having spent 14 years hiking through it, he offered to work on a topographical model of the land. The model would be useful to the committee in deciding how to develop the land, where to put any trails or buildings, and where natural exhibits could be developed.

With a friend who is a surveyor and about ten 4-Hers, he spent the summer months walking the land, taking altitude measurements with an altimeter, and mapping the terrain. They tried to pinpoint features such as open areas, rock piles, tree stands, and the course of the creek that runs through the property.

When they finished mapping, they sketched in the contours of the land so that they had a clear picture. Now he is making the topographical model for the committee.

The committee has made only tentative plans for the land usage. The property can be maintained as an educational site. It was formerly used in the logging industry, and the original logging roads are still visible. The land also includes the site of an old Indian settlement. It is educationally useful for environmental studies in forestry, wildlife, plants, weather effects, and acid rain effects as well.

It will be possible to work with the land from three perspectives--historical, environmental, and recreational. The committee may want to incorporate all three perspectives in its plan. Recreational uses which would not interfere with the other two objectives are campsites and possibly the building of a log cabin lodge for small groups to use. For the time being, the committee hopes to keep the land as natural as possible, though the property is too small to be preserved as a wilderness area.

The county 4-H will have a place where 4-Hers can go to camp out and can take nature or historical hikes. Other non-Extension groups will also be able to use the facility which enriches the whole county. Some historical logging roads and the Indian settlement site will be preserved for posterity.

The 4-Hers who helped map the site learned a new skill and learned about the woodland environment:

"Map making is a skill they'll use. They learn compass work, forestry, just the appreciation of things in the woods. They get the experience of going through the woods. One of them will say, 'Hey, that's really beautiful.' They get a philosophical understanding of the world around them. They get basic skills. They see a project go from an idea, through mathematical measurements, drawing it in, to the final maps."

In this instance a donation which had value from the standpoint of the land also gave extensive serendipitous value as providing a setting for specialized learning.

Fund-raising

Even though the Extension contribution to volunteer programs is covered by taxer, many other expenses are not. Volunteers are very active in raising funds for special projects.

4-H Raffle. In Leelanau County, Michigan, a Lion's Club member worked to get an annual 4-H raffle started to raise money for sending leaders to meetings (regional, state, and national), leadership training workshops, and for buying equipment needed by individual 4-H clubs. They raffle donated items. One local farmer donated a side of beef, a lamb, and a pig which he butchered for the raffle.

The Lion's Club sponsors the raffle and gets the license for it every year.

Value. The 4-H leaders are kept up-to-date through leadership training. Subsidizing a group like 4-H benefits the whole community because it keeps kids busy and off the streets. The members learn good citizenship through 4-H activities.

Multipurpose Building Committee. In Martin County, North Carolina, commodity groups like the Pork Association, the Craft Guild, Extension, the Farmers' Market, and other community groups are working together to get money appropriated by the state legislature for a multipurpose building that would house the Fat Stock show, livestock shows, the Farmers' Market, the Arts and Crafts Fair, conferences, club meetings, 4-H shows, and community events such as dances. They have formed a committee to plan their strategy. Some have considered involving other nearby counties to broaden the base of interest and to increase influence in the legislature. So far, the fund-raising efforts have consisted of lobbying members of the state legislature, writing letters, and raising local interest for the project by involving community groups.

The committee's efforts have drawn the community together and aided cooperation among the many organizations involved. Participants have learned about the legislative process involved in getting appropriations for projects. They have learned the value of making community problem solving a cooperative effort.

4-H Building Renovation and Maintenance. Homemakers Clubs in Bernalillo County, New Mexico, raise money at a Holiday Food and Crafts Show. Out of the proceeds from this event, they donate one thousand dollars for the 4-H building electricity bill annually. This contribution gives the county Homemakers Clubs use of the building for meetings and other events throughout the year.

The county 4-H owns the 4-H building. A county-wide committee, called the 4-H Building Corporation Board, raises money from various events to maintain the building. Some of the projects the committee has funded are putting a new roof on the building, paving the parking lot, and fixing the furnace in the building.

The 4-H building is kept in good condition, maintenance bills are paid, and renovations are made when needed. 4-H and Homemakers Clubs, as well as other groups, have the use of the facility year-round.

4-H Fair Building Improvement/4-H Leaders' Partnership. In Harrison County, Indiana, part of the money for improvement of the fair buildings comes from annual fair profits. However, 4-H leaders in the county have formed a partnership and put on barbecues and other fund-raising events to keep the 4-H fair building in good repair. This committee also cooperated in raising money to fix up the show and cattle barns.

Several years ago, a local philanthropist gave 4-H an amount of money for a poultry barn if 4-H could match the amount of money. The 4-H Clubs succeeded in raising the money, and the barn was built.

The county 4-H fair building as well as the show barn and the cattle barn, have been maintained and repaired when needed. 4-H and the fairgrounds gained a poultry barn.

4-H Van Project. A 4-H swine club in Martin County, North Carolina, needed a van to transport members to area swine shows for judging hogs. For the past three years, members, members' parents, and leaders have worked toward buying a van. One year, they donated a pig to auction off at the local Junior Swine Show. The money went into the van project.

The next year, the local church which had always run the concession stand at the Junior Swine Show decided not to do so. The leader rounded up parents and members to work in the stand and, with their help, got local organizations and businesses to donate the ham, biscuits, hot dogs, sausage, and rolls. All the profits went into the van project.

As a result of this successful venture, other local events that needed concession stands, such as the annual Logging Equipment Show, contacted the 4-H leader and asked the club to be in charge of their concession stands, also. The first year the club did this, they earned \$1700.00 for the van fund. They served 900 people.

The club has run the Logging Equipment Show's concessions for three years. Their van fund has grown considerably, and they look forward to purchasing a van for the clubs' transportation in the near future.

4-Hers were able to provide a valuable service to community events while saving money for the van. They will eventually be able to buy a van which will make it easier for members to take part in area 4-H events. They learned the value of working and saving toward a goal.

4-H Roadblock. In Irwin County, Georgia, 4-H club members hold roadblocks to raise money for various causes. They build a human roadblock across the main street in town, and town residents donate money. They have raised money for a family whose home burned down, for the March of Dimes, and to buy two sewing machines for the club so that members could learn to sew.

4-Hers learn to work together to raise funds for worthy causes. They learn the value of helping others in need. In the case of the sewing machines, the members were able to learn a useful skill.

Kiwanis 4-H Sponsorship. In Piscataquis County, Maine, a local Kiwanis Club buys a steer, and a 4-H member raises it. When the steer is grown, the Kiwanis and 4-H Club sell tickets to raffle off the steer. The first year, this project netted \$1200.00. Fifty percent of the profit goes to the 4-H Foundation to a fund developed by this event. The interest from the fund is used to send county 4-Hers to state and national 4-H conferences and shows. The other fifty percent comes to the county 4-H to be distributed as needed to local 4-H clubs.

The chairman of the Kiwanis Agriculture Committee originally set up this partnership. The Kiwanis club gets national credit for service projects. This particular project allows the club to receive monthly credits.

A banker from another town expressed interest in starting such a project through his local Kiwanis Club. The chairman helped that club set up a steer project with the same provisions for the use of the money.

The 4-H can use the money at its own discretion. There are no strings attached to its use. The Kiwanis Agriculture committee estimates that the project has raised \$20,000.00 for the county 4-H program and the 4-H Foundation Fund since the project began.

The 4-H is able to send members to out-of-county and out-of-state 4-H events. Local 4-H clubs have money to use for purchasing equipment or for other projects. The Kiwanis Club is able to gain national service credits every month. The Kiwanis Club is able to invest in the youth of the community, giving them opportunities for broadening and educational experiences.

Pecan Pie Sale. A Jefferson County, Texas, Homemakers Club annually bakes two hundred pecan pies to sell at a bake sale. The money they raise goes to help with their club operation and funds several community projects. These projects are a \$200 scholarship for a local girl to use toward her college education; semiannual donations to the local library for books, equipment, or operation costs; and help to purchase equipment or defray costs for the County Extension office.

The Homemakers Club members have the enjoyment of doing a large project together. They are able to fund their crafts projects and club travel. They help a local girl with her college expenses. Their donations to the library make it possible for the library to provide more and better services to the community. Their donations to the Extension office provide agents with equipment, such as a copy machine, which makes their job easier.

Individual donations both unsolicited and as part of a fund raising project are extremely important to the partners who work with Extension. Although the educational component of Extension programs have been supported through tax dollars, additional donations cover expenses of activities, facilities, and support for program participants who can not afford travel costs.

Fun raising activities and working with donors and donations also often have an educational component both for volunteers and for program participants.

LOOKING TOWARD THE FUTURE

As the various roles that the Cooperative Extension Service could play in a community expand, and the number of Extension agents in a county remain the same or decrease, there will be many more roles for volunteers who work with Extension agents as individuals. Advisory committees and other key volunteers may need to help a "swamped" Extension staff explore the possibility of involving more individuals as volunteers to take on special assignments. Some individual volunteers will give their time, some will give their special expertise, some will give ideas, some will give facilities, others will give money. The role of each independent volunteer remains extremely important to program participants and to communities.

CHAPTER 12

MASTER VOLUNTEERS

This chapter provides an overview of how volunteers work with Extension through Master Volunteer Programs:

1. The nature of Master Volunteer programs.
2. Master Gardeners.
3. Other Agricultural Master Volunteers.
4. Master Food Preservers.
5. Other Home Economics Master Volunteers.
6. 4-H Key Volunteers.
7. Developing new Master Volunteer programs.
8. Tasks and impact of Master Volunteers.
9. Value of Volunteers who teach
10. Looking to the future.

For most of its history, the Cooperative Extension Service has primarily relied either on its agents teaching people directly or on working with voluntary organizations. New volunteer programs are emerging where Extension works with individual volunteers without forming an organization. Master Volunteer programs are the most prominent of this new approach to relationships.

NATURE OF MASTER VOLUNTEER PROGRAMS

The Phase I data of the IVE study showed that about one-fourth of the counties have Master Gardener programs and about one-fourth have Master Home Economics volunteer programs. The Master Volunteer programs started with the Master Gardener program and was followed by the Master Food Preserver program. Since 1983, Master Volunteer programs have grown in number and focus. They now include a wide variety of subjects, yet the concept remains similar - volunteers receive several hours of intensive education on a particular subject in return for hours of volunteer time during which they teach and share information.

As will be seen in the next chapter, Master volunteers teach in a good many ways. They talk to people individually over the telephone, at demonstrations, at shopping malls, and in their own community. They teach small groups or guide small groups in demonstration activities and tours. They share Extension bulletins with people and develop demonstrations and video tapes which help people understand how to care for carry out tasks related to their focus. For example, Master Gardeners help people know how to take better care of their lawns, gardens, trees, shrubs and vegetables.

At first Master programs were developed in areas viewed as having the lowest priority for Extension agent involvement - home horticulture and crafts, neither of which is a high USDA or Land Grant priority. More recently, Master programs have focused on high priority problems like family financial management and farm foreclosure. The examples that follow are only a few of the kinds of Master Volunteer programs which have been developed in various areas of the country.

- They attract people keenly interested in the particular subject who may have some academic preparation or considerable experience related to it. Often, those attracted have little knowledge about Extension.
- The volunteers know the minimum number of hours they are expected to spend and the general nature of what they will be asked to do.
- A variety of tasks are involved, so that all special abilities can be maximized.

- Designation as a Master Volunteer is limited to a certain number of months after the initial training unless the person takes part in additional continuing education sessions.
- Agents enlist the help of experienced volunteers to plan and conduct entry-level educational sessions for new volunteers, to coordinate schedules for phone or exhibit duty, and generally to coach and help the new volunteers.

MASTER GARDENERS

Even though the Master Volunteer concept has been initiated with Master Gardeners, Agriculture has been slow to develop related programs. The concept is, however, being tested in various areas. The following chapter includes are descriptions of Master Gardeners, Livestock Masters, Master Woodlot Managers, Farmer Lender Mediation, and Farm Family Counseling programs.

Master Gardeners was the first Extension program in which Extension staff worked with lay volunteers to develop local experts. In this program, people donate a set number of hours to volunteer projects; in return, they receive several hours of indepth Extension training without charge. In 1983, about 25% of the counties were reporting Master Gardener programs. In 1987, approximately 700 master gardeners from 43 states, Canada, and the District of Columbia, attended the first National Extension Master Gardeners conference. They represented the 15,000 volunteer Extension Master Gardeners nationwide. The conference was cosponsored by the CES in the District of Columbia and CES at VPI.

The specific responsibilities of the Master Gardeners and their relationship to Extension differ across counties offering the program. The Master Gardeners of Bernalillo County, New Mexico illustrate many of those responsibilities.

Bernalillo County.

The program in Bernalillo County, New Mexico, (Albuquerque) provides an example of a very highly developed Master Gardener program. The program was started a few years ago by the Extension Horticulture agent and a physician's wife (a Minnesota 4-Her in the 1930s) active in the Albuquerque Council of Garden Clubs. A twelve-member committee from the Garden Clubs helped plan the initial program, which today is cosponsored by Extension and the Garden Clubs. The Garden Clubs provide a center for classes and programs, finance phone lines for the Master Gardeners' hot line, and write a Master Gardener newsletter, which is printed by Extension.

One volunteer serves as program coordinator, setting up training for the Master Gardeners, recruiting instructors for the training, arranging schedules, and recording hours that the Master Gardeners volunteer. The Extension Horticulture agent works closely with the volunteer coordinator.

Master Gardeners spend at least twenty of their thirty volunteer hours answering telephone questions about horticulture problems. Some of these calls come from native New Mexicans who encounter something new or who may be turning to indoor or outdoor gardening for the first time. Many calls, however, are from newcomers to the region who need help in adjusting old gardening ideas to the new environmental conditions.

The Master Gardeners program seems to have something for almost everyone - whether it's an opportunity for volunteers to use their talents or an opportunity for the public to obtain information. The seventy-five or so Master Gardeners join forces annually to put on a Garden Center Fair. More than 1000 people attend. The highlight of the show is presenting gardening information as it applies to the particular environment of the area.

Master Gardeners, as well as other garden experts, volunteer exhibits of a variety of plants, including plants of the areas that can be grown in portable containers. There is also on exhibit a drip irrigation system. Some volunteers give lectures. Others present hands-on demonstrations at which visitors "plant the seeds or cut the cuttings."

In addition to planning, organizing the show, and presenting exhibits and demonstrations, some Master Gardeners do research prior to the fair for their exhibits. A Master Gardener described the work that went into his project:

"I dreamed up a project to show how waste organic materials will help the usual sand and gravel type of land that we have--no top soil. I compared growing marigolds. I compared a mixture of sand and gravel plus cotton hulls, coconut fiber, peanut shells, and wood chips. All of them were better than the sand and gravel, and the peanut shells ended up being the top grower. Essentially the conclusion was anything organic that you mix in is better than the sand and gravel alone."

Information, particularly to individuals who were not natives of the county, was especially helpful:

"Gardening in this part of the country is quite a bit different, so knowledge from programs is most beneficial. More than 50% come from some other part of the United States. Most places they come from have the better soils. This is a big service now that their backyard is sand and gravel. That is one of the main calls we get, from people who say, 'What do we do with this mess?'"

"We save a lot of people quite a lot of trouble, especially non-native Albuquerqueans who are unfamiliar with the climate. When you can steer them the right way, you've done a lot to help."

Bernalillo County Master Gardeners cooperate with the local Garden Clubs by presenting a twelve-session course called "Gardening in the Southwest" at the Garden Center. The class teaches how the Southwest is different horticulturally from other parts of the country; garden preparation; soil preparation; insect pests; types of ornamentals, fruits, and vegetables that can grow there; native plants; etc. They base the class materials on Extension information. The Horticulture agent gives one of the lectures. They provide a few guest lecturers, but Master Gardeners teach most of the sessions.

People who call on the Garden Center hot line are often interested in becoming Master Gardeners, but don't know enough about gardening to qualify for the program. Master Gardeners steer these people to the "Gardening in the Southwest" course to prepare for taking Master Gardener training.

Gardeners are made familiar with the Southwest's soil and climate differences in terms of gardening. The class is good preparation for Master Gardener training. People become aware of the Master Gardener program:

"You expose the public to a wide range of media, including the individual encounter. It lets the people know there's a place they can turn to for information. It's amazing how many people don't realize that. I didn't realize there was a person I could talk to or that there was training available. Just making this more known to the community is worthwhile."

Master Gardeners also give presentations to community groups, make home visits for special problems, and conduct plant clinics. Some Master Gardeners help with research by testing new varieties of garden seeds. Master Gardeners also staff exhibits and provide gardening information at the county fair, state fair, and other events. One Master Gardener described the response to an exhibit at a fair:

"We didn't know what anybody wanted or if anybody would come. We had the biggest turnout we've ever had for any of the things we've ever done."

In addition to activities for the general public, Master Gardener presentations focus on special audiences. A seed program conducted in the schools for third graders has reached over 4000 children. This program was initiated by 4-H and is done cooperatively between 4-H and Master Gardeners. Some Master Gardeners give programs for Senior Citizen groups. Others work with residents in nursing homes. A special project in the homes has been to help residents create terrariums for their rooms. Some go to local health care centers, like a rehabilitative nursing home and a children's psychiatric hospital, to work with patients on gardening projects.

Master Gardeners are recruited through media announcements and word of mouth. Usually they are people with a keen interest in one or more areas of home horticulture, attracted to learning more through the specialized training programs and volunteer experiences. Often they have little initial awareness of Extension.

Though some complete only one year's service and do not sign on for a second year, many continue for several years, helping with the training sessions for new Master Gardeners and taking part in advanced training sessions.

Because of the need to educate part-time employees at nurseries and garden shops, businesses can pay a fee and have employees attend the training sessions.

Some Master Gardeners told of the value they saw in the program's teaching methods:

"The best part is that you can do it one-on-one. If somebody doesn't understand something, you can show them. That is much better than watching it on TV. You can read it in a book, but that doesn't tell you what it's like in Albuquerque, New Mexico."

"Videotapes are great; books are great; but one-on-one learning is the best of all."

"I have heard so many people say that the hot line was just the best thing we ever did. They use the hot line. Lots of people call in. A variety of people call in."

"I think a lot of the time they get verification of what they thought they should or should not do from the hot line. That makes them feel comfortable."

A Master Gardener discussed how clientele pass on information:

"It benefits other people by sharing with them what little knowledge I have. Then, they can pass it on to others."

Value of the program. The Bernalillo County Master Gardeners are very enthusiastic about their activities and Extension's part in providing the training. Volunteers said:

"The more you stay in, the more you learn and find out you didn't know. Each year I learn more. Now I finally feel like I'm really a Master Gardener. It's made me a better gardener all the way around."

"We're really proud of the Master Gardener program here. I've seen people who want to get into the gardening program and want to work in the seed program for 4-Hers. They really take hold, not only working with the boys and girls, but the manual work of dividing up the seed. We have good response to the program."

Master Gardeners told how their clientele gained from the program:

"Most people are not gardeners, but they have to do it. They have to maintain their grounds. They want someone they can call."

"We save a lot of people quite a lot of trouble, especially non-native Albuquerqueans unfamiliar with the climate. When you steer them in the right direction, I think you've done a lot of help."

"I hope that I have encouraged an interest in growing things. I teach people to grow better flowers and vegetables. It helps to improve the environment. I hope they get more enjoyment out of it as a result. The environment will be beautiful for them and for other people; it makes their digging more rewarding by teaching them what does and doesn't work."

Master Gardeners also identified social benefits they received. One who worked with the seeds program said:

"I think it's a really special way to be involved in my community. I love working with children. I enjoy being involved in the community. It's a way to get involved in the school."

Others commented:

"It makes me feel better. It makes you feel like you want to get up and go do something."

"I've gotten a lot of personal reward from sharing what I know with the public."

And as a retired gentleman noted:

"I always recommend one of these programs to people when they retire. You learn a lot and stay busy."

Other Counties. The Tooele County Agriculture agent, agents from neighboring counties, and state Horticulture specialists combine forces to train Master Gardeners from several counties. Upon completing training, Master Gardeners gave presentations to interested groups in Tooele County and assisted the agent with some programs.

Master Gardeners in Minnehaha County, South Dakota organized a garden tour as one of their first activities. Over 100 people visited the twelve gardens on the tour. Many of the gardens were specialty-type, featuring perennials like roses, peonies, and irises.

The volunteers organized the event and invited gardeners to show their gardens. They invited people they knew about and followed up on gardens they had noticed throughout the year. A volunteer said she "just went up and knocked on their door and asked them to be on the tour." The volunteers took care of the publicity which ranges from radio spots to newspaper articles. They also provided each host gardener with a tour sign to put in their yard.

After the tour, all those involved met over coffee to review the activities and begin planning for the next year. They decided to do three tours next year: "one in June, one in July, and one in August, with more attention to vegetable gardens."

Those who attended had an opportunity to gain useful information:

"The average person attending had an opportunity to obtain a lot of cultural information."

There were benefits for both the organization and those who attended:

"A tour gives local societies like the rose society and the iris society an opportunity to show off their wares. It's a benefit to both of them. It gets people to see some of the newer varieties when you are dealing with either iris or roses, particularly the iris, which a good share of the population think is the same as grandma had in 1930. The varieties have changed so much the people are just dumbfounded. Tours get people to grow more special kinds."

A vegetable gardener explained how he was going to use the information:

"We're interested in raised beds. One garden we saw had several raised beds. He didn't use timber to hold them. That's what we're going to do this year; get more produce with less ground."

Master Gardener programs have been given more priority in urban counties than in rural counties. However, many rural counties would be well served by a similar program. In such cases, the state specialist or agents and Master Gardeners from an urban county with a highly developed program might train and provide support for the local Master Gardeners. Some counties only need one or two Master Gardeners to deal with the most common gardening questions. Others, where the rural non-farm population and the farm population is really into ornamental horticulture, might need a team almost as diverse as the team in Bernalillo County.

OTHER AGRICULTURAL MASTER VOLUNTEER PROGRAMS

Other than Master Gardeners, Extension Agriculture programs have been slow to open up other Master Volunteer opportunities. However, a few additional examples came to the attention of the study staff.

Livestock Masters Snohomish County, Washington state, has developed a Livestock Masters program. Individuals with experience raising two or more species are eligible to enroll in the program. In return for their training, they spend sixty hours advising small farmers on the production and care of sheep, swine, beef, and poultry.

The Livestock Masters make farm visits, answer telephone questions, and present displays at the various events that small farmers attend. The volunteers reach three types of small farmers: those who engage in hobby farming, those who depend on livestock to supplement their food supply or to provide income, and those who are "new settlers." It is believed to be the first such program in the nation.

Master Woodlot Manager The forestry agent in Linn County, Oregon, developed a pilot program to test the notion of training woodlot managers as volunteers to assist foresters. The pilot project was funded with a grant from the Soil Conservation Service; then, a committee of fourteen loggers, industrial foresters, and landowners developed plans. Ten volunteers, who were landowners managing their own forest land, were selected for the program from twenty applicants. These volunteers were provided with eighty-five hours of training that focused on communication, interpersonal strategies, and related "people skills," as well as forestry management.

A mail survey, sent to the clientele with whom the Master Volunteers worked, indicated that forty-one new forestry management programs had been started on 1300 acres of forest. A survey of volunteers showed that they also had increased management practices on their own land. The program is being expanded to the entire state.

Farmer Lender Mediation Program A new Minnesota state law has caused a successful volunteer program to be created in that state. Legislation mandated that farm foreclosures could not be initiated until the farmer had been notified of the intended foreclosure and a mediation process had been conducted. The Minnesota Extension Service was charged with the mediation responsibility. The Extension Service recruits and trains volunteer mediators to serve as the neutral party in farmer-lender mediation. Volunteers from all walks of life responded to a call for volunteers. However, all those interested are not accepted into the program. Extension agents in each county make the selections. The volunteers must complete the two-day initial training on farm mediation and conflict resolution before they are assigned to a case. County staff provide monthly in-service sessions on technical information such as bankruptcy laws and debt restructuring strategies. State Extension specialists provide monthly newsletters and quarterly in-services for the volunteers.

The role of the volunteer is a neutral third party who schedules meetings and meets with farm families and all their lenders. The volunteer mediator's job is to insure that everyone gets a chance to speak, emphasize common goals, keep discussions focused, assist in identifying options, reduce fault finding, and keep the balance of power fair. The volunteer mediator has no authority to make financial or legal decisions. The size of the groups has ranged for two to thirty people. Mediators have worked with 4,200 families of whom 46% have been able to negotiate payment agreements with the creditors so that foreclosure did not occur.

Volunteers are asked to give up to forty hours a month over a six month period to the program. They are reimbursed for travel and receive \$20 for every mediation meeting. Preparation time averages seven hours per case, and typical cases involve three to four sessions during a sixty day period. An indication of the commitment of the volunteer mediators is that 150 of the first group of volunteers signed up for the program's third phase.

MASTER FOOD PRESERVERS

The Master Food Preserver program provides information on canning, freezing, drying foods and on speciality such as jellies, jams, and pickles. The Master Food Preserver program attracts men and women as both volunteers and clientele. Master Food Preservers take intensive training from Extension and then serve their communities in various ways. At least 22 states offer Master Food Preserver programs.

Again Bernalillo County provides an example of a well developed program. The Master Food Preservers teach small groups throughout the county, including sessions at a military base. They answer telephone questions, check pressure canners, and staff exhibits. As a Master Food Preserver who worked at an exhibit at a farmer's market said:

"At the grower's market you get into a one-on-one situation. With so many people coming by, you have an opportunity to interact with a wide spectrum of people."

Another said of a state fair exhibit:

"I don't let anyone walk by the table. I bet in three or four days I talk to 300-400 people."

The program attracts men and women as both volunteers and clientele. One Master Food Preserver reported that two men attended the workshop he offered on pickle-making. Several Master Food Preservers indicated that it was not unusual for men to either help with or do all of the family's canning and freezing. Some specialized in jams or pickles.

Master volunteers told what clientele have learned.

"Some people have had heart attacks. If they want to come up with salt-free food, this is one way of doing it - preserving their own food."

"I didn't realize how slow some people are in understanding that they could get botulism or very sick from not doing it correctly."

"People learn that doing your own food preserving is not that difficult. They learn there's a place they can turn to get help with just a phone call."

Master Food Preservers also described what they learned from the program.

"I have a lot better understanding of what I'm eating. I'm not a health nut, but it's nice to know that I don't have to have fourteen cups of sugar in my jam."

"It's interesting. I wanted to learn how to can correctly. That's why I started the Master Food Preserver program. I really enjoy canning."

Another Master Food Preserver spoke of how clientele share information.

"We serve as Extension's extensions to the community. The people that we talk to become our extensions. It's like mold that creeps out in the community or a multiplying effect; it's a geometric growth factor which takes place here."

Master Food Preservers also indicated they had received social/psychological benefits.

"I learned a lot for my own benefit. Two years ago, I was scared to death. Now I'm not afraid."

"I made a lot of new friends. It made me feel good when people would ask me about something I could answer. They were things I had often wondered about, like the different canning methods."

"It's great. We all really enjoy each other. You get to know people from all over. It's great that you can be doing something good for the community and still enjoy yourself."

Other States

Various states have undertaken studies of their Master Food Preserver programs. Wisconsin, for example, found in a 1987 study that the Master Food Preservers averaged 33.5 hours of volunteer time for 33.7 hours of training. In that time, they answered over 1550 phone calls, made home visits, gave presentations to a wide variety of groups, wrote newspaper articles, appeared on television and radio programs, and staffed exhibits at fairs, farmer's markets, and businesses. It was discovered, however, that volunteers would like to volunteer in a wider variety of areas. For example, 39% would like to write newspaper articles, 92% would like to give talks to the community or staff a booth or exhibit, and 84% would like to make home visits. The data suggest that Master Food Preservers could make a far greater contribution than they are presently.

OTHER HOME ECONOMICS MASTER VOLUNTEERS

In the fall of 1986, a federal Extension Service survey found that thirty-one states, or 62%, reported Master Volunteer Home Economics programs. These states indicated seventy-one different program titles, with 4,841 Master Volunteers enrolled. Some states only had one Master Volunteer program. Others, like Missouri and Alabama, had several.

Programs differed slightly in the way they operationalized the concept. Seventeen of the thirty-one states said they required at least twice as many hours as volunteers received in training. Seventeen said they charged fees for the training. Seventeen indicated receiving some kind of external support for the program.

The number of programs varied considerably according to subject matter areas. Master Volunteers working with Food Preservation were found most frequently.

Number of States Reporting Master Volunteers Working in Specific Areas Fall, 1986

| | |
|-----------------------|-----------|
| Food Preservation | 22 states |
| Resource Management | 17 states |
| Yarn Skills | 15 states |
| Clothing Construction | 11 states |
| Family Relations | 7 states |

Master Parent Educator. The Master Parent Educator program in Alabama focuses on encouraging and supporting parents as they develop parenting skills. Staff at the state level have developed materials for the program and provide training for Extension Home Economists who wish to use the program. In turn, agents recruit volunteers through the Department of Human Resources, churches, or the mass media. The Extension Home Economists and other community resource people provide thirty hours of training for volunteers. The training focuses on parenting skills, especially for parents who are abusive and/or neglectful of their children.

The agent and the volunteers then work with the Department of Human Resources and churches to recruit program participants. Volunteers work with one family for six months to a year on a one-to-one basis. Families are free to call the volunteers during stressful times.

In addition, the agent holds follow-up training for volunteers. Volunteers are probably as effective as social workers because they are supportive, but simultaneously pose no threat because they have no power or authority.

Practical Education for Parenting. Although Ohio does not call its volunteers Master Volunteers, a similar concept which prepares volunteers to serve as *facilitators* in a program called Practical Education for Parenting has been used for several years in that state. The Extension Home Economist recruits facilitators, who then recruit a group of parents. Initial training alternates between the agents training the facilitators and the facilitators working with the parents. The educational materials are considered the experts, and the volunteers facilitate the use of the material.

In Cuyahoga County, Ohio, over 1000 parents have been reached by facilitators in the past five years. A survey of parents found that as a result of facilitator contacts, parents communicated more effectively with their children, disciplined more constructively, realized the importance of self-concept for themselves and their children, and felt more satisfied in their role as parents.

Financial Counselors. The Extension Home Economist in Fond du Lac County, Wisconsin, has developed a Master program for financial counselors. The agent received numerous requests for assistance with financial planning as a result of group programs on the subject. Demands for financial management help exceeded the time that was available, and it was clear that additional resources were needed. Recognizing this need, the agent developed a program for volunteer financial counselors melding counseling materials, counseling techniques and dynamics of family systems, as well as systems for recruiting, training, and supervising volunteers. After training, volunteer counselors regularly meet with individual families in their homes to develop and carry out financial plans. Referrals for the program come from social service agencies, community programs, marriage counselors, and the district attorney.

Money Sense. Money Sense, a resource management program focusing on money management and food buying, was developed for use by military personnel at a military base in Kern County, California. Volunteers - spouses of enlisted personnel and base personnel - were trained to deliver money management and food buying lessons to enlisted families located on the base. In return for training, each volunteer (Money Sense Advisor) was expected to return thirty hours of volunteer time by holding instructional sessions with twelve or more clients during a two-month period.

The program was of value to both the Money Sense advisors and the clients who participated. One advisor told how, after attending the sessions on budgeting and goal setting, she and her husband developed a plan and paid off \$4000. The first class of fifteen advisors who completed both the program's instructional and community service portions reached about 200 clientele. Eighty percent of families who were later referred to the educational program by the base's Family Support Center (following emergency financial assistance) returned for further help. This result markedly contrasts with their experience before the Money Sense program when repeat requests for assistance were high.

Money Talk\$ for Farm Families. A new volunteer program for farm families has recently been developed in Wisconsin by Family Living staff. The program provides trained volunteer counselors to help farm families become more competent family resource managers. The guidance the service provides enables farm families to set up a spending plan, establish and negotiate debt repayment with creditors (if necessary), organize financial records, and examine insurance coverage.

Volunteer Information Provider Program (VIPP) Master Volunteers who work with care givers for the elderly is one of the newest developments among Master Volunteer programs.

The VIPP program trains Extension Homemakers to provide information on care, information on resources, and support for care givers for the elderly. The program began in Missouri when researchers visiting Extension Homemaker clubs asked members to identify their needs. One of those needs, care for the elderly, was clearly identified. An Administration on Aging grant enabled the program to be developed in Missouri and then implemented nationwide. The program now exists in twenty states. The program developed an instructor's manual and a volunteer's resource manual that contains especially pertinent information regarding care of the elderly. The program, initiated in rural areas, also works well in urban areas.

Each participating state has three tiers of program participants. The state team is comprised of Extension specialists, representatives of the state unit on aging, and Extension Homemakers. These teams were provided training by staff at the Center on Aging Studies at the University of Missouri-Kansas City. Training included how to train volunteers and how to train those who will in turn train volunteers.

The state teams then work with county teams who are comprised of Extension agents, representatives of the county unit on aging, and Extension Homemakers. The curriculum includes information on such topics as changes in the physical body during aging, choosing a physician, use of medication, personal care, communication with older adults, and how to deal with stress.

The county teams recruit volunteers, many of whom are Extension Homemakers. Each team provides training as well as nurturing and support for the volunteers as they carry out their tasks.

The volunteers make contact with the care givers with whom they are to work. They may work on a one-to-one basis or with groups like church groups, Extension Homemakers, and garden clubs. They are also likely to share information informally with friends and neighbors.

Volunteers are usually expected to work with at least two caregivers in exchange for their training. In Missouri, sixty-three volunteers have been trained, and they have worked with 1100 care givers.

Nutrition Eldereach Action Teams (NEAT) The NEAT program developed in Manitowoc County, Wisconsin, focuses on nutrition for the elderly. Ten elderly persons who participate in the nutrition program were recruited to teach nutrition to their peers at the meal sites. Extension Home Economists developed program materials on nutrition education and then provided three days of training for the volunteers. Additional training was provided at which volunteers had an opportunity to share their experiences.

The volunteers then presented nutrition information at meal sites in the county. The information focused on weight control, food safety, and dairy products and diet. The volunteers returned seven hours of time for each hour of training.

Master Teachers of Home-based Businesses Another unique application of the Master Volunteer concept has developed in Massachusetts. A study of the economic consequences of home-produced goods and services found that some Extension clientele were using home economics skills to produce goods and provide services. Based on the study, Extension decided to focus some programming on home-based businesses. To extend the Home Economics staff, Extension developed the program Master Teachers of Home-based Business.

A first step in the program, which focuses on bed and breakfast, day care, cleaning, catering, and home sewing businesses, was to develop support materials for Master Teachers and Extension Home Economists. The materials included a series of fact sheets on home-based businesses, a set of ten home correspondence lessons, a set of videotapes, newsletters and timely updates, and follow-up in-service sessions.

Extension Home Economists in thirteen counties selected seventy Master teachers who attended one week of intensive education at the state university. Funds from the private sector and a University Public Service Grant paid for the development of materials, the training, and a recognition dinner for the Master Teachers.

Master Teachers contracted to work 100 hours. They worked with program participants in several ways. They did one-on-one counseling, conducted seminars, gave mass media presentations, and answered telephone inquiries. The information they presented had two focuses: 1) information about beginning and expanding a home-based business and 2) information on topics like pricing, marketing, record keeping, insurance, label laws, taxes, and insurance.

The program had several values for its clients. One-half of those served by Master Teachers had had no previous contact with Extension. Overall, program participants increased their earning power, which rose by 136% from 1984 to 1986. In addition, the growth of home-based business enhanced the quality of life by providing employment and income opportunities, contributing to personal growth, and allowing families to spend more time together.

Master Yarn Volunteers In conjunction with nearby counties, Martin County, North Carolina, developed a program for Master Yarn Volunteers. About ten people attended the twenty-five hours of training. The program had two levels of volunteers. Crochet experts volunteered time to teach Master Yarn Volunteers. In return, the volunteers offered twenty-five hours to teach others. Volunteers were provided with resources to use in teaching.

Curriculum design and materials for the Yarn Masters program were developed by a national committee of Extension staff, funded by the National Yarn Council. The group developed two sets of teaching materials: one focused on a strategy work plan for developing Master Volunteer programs; the second focused on materials for Extension Home Economics Master Yarn volunteers and participants to use with the Master Yarn program. While the yarn program's subject matter was not a high priority, the program remains important in developing positive public relations as well as skills which can lead to home-based businesses. By 1986, fifteen states were offering Master Yarn Skills programs.

Master Sewing Teachers Another example of Master volunteers comes with clothing construction. West Virginia's state clothing and textile specialist developed materials for the Master Sewing Teachers program, providing training for eight Extension Home Economists. The agents, in turn, provided thirty hours of volunteer training. Some training was done on a one-to-one basis, and some was done on a multi-county basis. The volunteers then conducted workshops, which taught 115 program participants basic clothing construction.

Videomasters Program. In the Richmond, Virginia, area a Master Volunteer program, set up by an Extension agent and a volunteer specialist from the Center for Volunteer Development, allows volunteers to get indepth basic training in video production skills in exchange for 80 hours of service to Extension. Volunteer tasks include working with set design, camera operation, remote shooting, editing footage, and becoming leaders of 4-H media clubs.

The training of the initial 20 Videomasters has helped Extension staff expand hours available for television production. The 4-H program has benefited by the development of the media clubs, which give participants experience working with video. Some of the Videomasters may be able to use their experience for future careers.

4-H KEY VOLUNTEERS

In some respects, the 4-H Key Leader described in the 4-H Chapter is very much like a Master Volunteer. However, there usually isn't a clearly understood exchange of hours for learning opportunities. There has been some discussion of developing "Certificate Programs" for 4-H Project Leaders. These programs would not be required of volunteers who want to work in local clubs, but they would be added opportunities for them. They could be arranged like a Master Volunteer program.

The 4-H project leader would take an intensive multi-hour course in a 4-H project he or she was interested in and in return would commit a certain number of hours either 1) working directly with youth or 2) working with project leaders who do not take the certification program. For example, the volunteer who wanted to be a certified leader in 4-H Sports would take 20 or 30 hours of instruction which would include gun and archery safety as well as understanding various guns and archery equipment and how to work with boys and girls of various ages. The volunteer who wants to teach 4-H Clothing projects would take a review course in clothing construction, additional training related to clothing selection and grooming, and how to work with boys and girls. In both instances, the individual going for certification would choose an area they were keenly interested in and, like the Master Volunteers, would find the training useful in their own work as well as preparing them to teach boys and girls.

DEVELOPING NEW MASTER VOLUNTEER PROGRAMS

A master volunteer program can be developed whenever:

- there is a continuing need for information guidance and counsel by individuals in areas which are part of Extension's responsibility.
- many of the specific needs and questions are repetitive with fairly standard answers.
- the area requires practical knowledge and experience.
- someone who is acceptable to the Land Grant University is willing to provide the original training and continued updating that is needed.

Establishing Master Volunteer programs in one of the best way to continue to help clientele with "old" areas, while freeing Extension staff up to cope with new problems. However, Master Volunteer programs can also be developed in new area as evidenced by the Virginia Master Video Volunteers and the Missouri Master Volunteers who work with caregivers of the elderly.

Although Master Volunteer programs can be extremely valuable to communities, to the Master Volunteers, and to clientele, experience has shown some cautions are in order.

- If there is any danger of liability--for example, related to use of chemicals--volunteers need to know what they can safely say and what they shouldn't say.
- Master Volunteers need to be helped to be adept in promotion. It is not enough just to wait for people to come to them. They need to make people aware of what they have to offer.
- As a Master Volunteer program develops, one or more volunteers should take on coordination tasks. Volunteers who coordinate can develop master schedules of who will be on telephone duty when, or who will teach which group, or who will be on duty at an information booth for which hours. Coordination can take a good deal of time.
- When answering requests which come by telephone is a major role of the volunteer, once the word gets around effective Master Volunteers may attract more calls than the some Extension telephone lines can handle. In some instances, it might be well for the volunteers to work from the library or some other location than the Extension Office.
- Master Volunteers need forms of identification which relate them to Extension. For example, a badge, cap, or other visible symbol when they are working directly interacting with the public.
- Some areas like gardening and food preservation attract hundreds of specific questions. It is impossible to keep all of the information in one's head. Thus on-line computer or print reference systems are needed.
- Perhaps the greatest concern, however, is tunnel vision on the part of agents and advisory boards. Few counties have Master Volunteer programs in more than two subject areas.

MASTER VOLUNTEERS' TASKS AND BENEFITS

The responses of Master Gardeners and Master Home Economics Volunteers are summarized on the next two pages.

You will notice that although for both groups sharing information with one or two people was the activity that almost all of the Master Volunteers engaged in, group teaching, radio/TV/telephone activities also were very frequent.

Some differences emerged in how clientele viewed the help of the two kinds of volunteers. Developing new skills was indicated more frequently by the clientele of Home Economics volunteers than of Master Gardeners. Sharing mutual interests was second most frequently indicated benefit by the clientele of Master Gardeners.

MASTER GARDENERS

There were 93 Master Gardeners and 35 Master Gardener clientele among the 1100 volunteers and 469 clientele in the national study of the implications of volunteerism. The names provided by agents were not randomly selected because many agents did not have complete lists of clientele.

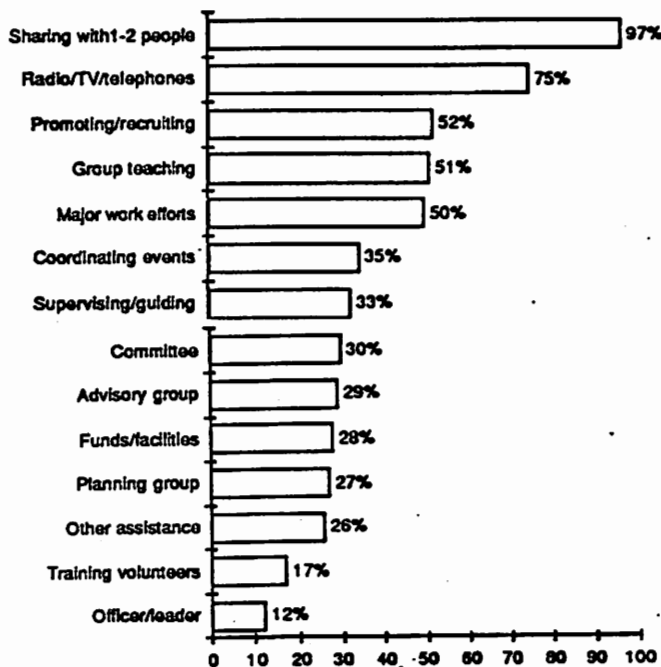
Characteristics of Volunteers and Clientele

Except for place of residence and gender, Master Gardeners reached clientele who were different than themselves. About 40% of both volunteers and clientele lived in cities of more than 10,000. Another 30% lived in rural non-farm areas. About 60% of the volunteers and 54% of the clientele were women. Over two-thirds had some schooling beyond high school: 50% of the clientele and 40% of the volunteers were college graduates. Over half of the volunteers, 57%, were over 50 years of age compared with 43% of the clientele. The greatest difference came in employment: only 38% of the Master Gardeners were employed compared to 71% of the clientele. Three percent of the Master Gardeners and 6% of the clientele indicated a minority ethnic background.

Becoming a Volunteer

Three-fourths of the Master Gardeners had sought out the opportunity to serve. Master Volunteer programs offer indepth education in an area of special interest.

Master Gardeners According to Kind of Activity



Volunteer Activities

Master Gardeners also worked with more than one kind of activity. Almost all shared Extension information informally. Over 75% answered questions via telephone or worked with radio or TV.

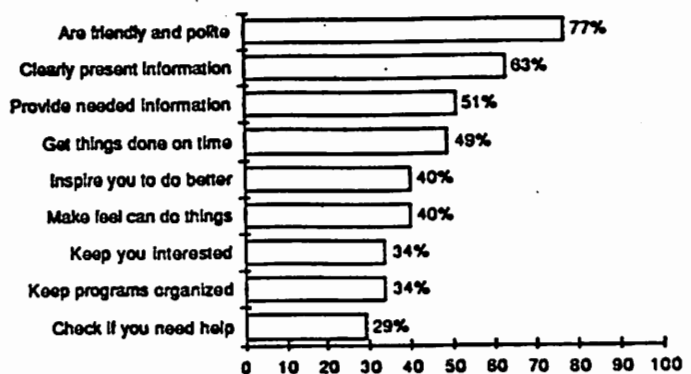
About a fourth directly assisted an Extension agent by providing information.

About one Master Gardener in twenty had served with Extension at the state or national level. Over one-fourth (27%) had secured Extension assistance with volunteer work not related to Extension.

How Well Do Master Gardeners Do?

Most clientele said that Master Gardeners did O.K. Over half said that they did very well in providing needed information, clearly presenting information, and being friendly and polite.

Master Gardeners Indicating Volunteers Do "Very Well"



How Well Do Agents Do?

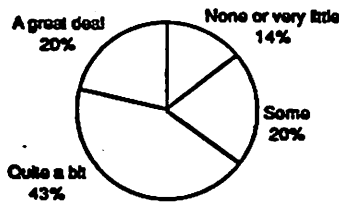
Most of the Master Gardeners were satisfied with Extension's help, and about two-thirds were "very" satisfied. Master Gardeners were least satisfied with Extension's openness to working with volunteers from many backgrounds.

In general, clientele felt Extension staff worked well with volunteers. Lower percentages of clientele said agents did "very well" than did volunteers. Less than a fourth of the clientele of Master Gardeners, 23%, rated agents very high on the training provided to volunteers. Most Master Gardeners did not think there were any problems in Extension's work with volunteers. Among those who did, the most frequently indicated problems (11% or less) indicated frustration and anxiety, too much time, feeling used, and high cost. Less than one in twenty indicated any of the other problems included in the survey.

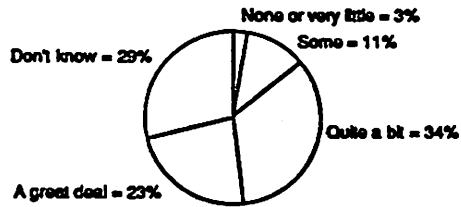
Impact of Extension Volunteer Programs

Most clientele of Master Gardeners found volunteers at least of some help to individuals and families or to communities.

Clientele Indicating Helpfulness to Individuals and Families



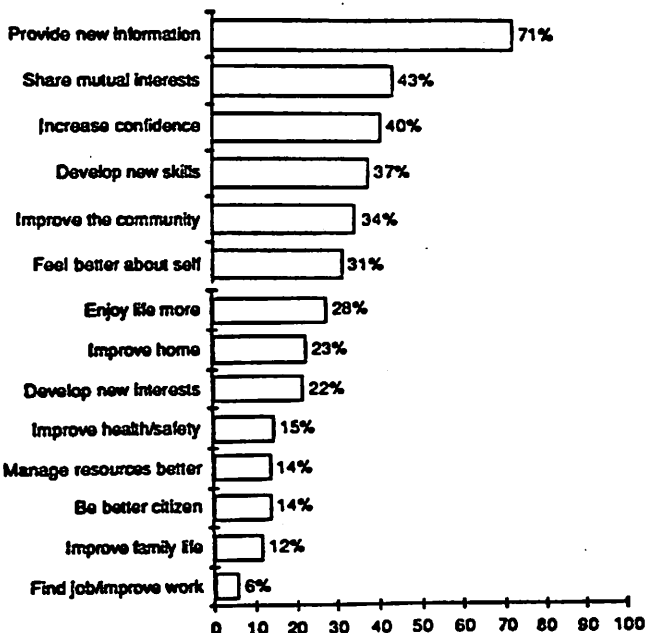
Clientele Indicating Helpfulness to Communities



Impact on Clientele

Many clientele of Master Gardeners felt that such volunteers had been of at least some help in a variety of areas. The majority, 71%, said that Master Gardeners had been "quite a bit" or "a lot" of help in providing them with new information.

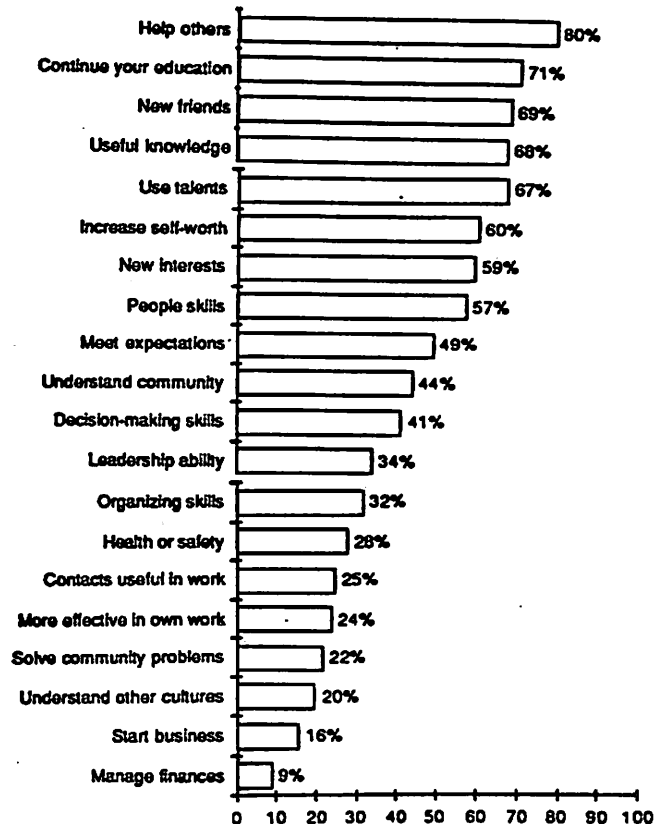
Clientele Indicating Master Volunteers Helped



Impact on Volunteers

Most Master Gardeners felt that working with Extension had provided some help in a variety of areas. The greatest number of "quite a bit" or "a lot" ratings came for providing an opportunity to help others and to continue their education.

Clientele Indicating Areas of Most Gain



HOME ECONOMICS MASTER VOLUNTEERS

There were 84 Home Economics Master Volunteers and 37 clientele of such volunteers among the 1100 volunteers and 469 clientele in the national study of the implications of volunteerism. The names provided by agents were not randomly selected because many agents did not have complete lists of clientele.

Characteristics of Volunteers and Clientele

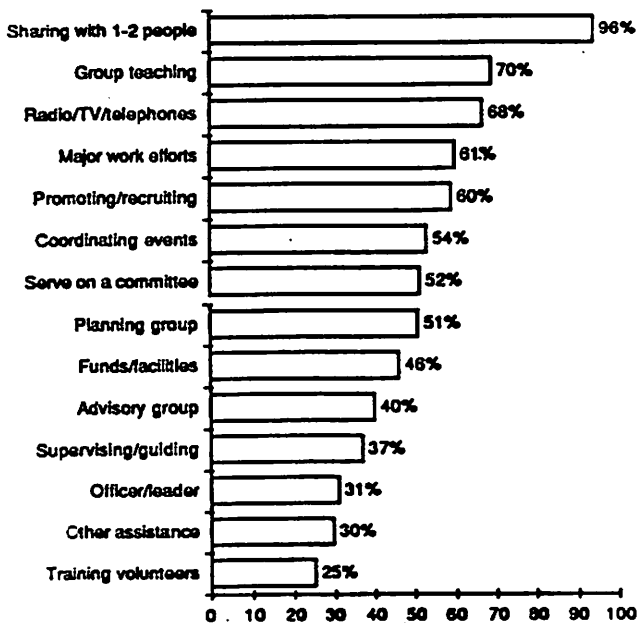
Ten percent of the Home Economics Master Volunteers were men. At least two-fifths lived in cities. About a fourth were under 35 years of age; 40% were over 50. Two out five were college graduates. Three percent were ethnic minorities.

Over half of the clientele were over 50. About one in four of the clientele lived on a farm; one in 10 lived in a city of 100,000 or more. About 3% were ethnic minorities. Over half had some education beyond high school.

Becoming a Volunteer

Two-fifths of the Home Economics Master volunteers had sought out the opportunity to serve. About a third had been asked by the Extension Home Economist. Master Volunteer programs offer indepth education in an area of special interest.

Home Economics Master Volunteers According to
Activities They Perform



How Well Do Master Volunteers Do?

Most clientele feel Home Economics Master Volunteers do well. Many gave them high ratings for being friendly and polite. From 40 to 50% gave high ratings on some of the other criteria.

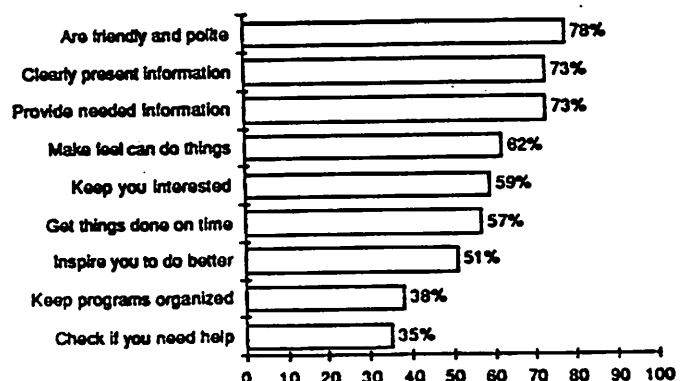
Volunteer Activities

Home Economics Master Volunteers worked with more than one kind of activity. Most shared Extension information informally, 96%; taught groups, 70%; and answered telephone questions/worked with media, 68%.

Over a fourth directly assisted an Extension agent by providing information.

About one Master Volunteer in eight had served with Extension at the state or national level. About two-fifths had secured Extension assistance with volunteer work not related to Extension.

Clientele Indicating Volunteers Do "Very Well"



How Well Do Agents Do?

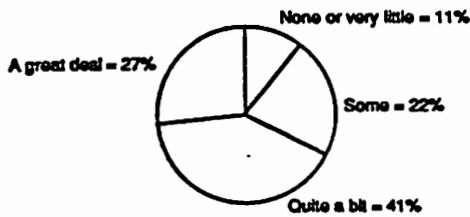
Most of the Home Economics Master Volunteers were satisfied with Extension's help and somewhat over half, 55%, were "very" satisfied. Master Volunteers were most satisfied with Extension's openness to working with volunteers from many backgrounds.

In general, clientele of Master Volunteers felt Extension staff worked well with volunteers. Almost three-fifths said they did "very well." However, only about a third gave top ratings on recruiting (38%) and training (32%) volunteers.

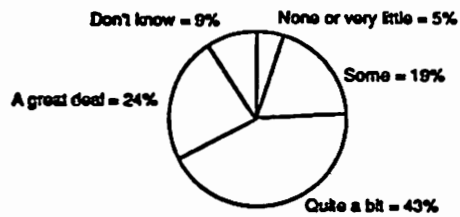
Impact of Extension Volunteer Programs

Over two-thirds of the clientele responding felt that Home Economics Master volunteers were of "quite a bit" or "a lot" of help to individuals/families and communities.

Clientele Indicating Volunteer Helpfulness to Individuals and Families



Clientele Indicating Helpfulness of Volunteers to Communities



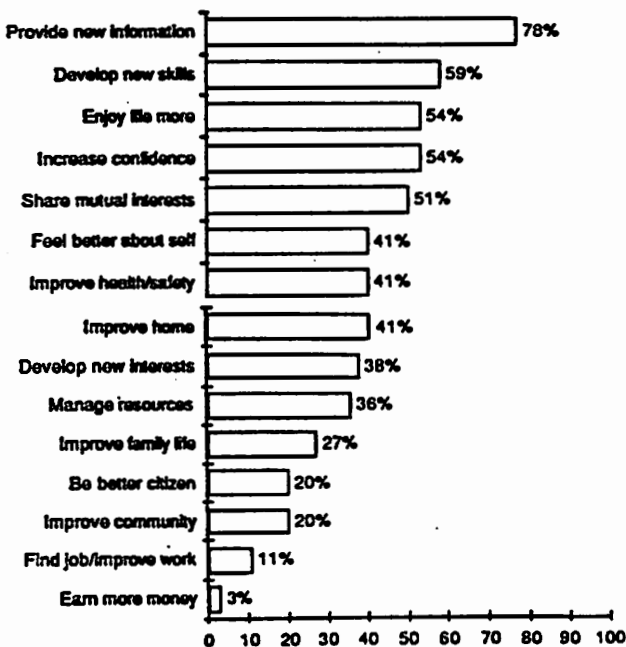
Impact on Clientele

Over three-fourths of the clientele rated Home Economics Master Volunteers high on providing new information. The next largest percentage was 59% giving a high rating to how Master Volunteers had helped them develop new skills.

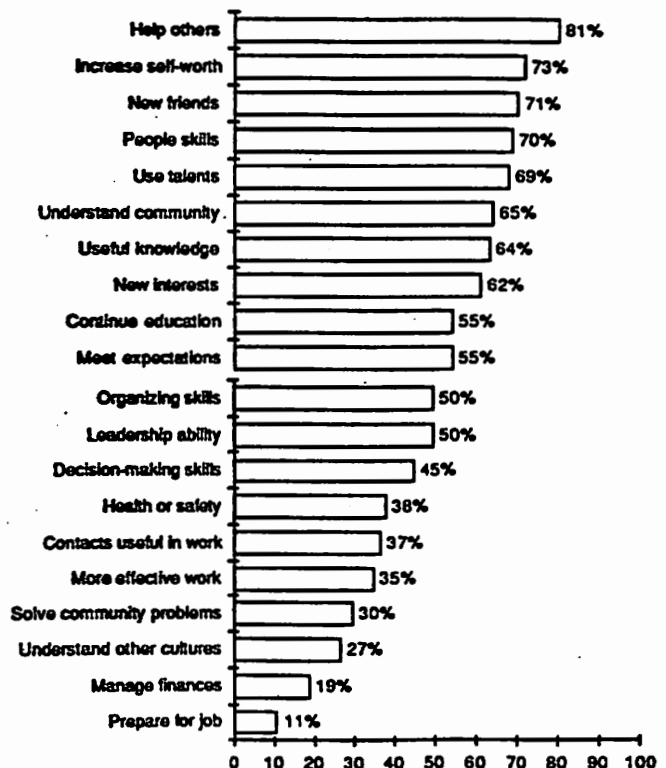
Impact on Volunteers

Volunteers most frequently indicated that serving as a Master Volunteer had helped them help others, had increased their feeling of self-worth, and improved their skills in working with people.

Clientele of Master Volunteers Feeling Extension Volunteers Were Helpful



Areas of Most Gain



VALUE OF VOLUNTEERS WHO TEACH

Clientele responding to the national Extension volunteer study saw several advantages to having volunteers prepared to teach specific subject matter available in their community. Volunteers as teachers: 1) are people who, like the clientele, talk the same language and share the same experiences; 2) have used the ideas and thus can speak with the authority of experience; 3) usually are respected within their neighborhoods, and their recommendations carry weight; 4) are more easily accessible for most county residents than Extension agents; 5) volunteer for areas they are highly interested in and accordingly teach with enthusiasm; 6) are easier for some people to relate to than are professional staff; and 7) often help the people they work with gain confidence: "If they can do it, I can, too."

In addition, volunteers can follow-up to make sure that new information is being applied correctly and to encourage participants as they encounter problems. They can provide continuity to content areas, which helps people maintain interest in a particular subject when Extension agents and specialists move on to new areas.

Volunteers' Responsibility

Volunteers need to be interested, well-prepared, and limit their activities to their available time. They need up-to-date information and to be skilled at listening, diagnosing problems and situations, and coaching or teaching, whatever the condition. They need to be able to understand the people with whom they work. And finally, they need to be able to understand the concept of liability and to keep their activities within acceptable limits.

Extension's Role and Responsibility

Extension is responsible for: 1) teaching volunteers information, so volunteers understand the nature of liability and the limits of information; 2) cautioning volunteers against sharing untested ideas; 3) helping volunteers enhance their skill to clearly and effectively share information and to use helpful teaching methods; 4) helping teaching volunteers design tasks and responsibilities and coordinate locations and schedules; 5) providing support materials such as fact sheets, bulletins, videotapes, correspondence lessons, ideas for visuals, and related teaching aids; 6) working with volunteers to develop teaching plans so that both agent and volunteers are clear about objectives and the nature of the material to be covered; and 7) making sure that Extension volunteers have adequate supervision and support.

Value to Various Partners

From responses to the telephone surveys and direct explorations in the twelve counties visited, it was apparent that the development of volunteer teachers is an essential part of Extension. Teaching partnerships between volunteers and Extension staff members result in relationships valuable to clientele, communities, volunteers, and Extension.

Value to Clientele

- More clientele are able to receive immediate information regarding a specific concern.
- More clientele are able to develop skills and expertise regarding a particular subject area.
- More clientele are able to employ safe practices because of information received from volunteers.
- More clientele are able to experience economic gain because of appropriate practices taught by volunteers.
- More clientele are able to protect their investment because of appropriate practices taught by volunteers.
- More clientele are able to achieve satisfaction and pride from their endeavors--endeavors shaped by their interaction with volunteers.

Value to Communities

- Information provided by teaching volunteers helps families improve their farms, homes, and communities.
- Greater enthusiasm and rapport develop within communities when volunteers share their enthusiasm for new information and practices and encourage others to become interested in a subject.
- Local sources of knowledge and recognition of outstanding volunteers can add to community pride.

Value to Volunteers

- Volunteers have the opportunity to pursue an interest.
- Volunteers gain new information, develop new skills, or enhance existing knowledge and skills.
- Volunteers gain social benefits as they interact with other volunteers and clientele.
- Volunteers gain pride and self-satisfaction as they help clientele.
- Volunteers gain status and satisfaction from becoming experts in a specific subject.
- Volunteers continue to develop their knowledge of an area, often gaining considerable expertise. For some, the experience is like "attending college" and specializing in a subject.

Value to Extension

- Teaching volunteers extend Extension information to a greater number of people.
- Teaching volunteers create enthusiasm and interest in more subjects.
- Teaching volunteers relieve agents from time-consuming requests for specific information, allowing them to pursue other program efforts.
- Teaching volunteers create a positive image for Extension being able to provide immediate information about specific problems.
- Teaching volunteers allow agents to cover more areas, with more depth and greater continuity from one year to the next.

Recommendations for Enhancing Current Programs

Extension agents and volunteers who coordinate teaching programs must be creative when they prepare and update volunteers. Some counties are doing very well in developing sound volunteer programs. However, in general, it would appear that more counties should give greater consideration to developing volunteer teaching programs, providing continuing education, providing support, and recognizing volunteer teachers.

1. In developing volunteer teaching programs, Extension should:
 - involve representative volunteers to develop programs.
 - work with an advisory or steering group of representative volunteers to establish policies, procedures, and program directions.
 - share state-level leadership for volunteer teaching programs between representative volunteers and Extension specialists and administrators.

- cosponsor specific volunteer programs with other agencies--such as a local library, garden club, Extension Homemaker club, commodity group, or community service organizations. In some instances, locations like the library can relieve the use of Extension office telephones. Cosponsorship also is valuable to maintain local support and promotion.
- develop special teaching volunteer positions which help Extension specialists teach or support volunteers from two or more counties.
- pool lists of teaching volunteers and encourage sharing, when appropriate. For example, encourage Master Gardeners to serve as a Key 4-H Leader or work with 4-H Garden Leaders to develop community demonstration plots.
- encourage volunteers who have a special "itch to know" to work in partnership on applied research or demonstrations.
- attempt to draw volunteers from all ages (teens through senior citizens), of both genders, with a full range of ethnic backgrounds, educational levels, and income ranges.

2. In continuing education for volunteer teachers, Extension should:

- provide part of the continuing education program for volunteers in packages that can be used at home, and use group sessions for discussion, sharing, testing, and other activities which involve interacting.
- provide more education and opportunities to practice interacting with program participants. (Videotaping teaching sessions and critiquing during playback can be helpful.) In particular, it is important to understand questions and diagnose problems, present key ideas briefly and clearly, use visuals in group teaching, and use a variety of teaching methods.
- keep a mailing list of present and past teaching volunteers to send them occasional "news alerts" or "up-to-date newsletters" as new developments take place within their area of responsibility.
- open dialogue so county volunteers from all Extension programs can share ideas and experiences.

3. In supporting volunteer teachers, Extension should:

- provide frequent contact with a person of similar experience; someone who understands their work and can provide encouragement, support, and oversight to make certain that the teaching is accurate and proceeding well. An experienced volunteer often is a good coach of an inexperienced volunteer.
- make sure that volunteers recognize the roles of the agent and specialist in supporting the teaching team.
- build networks among volunteers in neighboring counties and among volunteers working in similar situations for the profitable sharing of ideas.
- provide feedback on successes and help teaching volunteers realize the cumulative effect of a team's working together.
- enlist volunteers with special skills to prepare back-up services and materials for the use of the teaching volunteers - secretarial assistance, photographs or slides, exhibits, videotaped demonstrations, trigger films, posters, or computer software.
- publicize programs extensively so that local people know when and how to contact volunteers. Involve volunteers when creating promotional campaigns.

- encourage donors to support specific teaching programs with additional materials. Develop policies and procedures which agents and volunteers will follow to recognize donors and seek donations.
 - be more selective about who can take on teaching assignments. Help untested volunteers start small but support them as they move on to more challenging assignments.
 - provide other important roles for volunteers who are unable to teach accurately or effectively.
4. In recognizing volunteer teachers, Extension should:
- share program success and responsibility with volunteers rather than cause them to feel that they are "working for Extension."
 - develop "certification" and "re-certification" programs which provide special status to volunteers, indepth learning opportunities, and greater assurance that Extension's teaching volunteers are up-to-date.
 - provide visible signs of the volunteers' relationship to Cooperative Extension - name badges, calling cards, introductions in newsletters, and mentions in media releases.
 - provide opportunities for the community to recognize the value of volunteers.

LOOKING TO THE FUTURE

Volunteers who teach will remain essential partners with Extension.

Recommendations

After exploring the teaching activities of those in organized groups, Master Volunteers, and those who teach with Extension as individuals, the study staff came up with the following recommendations. Since strong teaching volunteer programs are very worthwhile, it is strongly recommended that:

- such programs be viewed as partnerships and that volunteers and Extension staff work together to determine how to expand and strengthen current programs;
- new programs be started in partnership between Extension personnel, potential volunteers, and, when appropriate, representatives of cosponsors; and
- special efforts be made to locate and reach clientele groups currently not well served through existing programs.

It is further recommended that each program area and current programs look toward expansion.

1. **Master Volunteers.** Master Volunteer programs should cover a greater range of subjects, and more counties should start "Master" volunteer programs. Existing programs should expand to ensure that all communities are served by at least one "master" volunteer in each content area.
2. **4-H.** All counties should strengthen county-level project committees and Key or Resource Leaders. The county-level positions should share responsibility for a particular project's events as well as work with the Extension agent to plan and carry out educational activities for local leaders and members.
3. **Extension Homemakers.** County councils should give more attention to sponsoring teaching volunteer programs to reach community audiences not reached through regular Homemaker club meetings.

4. **Nutrition Volunteers.** The Expanded Food and Nutrition Education Program has demonstrated several ways that volunteers can successfully teach low-income and low-education youth and adults. More counties should try out these ways, adapting ideas like summer "Food and Fun" programs, even if they do not have EFNEP funds.

In counties with few dietitians or other professional nutritionists, or when either group is heavily burdened, Extension could work with professionals to establish a volunteer telephone program. As in horticulture, volunteers need to be well prepared, both in terms of content and in knowing which questions should be referred to a professional.

5. **Master Gardeners.** Master Gardeners should have the opportunity to work with a variety of tasks in addition to staffing telephone requests. Volunteers should handle task-scheduling.
6. **Other Agriculture.** In general, Agriculture agents and specialists have been slow to develop teaching volunteer positions which can be clearly identified and which have specific responsibilities. Yet, present and former farmers and agribusiness people with a wealth of knowledge and experience can certainly be called upon to contribute.

Teaching volunteers could relieve Agriculture agents of repetitive information tasks, such as diagnosing weeds or insects, or dealing with questions not involving extensive liability, which would free the agent to provide direct service on more complicated problems.

In addition, especially in farm management and for decisions difficult to carry out, an agent-volunteer team working with a farm family can provide more follow-up and stimulation than the agent alone. The volunteer can serve as a link between the family and agent.

7. **Natural Resource Development.** Many lay experts maintain an extensive interest in environmental subjects like birds, wildlife, wild plants, and water quality. Extension could expand the impact of its natural environment programs through developing teams of teaching volunteers.
8. **Community Development.** Develop educational programs which foster the leadership ability and expert knowledge of community leaders. Community leaders are a very special group of teaching volunteers. They often specialize in a particular area of community affairs. Some work within a geographic community. Others work within a community of like interests - for example, within commodities. Extension can do a great deal to help local people develop such expertise and to find ways so that others can learn about and contact them.
9. **Special Teaching Volunteer Programs.** Various ethnic or isolated groups in a community may not be interested in existing programs. However, key individuals from such groups often can work with Extension agents to develop a teaching volunteer system for the particular subcommunity which meets the group's needs and backgrounds. Sometimes special first steps need to be taken to encourage such groups and individuals to use Extension.

Using Practice Adoption Research in Developing Influential Partnerships

Our national study concluded that volunteers can do things that Extension Agents can't. In a recent survey of volunteers on Wisconsin Milk Quality Council's one of the frequent comments was that the farmers who really need to change their practices don't come to Extension meeting. Practice adoption studies show that these farmers can be influenced by other farmers. Some key volunteers and Extension personnel are not familiar with the findings of the many practice adoption studies of the 1940's and 1950's. So let's take a minute to review some key points.

Have you thought about influence as an active, dynamic term in all of your programming? In particular, have you thought about the amount and kinds of influence exerted by volunteers?

Understanding and using the concept of influence effectively is essential in all successful Extension programming. We use the definitions which are in Webster's Third International Dictionary (unabridged).

Influence: to affect or alter the conduct, thought or character of by indirect or intangible means; to have an affect on the condition or development of.

Influential: one who affects or alters the conduct, thought, or character of by indirect or intangible means; to have an affect on the condition or development of.

In keeping with those definitions, an influential is not a "boss" able to affect others through providing or withholding salary or sanctions. Nor is an influential just a transmitter, one who provides a message without any effect. An influential communicates, but within that communication process, something occurs beyond the message which affects the thought or conduct of the receiver.

Almost every person is able to exert some degree of influence over someone else. However, people vary in the number of people who accept their influence. Those who influence several people are called "opinion leaders."

Practice adoption researchers distinguish between opinion leaders and disseminators or talkers.

Opinion Leaders are frequently sought out as a source of information. Others respect their opinions and good judgment and are willing to accept new ideas and practices on the base of their belief in them.

Disseminators or talkers, on the other hand, know a lot of people and talk to a lot of people. They also listen and remember what they've heard. Even though they lack influence they get the word around.

It is important for Extension to connect with form partnerships with both disseminators and opinion leaders. Each can make a major contribution to Extension programs. Volunteers as disseminators get the word around and volunteers as opinion leaders follow up as other people ask them whether to pay any attention to what they hear.

Community people often are more influential than agents. Thus, being able to work effectively with opinion leaders who are part of a community often does more than having the agent work alone, directly with clientele.

Opinion leaders can:

1. Build a base of support in a community for a specific program.
2. Encourage people to adopt new practices and put other information to work.

Disseminators make people aware of the program. Opinion leaders influence others related to the program. Opinion leaders can influence:

- o others to participate;
- o taxpayers and their representatives to recognize the value of a particular program and, in resource scarce times, to value the program higher than other programs;
- o those wanting the resources to support the particular program even though it receives some of the resources they wanted.

For example, when an agent starts a program which is going to require considerable time and attention, it is helpful if opinion leaders can convince people in the established program that the new program is equally or more important and that they should not grumble because they are getting less of the agent's attention.

Disseminators and opinion leaders who are directly involved in determining need for a program and the preliminary planning of a program are much more likely to "talk it up" and to "influence" others than are those who only have secondhand information. Therefore, Extension agents are more likely to build links to various communities and to stimulate both the disseminators and the opinion leaders

in relation to a particular program by effectively involving volunteers who are able to play these roles in their particular communities.

This is one reason why Extension encourages agents to work with volunteers from most communities (geographic communities and communities of interest) in planning specific programs.

Encouraging People to Put Information to Work. A great deal of research on opinion leaders has been done over the last thirty years. Some findings include:

- Opinion leaders often function only in one particular sphere of activity rather than in several. For example, some studies of adoption of practices have found that those who influence others about farm practices are not necessarily those who are engaged in politics and other community activities.
- Opinion leaders are usually those who others see as being "good" at a particular kind of activity--"good" farmers, "good" homemakers. Part of their ability to influence comes from the esteem in which others hold their success in their own lives.
- They are innovative but are seldom among the two percent who innovate. In the adoption process, they may be the early adopters or the early majority. They watch and think about new practices and ideas and work them through in their minds to be sure they are likely to integrate well into the present situation. Through their stature, they influence the late adopters and laggards in ways that professionals are not able to do.
- Opinion leaders are more likely to seek Extension out than are other people because they use more impersonal, technically accurate, and cosmopolite sources of information than do others. That doesn't mean that Extension is the only source they seek out or that all opinion leaders respect Extension and follow Extension's advice, but it does mean that those who volunteer with Extension are more likely to be opinion leaders than are those who do not volunteer.

Practice adoption research has shown that personal influence is:

- an essential ingredient in all kinds of decision making.
- most important at the evaluation stage of adoption when the individual knows about the new practice or idea and is trying to decide if it is right in his or her own situation.
- more important for later adopters than for early adopters. It is the opinion leader who can link to those who never come to Extension or to any other authoritative information source. Professionals usually cannot reach and influence late adopters.
- more important in uncertain situations than in clear-cut decision situations.

Extension agents seldom have time to seek out and convince people who do not come to them willingly. Working through volunteers who are opinion leaders can reach and affect people who distrust expert opinion. Agents need to work with volunteers who can reach the late adopters that they cannot reach themselves. In addition, they need the support of volunteers even in influencing a good many of the early adopters.

Thus, developing opportunities for opinion leaders to work with programs is essential if Extension personnel want to penetrate within a county to more than the few early adopters who ordinarily seek out Extension as clientele.

Selecting or Developing "Opinion Leaders." A group of volunteers may be doers and neither disseminate nor serve as opinion leaders. Or a group of volunteers can be disseminators but not have any influence. Of a group of volunteers may be very influential and encourage hundreds of people to use a recommended practice. How does one know whether a volunteer will be effective as an influential?

One way is to locate the opinion leaders in relation to a particular problem or type of program and recruit them as volunteers in a program. Another is to help people who volunteer to become opinion leaders. Probably most volunteer programs will do some of both. They will recruit some people who are already opinion leaders and will help others gain stature as opinion leaders. The important point is that those coordinating the program recognize that the ability to influence is different than the ability to accurately transmit information.

It is very likely that opinion leaders:

- show they firmly believe what they are saying;
- are able to show appropriate enthusiasm about a practice or piece of information and are able to back that enthusiasm up with evidence;
- are people that other people are comfortable to be with--have pleasing personalities and are interested in other people;
- can communicate clearly;
- can interpret what they hear or observe so that they know the advice they are giving "fits" the other person's situation as well as their own.
- have an aura and reputation for competence.

Consider two Master Volunteers; both are held in similar levels of esteem by their neighbors. Both provide about the same information in about the same words, but one is dispassionate, remote, authoritative, and uninterested. The other's voice conveys interest in the questioner and enthusiasm and interest in what he or she is saying. Which is likely to influence the questioner to really follow-up and use the information?

Extension is sometimes able to help the person who is respected in the community to improve his or her communication ability. Often discussion with other volunteers increases each volunteer's belief in and enthusiasm for the promotion or idea being taught.

Sometimes through effectively practicing what Extension has recommended, a person gains status or esteem within the community.

Finding Opinion Leaders. Opinion leaders are located by asking people who among their neighbors and friends they are most likely to ask for advice or are most likely to copy. Or sometimes, in a crowd (at a tavern, at a party, at a community meeting) as you watch a cluster of people discussing a topic, body English will give you some clue as to which people have influence and which do not.

Volunteers as Links. Opinion leaders as volunteers serve as a link between Extension and clientele. Lionberger and Gwinn (1982) suggest that those in a linking position need to know:

- answers to the questions which are most frequently asked;
- results information. What is the value and possible consequences?
- management type information (how do alternatives compare?);
- how-to-do-it information (how do you actually carry out the idea?);
- an understanding of development (how does this fit into the community situation?);
- where one can get the needed materials;
- educational skills.

In preparing volunteers to attempt to influence others (whether with a title such as Master Volunteer, Extension Homemaker Project Leader, 4-H Leader, Agriculture Cooperator or without title serving on a project team or staffing a booth at a mall), all of the above areas need to be covered. It is very easy to prepare volunteers in one or two of the areas but not take that information far enough so that they are able to help clientele integrate new ideas into their present thinking and action.

Review Practice Adoption Literature. The two classic references used in this paper are:

Herbert F. Lionberger and Paul H. Gwinn. **Communication Strategies: A Guide for Agricultural Change Agents.** Danville, Illinois: Interstate Printers and Publishers, Inc., 1982.

Everett M. Rogers. **Diffusion of Innovations.** New York: The Free Press of Glencoe, 1962.

Brain Storming about Future Master Volunteer Networks

Information is multiplying much faster than any one person can keep up with it. Yet most people need detailed information at some time. How do they find it? Think about the Bernallillo Master Gardeners' activities but multiply them thirty-fold.

Imagine a county Extension program which has a team of Master Volunteers serving in each of ten or fifteen areas--those areas which are most relevant to the particular county or might include Master Volunteers able to deal with minority commodities. For example, to deal with sheep questions in a county where the major enterprise was dairy, or to deal with dairy questions in a county where the major enterprise was beef.

Each team would be specialized in a particular content area--weeds, insects, plant diseases, farm management, wood lot management, horses, sheep, gardening, child development, home furnishings, international trade's effects on the county, recycling, care of pets, nutrition, family financial management, maintaining a home business, current farming conditions (price of hay, what land is renting for, army worms, etc.), problems in maintaining community organizations at full strength, home care for the injured or elderly.

In some areas where there was little demand, the team might be made up of only two people. In other instances, there might be a team member from every telephone exchange or community in the county.

These team members would be volunteers who 1) had special knowledge and expertise in the particular subject area, 2) were interested in sharing that knowledge and expertise with others, and 3) could work well with Extension personnel, knowing when to refer a question to an agent or specialist.

People could call the Extension office after hours and record their question and telephone number on a telephone answering machine. A volunteer "question coordinator" would come into the Extension office early each morning and refer the question and call to the appropriate Master Volunteer, who would follow up and get in touch with the person who called. Some volunteers might only be called once a month. Others might average ten calls a day, particularly if a common problem emerged which affected many people at the same time. (When daily or weekly calls began to get heavy, the team captain and/or Extension agent probably would get in touch with the local radio station and put a news alert on the air.)

Each Master Volunteer or Master Volunteer team would be able to sort questions and immediately deal with the repetitive ones where there is a sure safe answer. Others would be given to the Extension agent or state specialist via telephone or computer conferencing systems. Master Volunteers who screen questions from individuals and are prepared to answer the repetitive, "safe" questions (not likely to develop into a liability situation) can help Extension reach and help more people at teachable moments.

The Master Volunteers would also encourage those who are information indifferent to find the value of seeking and using information. Only a few people are interested enough in any topic to go and sit through a meeting. Some acquire information better by listening to a person make a recommendation than by reading the same recommendation in a bulletin or fact sheet.

The volunteers would make themselves available to the public to demonstrate ideas and catch attention through office hours at a library, shopping mall, or at a booth at a large event. They would be prepared to give short instructional sessions to organized groups or to informal groups who want information.

Imagine further that to serve as a Master Volunteer each year that individual was required/had the opportunity to study 6 hours of videotapes on the subject, either at the Extension office or on their home VCR, took part in a telephone, satellite video, or computer conference, and received a quarterly newsletter with the most current information from a state specialist. Assume also that there were state, district, regional, or national conferences for the Master Volunteers every year or so where they could network with people with similar interests. This training/support system would be provided either by state specialists or by state specialists in one state serving three or four other states.

Assume also that volunteers working with state specialists developed and updated manuals or computerized reference material which let a volunteer quickly locate how the particular question had been answered before.

Each team would have a team captain who would coordinate the activities of the team via telephone and informal get togethers. The team captain would keep the county/area Extension agent informed about activities bringing that agent into the picture as necessary.

Process Volunteers. In addition, the county might have a second team of volunteer specialists who were expert in the processes of helping volunteers help clientele. For example, a "Master Demonstrator" might teach the art of giving a demonstration, regardless of the subject with which the Master Volunteer was dealing. A "Master Problem Diagnoser" might help Master Volunteers know how to probe to be sure they understand what the information seeker really wanted to know. A "Master Exhibit Designer" might help volunteers know how to develop simple portable exhibits and displays to teach specific points. A "Computer Education Master" might prepare volunteers to use computerized educational programs and trouble-shoot if the machines went down. A "Master Editor" might be available to teach others the key points in preparing a high quality print message to be used in a newsletter, letter, or exhibit.

These process volunteers would also support and guide other volunteer teachers--4-H project leaders, Extension Homemakers Club leaders, individuals called upon to give a presentation to any group. They might be called on only once or twice a year or they might be called on two or three times in one week. Most counties would develop these positions as needed. For example, when two or three teams became interested in using exhibits, a "Master Exhibit Designer" might be recruited--someone with a good sense of visual aesthetics, creativity, and some practical experience in store displays or other forms of exhibits.

Another Master Volunteer or team of volunteers might focus on organizational effectiveness. These volunteers would work with local organizations on parliamentary procedure and problems which arise when people work together in groups. Wisconsin Extension Specialists have developed an excellent program for organizations. However, it takes a tremendous amount of specialist and agent time to work with each of several community organizations on futuring, conflict management, and similar topics. A group of Master Volunteers who are experienced former officers could make a major contribution.

The Master Volunteers involved would have the opportunity to "increase their cake--learn more" and "share it too." They would increase their own knowledge and skill in teaching, communication, and organizational effectiveness. In addition many more people would be helped to secure and use information that could possibly be served by the typical number of Extension agents.

Information Coordinator Team. In addition to volunteers who specialize in particular areas, the office might have a team of volunteers who serve as information coordinators and:

1. Oversee the stocking and use of an Extension library of audio and videotapes. The collection might be located either at the Extension office or the local library or both. The volunteer might work with agents in keeping up-to-date in terms of what are the latest tapes available on various subjects from various sources as well as seeing that the office's library of audio and videotapes stay in good condition.
2. Keep the inventory of Extension fact sheets and bulletins up to date and be sure that bulletin racks are kept in order.

3. Keep exhibit materials in order (i.e. it is relatively easy to make small portable stands for exhibits which can have the content changed easily. Such exhibits are handy for meetings and for large events. But the "racks" and "backgrounds" have to be stored between uses).
4. With Master Volunteer team captains work out ways of promoting bulletins and videotapes.

Educational Technology Volunteers Some short-sighted administrators and specialists attempt to replace volunteers with educational technology rather than thinking about how volunteers can team with educational technology. At a minimum, a volunteer could be responsible for seeing that a good tape is made of each expert who comes to the county and that that copies of that tape are available for those who could not attend the meeting. At the maximum, a county Extension office might develop very proficient audio and video production crews who prepare their own programs.

Many of the people that want information from Extension cannot or do not take time to come to educational meetings. Those meeting which are primarily information dissemination or formal instruction through lectures, speeches, and demonstrations can be taken to people at their convenience through audio and videotapes.

Audio and Video Production Volunteers. In the last few years, many local people have purchased good quality audio and video recording equipment for their own personal use. Some people may be sufficiently interested in learning more about production that they would be willing to serve as a volunteer helping Extension develop taped material. Sometimes, educational technology classes from a high school or community college are willing to take on a production project.

Agents and committees working on specific educational programs need to sort out what material is best presented in a visual format and what can be handled adequately in an audiotape. For example, it is often a waste of time to videotape a lecture unless that lecture has slides, graphs, posters, or other visuals. If it is just a person talking, that person could just as well be audio-recorded and a photograph placed with the tape so that the listener can "see" the speaker. Audio material can be enriched by adding relevant sounds, a short skit, discussion or debates, question and answer section, or other multiple voice slices which illustrate a particular point. It is hardly worth bringing children in for a two-minute segment in a lecture which is given in person and the kids can distract the audience rather than make a point, but an audiotape on how to answer children's questions can include both children's voices asking questions and adults dealing with those questions. And some subjects require the sense of sound. For example, if one were teaching farm mechanics, motors with different problems may sound differently. It is impossible to describe the difference but the sounds could be captured on audiotape.

Much of the content that volunteers with the Cooperative Extension Service deal with is very visual. Actually seeing a weed and how to deal with it is much more effective than reading a bulletin. A videotape showing bread making or how to put a zipper into a skirt can be shown again and again after the actual demonstration is recorded.

Hopefully, state Extension Services will be putting more money into audio and video collections which can be purchased/borrowed/copied by counties. Hopefully, there will be regional and national sharing of such tapes so that individual counties and states do not have to make their own tapes. When this is the case, counties will only want to supplement with those tapes which localize the information or deal with subjects which are of local interest and not covered in the state collection.

For example, a taped educational sequence on international trade, might include presentations by state specialists but be augmented by a tape which gets the views of the closest local farmers or businesses who are involved in international trade in order to help local people see that international trade is not something that connects to Chicago or New York but that it connects right into their community. A tape produced by an expert might present a recommended practice or procedure. A local tape could reinforce the expert if respected people who are currently using the practice speak to their experiences. (This combination would be used in a meeting; the same combination could be used in a program which included two tapes.) When county production teams build a good reputation, the county may be able to swap footage with the campus production people.

However, dollars will be short and it is very unlikely that state or national Extension services can produce all of the tapes which might be useful in county educational programs. In addition, some volunteer-produced tapes may be better than those produced on campus.

- o Volunteers often are much more expert in some of the skill areas such as bread making or welding, than are people who are readily available to the campus producers. Extension Homemakers could both satisfy members' interests in food topics and prepare a resource for beginning homemakers if they were to develop some videotaped demonstrations.
- o Volunteers sometimes are freer to show interesting personality and relate better to an audience than some campus experts.
- o Tapes produced locally often have easier access to scenic resources and props than do those produced on campus.
- o Some local knowledgeable are very "special." Capturing them on tape not only teaches others, but would give viewers a special lift because of the philosophy, enthusiasm, and approach of those "special people." It is great to "capture" some of their personality along with their experience and testimony and be able to share it with others.
- o Just as Extension Homemaker Project leaders learned more than the people they taught, so the team working on a video or audiotape learns more about their subject in order to prepare a good tape.
- o Production skills can be learned and provide new avenues and new challenges for volunteers who are shy about working directly with people or who are fascinated by technology.

Computer Volunteers. Don't forget the local computer buffs. An Extension office might want to develop a team of computer volunteers to help with various tasks. Volunteers can make graphs, use statistical packages, run the agriculture and homemaking software programs which provide analyses or designs. Garden plans, food intake, dairy ration calculations, and other kinds of analyses are very helpful to clientele, but they take a good deal of agent time to input the data and get the print out. Volunteers can handle much of this work.

In addition, some local people have software programs for graphics or other purposes that the Extension office can't afford to purchase but the business or other owner might be willing to donate an hour or two of time and computer use as a volunteer.

And like audio and videotapes, although it is most efficient for counties and states to share in software production, occasionally there is a local need that a volunteer computer programmer can deal with very effectively.

In Conclusion. Basically what we've been visualizing is partnerships between Extension and individuals who are willing to "master" some content area or process and then to share their expertise with others or use it to help others. Most already have a good deal of knowledge or skill, but they increase or enhance that knowledge and skill through information provided by Extension.

This has been a very complex daydream. Most counties could not support this number of different Master Volunteer programs. But by selecting and expanding some of the programs, Extension can be much more effective in most counties.

CHAPTER 13

LARGE EDUCATIONAL EVENTS AND SPECIAL PROJECTS

This chapter provides an overview of how volunteers and Extension work together in large educational events and special projects:

1. The nature and extensiveness large educational events.
2. Examples of large educational events.
3. Value of large educational events.
4. Nature and extensiveness of community projects.
5. Examples of community projects.
6. Value of community projects.
7. Looking to the future.

Consider a fair that you've attended, or a special volunteer run recycling or clean up effort. Think of the number of volunteers and the number of hours invested in that particular activity. Many volunteers and Extension work in partnership on large educational events and on community projects. It may be hard to separate the two, but projects often attract fewer people and may leave more lasting traces.

Some events and projects are sponsored by or connected with a community organization or a Master Volunteer program, but the individuals who plan and complete the activity function as individuals. Other events and projects are handled by new partnerships with Extension. The volunteers are a group of people who come together independently and carry out an activity.

Large educational events and community projects are quite similar in that they involve large numbers of volunteers, often for a short period of time, but because the purpose is somewhat different, we will describe them separately.

NATURE AND EXTENSIVENESS OF LARGE EDUCATIONAL EVENTS

Educational events--fairs and special shows--have been a mainstay of Extension from early days. Educational events are still used extensively across the United States. Almost two-thirds of the volunteers interviewed in the Implications of Volunteerism study (IVE) had helped to coordinate or organize events. Agents' estimates indicate that during a given year more than 550,000 volunteers may work with Extension on such activities.

Large events take many forms. They may be oriented toward a special group of producers, toward the general public, or toward a particular group, such as young people. Regardless of the form and focus, they provide very special educational and developmental opportunities to volunteers, participants, Extension, and the viewing audience.

Large events also provide an opportunity to focus public attention on a specific problem or content area. They provide a showcase for educational activities. Some offer an opportunity for many people to take part; some involve the audience in active participation; some only provide an opportunity to see and hear. They generally provide an opportunity for informal sharing between volunteers and other people.

Educational events depend upon Extension and volunteers working together effectively. Regardless of any event's focus, successful events require planning, promotion, handling of details, concentrated attention, and good team work. They can be best carried out if there are plenty of volunteers and if volunteers hold key management positions. Extension agents are consultants and serve with volunteers. Both agents and volunteers are needed to carry out a large event.

Most large events are planned and carried out by a task force or committee of volunteers and Extension agents. A large event involves the organization of many detailed tasks. Some volunteers work for weeks before the event developing support, designing and handling promotion strategies, and developing the working structure for the event. Others work intensely for a few hours while the event is on and running. Still others work after the event cleaning up, providing post-event publicity, evaluating, and preparing reports.

Events are a natural way of drawing in volunteers who can only give a limited amount of time during the year. They are also a way of drawing in volunteers with very specialized talents, and the volunteer support may come from all segments of a community.

Much of the work for a large educational event, including the planning, is carried out by volunteers, with Extension agents advising on process. The Extension system sometimes facilitates sharing of ideas among volunteers doing similar things in different locations throughout the United States. Often the event provides an opportunity for Extension agents either to do direct teaching as part of the program or to be informally available to answer questions or discuss current educational topics.

When events are repeated for several years, volunteers create, improve, and transfer roles to new chairpersons and committee members.

If you've written big events off as being "outdated," you may want to take a second look and consider how such an event can be changed to fit modern settings. How can a big event be used to accomplish results that need to be accomplished? What kind of event is needed?

EXAMPLES OF LARGE EDUCATIONAL EVENTS

Although the largest number of events described in the county visits were fairs and livestock or horse shows, there were a wide variety of other large educational events ranging from Health Fairs to Equipment Days.

County Fairs

Counties differ extensively in how and where fairs take place.

Location. Many fairs have a permanent fair ground location with well equipped buildings that volunteers have worked hard to develop over the years. However, some fairs occur at temporary locations; and some, such as that in Delaware County, Pennsylvania, take place in shopping malls.

At the Delaware County Shopping Mall Fair, the judging of individual exhibits is a secondary activity. The main activity in the shopping mall fair featured live exhibits and demonstrations for the passing audience. Exhibits ranged from in-school gardening projects to a single hog. Incubation was planned so that chicks would be hatching during the fair. Volunteer leaders from a variety of projects helped members set up a public display.

Delaware County 4-H'ers were proud of their tradition of helping handicapped youth be a part of the Mall Fair. 4-H'ers helped those in wheel chairs or with sight problems to experience the exhibits.

Open Class as Well as Youth Exhibits. In many counties, only 4-H, FFA, and FHA can exhibit at the county fair. However, in Harrison County, Indiana, and Tooele County, Utah, open class exhibits were important. Both fairs have sponsored open classes that appeal to exhibitors and help fair-goers learn new practices. The Tooele County Fair even includes entries for creative writing.

The Extension Homemakers have done a great deal to improve the open class in Harrison County, Indiana. As the County Fair Secretary observed:

"They did a tremendous job of getting the open class built up. The ladies have worked hard."

Volunteers as Superintendents. Many fairs depend upon volunteers to organize the various groups and departments within the fair and to clerk for the judges. At most fairs, volunteers organize the exhibits and maintain order. In some instances, volunteers organize educational displays or demonstrations to help fair-goers understand what is happening in 4-H. In others, as in this case from Harrison County, Indiana, superintendents find ways of increasing participation:

"I am a superintendent. That's a thrill. When I was county Homemaker President, the fair was kind of down. People wouldn't bring in exhibits. The first year I think we had about 100 exhibits. Then in one year, it went to about 1300. We really overloaded the building. It made everybody happy."

Volunteers as Fair Managers. Fairs may have a volunteer or paid manager. Though many fairs have a long tradition, some are just developing. Tooele County, Utah, is an example of a county now developing a fair after not having one for several years. Tooele County recruited a volunteer manager through an ad in the paper that asked for someone interested in helping with a fair. The manager says of her position:

"Many times I would leave home at 8:00 or 9:00 a.m. and not come home until 9:00 or 10:00 p.m. I was doing the staffing, the organizing, and the communicating between the different offices. I went to fair meetings outside the county and learned a lot of things. There was a lot of growing and a lot of leadership training in just figuring out what you were supposed to do."

Volunteers as Judges. In some counties, volunteers serve as judges as well as superintendents. Volunteers from different counties may exchange locations. Often, a superintendent in one county serves as a judge in another. This procedure builds expertise among local volunteers. A Tooele County, Utah, volunteer explained:

"Usually we go to school before we judge. We were trained on how to judge. They fill us in on any new rules. They give us literature to study."

Various volunteer judges described the responsibility they felt for doing a good job:

"It's kind of frightening because you don't want to hurt anybody, but you don't want to misjudge either. Often judges work as teams and put in long days."

Fairs as a Contact Point for Other Volunteer Programs. Fairs are used to provide access to other volunteer programs. For example, Master Food Preservers in Bernalillo County, New Mexico, staffed a booth at the state fair and answered questions about food preservation problems.

A wide range of benefits was attributed to fairs--among them, competition:

"Learn to win and lose--to congratulate the person who just beat you. What we tried to emphasize is that they all continue to remain friends. Competition is fine as long as it's friendly."

"I think you also learn from some happiness and some heartache. This you don't get any other place."

"Competition is good, if it remains optional. In all aspects of life, you are going to be competing, even if it's only against yourself."

"The fair is an award trip in itself. It's to be looked forward to. It gives people something to work for--whether they win or not. They learn why they place as they do. It just can't be beat as a learning experience."

Exhibitors learn about better performance:

"In sewing, the girls actually go in and talk to the judge and get a detailed critique. It's good because they learn what not to do."

Fairs can enhance exhibitors' sense of accomplishment:

"I think a lot of it is pride that they know how to do this."

"They can say this is what I've been working on, and here's what I've accomplished. There is a great deal of satisfaction."

Volunteers also experience a sense of achievement:

"I think it's a needed thing. I am doing something good for the community. I get that satisfaction out of it. I think that I've helped a lot of people."

"Seeing the kids' faces when they show. I don't know if it's the glory of showing or participating or if it's just that they're so proud of that first ribbon they win."

Fair-goers benefit:

"Others learn. The top exhibit was a pair of jeans. The people that came along and looked at those, I'm sure they learned a lot."

"They see ideas; enjoy the viewing."

A sense of community is also produced by county fairs:

"At the fair, you can hang over the fence or sit on a bale and talk current events, cattle, tractors, or discuss a dozen subjects. I don't know where else you can do this with your neighbors."

"Most people in the community look forward to the fair every year. It's something they try to get to if they possibly can; even the older people. It's something you remember later in your life."

"The benefits are the awareness I have of community involvement and being involved with people. The county commissioners, the mayor, people involved with facilities--being involved with key people in the community. There are good people involved in the community who are interested in making the community close."

"4-H, Extension Homemakers, FFA, Farm Bureau, and local societies like Kiwanis are engaging a lot of people in the community. It's a great way to draw all things together."

Livestock Shows

Livestock shows, which have a long tradition, were cited by all counties except Bernalillo County, New Mexico. The kind of livestock show varied from a show at a club meeting to multistate shows.

In Leelanau County, Michigan, a beef project leader held monthly club meetings from April to August. He transported project animals to members' homes for club meetings. The calves were weighed and rations discussed. Then a mini-version of a livestock show was held so members could practice showmanship, with the older members teaching the younger. Youngsters exhibited their projects at the county achievement day and at a tri-county fair.

In Columbia County, Washington, youngsters had the opportunity to exhibit at a multi-county preview show, which is an early show to help exhibitors learn how to prepare for later ones. Martin County, North Carolina, did not have a county fair, but they did have a lamb and hog show and auction. Volunteers were actively involved in the show for which one man provided a tobacco warehouse. When asked why he did, he responded:

"People who participate around here just do it to support agriculture. It costs me every year we have it, but we're supporting a way of life."

Irwin County, Georgia, no longer has the typical livestock auction that ordinarily ends a livestock project. Instead of having an auction, businesses contribute to the prize money, and animals are shipped to a regular market. They felt that the auction approach where kids have to line up buyers "wasn't fair because some of the kids were from town, and they would not have anybody there to buy their project." This approach has meant that profit is tied more to quality than popularity.

In addition to local and area shows, regional or multistate shows were described. 4-H families in Piscataquis County, Maine, described their participation in the Eastern States Regional Show where they meet exhibitors from the eastern region of the country.

In Minnehaha County, South Dakota, the Chamber of Commerce sponsors a multistate Farm Show. The Chamber has a strong committee of agribusiness volunteers who support the show. The show started in 1953, and Extension agents are part of the committee. The show includes livestock shows and sales, a judging contest for 4-H and FFA, and a college judging contest. The farm show also features commercial exhibits and educational displays and programs.

Some of those interviewed remarked how shows benefited their participants:

"Judging is the basis of livestock selection. It's competitive, too. I think mainly it's to have them look at livestock objectively and be able to select something that will fit on their farm."

"Most of the people that show are trying to provide breeding stock or foundation stock for the cattle, hog, and sheep industries."

"The urban pig project members find out what farmers have to put up with. They find out the week they sell their pig how the stock market is going and the economics of it. They find out it takes 3 pounds of feed to put 1 pound of weight on the pig."

Many commented on what exhibitors learn:

"The kids get to work together, friendly competition, seeing others. It's a learning experience."

"There is a lot of good that comes from meeting people, exchanging ideas, trying to strive for the ideal type of livestock. You're going to get some new ideas"

"They learn to get along; to cooperate. They learn responsibility, respect for their animals, and how to take care of them. It's a touch of real life."

And some mentioned social and psychological benefits:

"4-H is family. You go to a livestock show--the whole family goes. You do everything with the animals together."

"There's a very close relationship, a great fraternity between the young and older people. The older people are willing to help."

"You've got kids that may go into animals instead of drugs. It involves parents where it wouldn't otherwise."

"It certainly gives them pride--publicity with their pictures in the paper."

"It provides kids with something that's going to help their self-esteem."

Still others felt the shows help agriculture and the community:

"They promote agriculture. You'd be surprised how many people will be there to see these outstanding herds of cattle."

"Since we've been putting on these shows, agricultural proceeds in this county have doubled or tripled because livestock is so much better. So it is producing more money for the county. Before they started, it was nothing to speak of."

"We took that junior livestock show and turned it into the largest single county show in the state. If you affect 130 kids, you've affected 260 parents. A hundred merchants are there, with a lot of their employees. So something that started out with 100 kids is affecting 500-700 people. It helps the community."

Horse Shows

Horse shows were mentioned by people in several counties. In some counties, volunteers are almost completely responsible for organizing horse shows.

For example, Minnehaha County, South Dakota, has an active horse council that has carried out the 4-H horse program. The council is made up of volunteer leaders, both youth and adult, who meet once a month. In addition to horse shows, they plan and organize training events for 4-H horse members, judging schools, and a horse bowl. One volunteer described the horse show and how the volunteers built horse arenas at the fairgrounds:

"When we have a show it takes a big long day, and we work two rings with two judges from 7:30 in the morning to 6 or 7 at night. The leaders, in conjunction with the fairgrounds, built two new arenas for our 4-H children to have a place to show and practice. The fairground donated the land and the material, and we did the work. We had some good help from 4-H groups - the volunteer 4-H council leaders. We worked nights, did the painting and all. I guess generally most of them in the county helped some. We worked about two months on it. They're arranged the way we thought they should be."

In Delaware County, Pennsylvania, the 4-H horse show is a means of raising funds as well as providing an opportunity for youngsters to exhibit their project. As one volunteer said:

"All that money from the horse show benefits the whole 4-H program. It's very well attended. Passersby attend and learn more about 4-H. I help, but it's a lot of fun; very rewarding. This is the show where they qualify to go to the eight county regional show. From there, if they qualify, they go to the state horse show."

In Harrison County, Indiana, technology is used to help horse project members learn and improve. Videotapes are made of the youth, and the tapes are shown to improve riding and grooming skills.

Many commented on how the horse project contributed to the development of young people:

"Self-discipline. They can't discipline a horse if they can't discipline themselves, physically and emotionally."

"One girl with a huge horse was very afraid of it. She was very determined. She has much improved; she's not afraid. She makes her horse mind. Her personality has just bloomed. She used to be so shy and bashful and timid."

"The greatest advantage that they'll bring out of a horse project is true of any project. They'll learn self-confidence. They learn that they can do it if they really want to work."

A career results for some:

"My daughter has stayed in the horse end of it. She got a job and earned a horse. She bought an Arab that was with baby and paid \$200 a month board. Now she is training Arabs. She works days at a newspaper and then goes home and trains horses. She is 22 and just loves it. All her experience was from 4-H."

For others, family enhancement was a benefit:

"The expense of the horse project is returned when you look at training, fellowship, and family growth. It's good years."

Rodeos

Bernalillo County, New Mexico, included both horse shows and rodeoing as special 4-H competitive events. The committee organizing the rodeo is made up of 4-H leaders and older 4-H members and reports to the fair board. The committee develops rules and policies and then carry them out. Committee members are responsible for public relations: photos, programs, decorating the arena, and mass media publicity. They contract for rodeo stock and supervise their handling.

Volunteers make draws for the youth who enter and make draws for the stock. They recruit business people to sponsor special awards like the saddles that go to top winners.

Extension Homemakers and other 4-H members help with the actual rodeo. They prepare and sell food, sell tickets and programs, serve as ushers, and greet sponsors.

The rodeo provides part of the financial support needed to operate the 4-H center, which is owned and managed by the County 4-H Council.

Rodeoing provides some of the same benefits as other animal shows--learning to work with an animal, to care for it and for equipment, and learning to compete. In addition, rodeoing helps participants improve their physical coordination:

"The roping means they have to have good coordination. They have spent a lot of time practicing, and they've taught that animal something. There are a lot of little tricks to learn how to stay on a horse that is bucking."

"You learn how to balance when you ride, about getting off, and the muscles that you use to do different events. It's a good body builder. Plus it does a lot of these things as far as time, like your roping event. It's all timed, and your hands, your eyes, and your mind have to act in conjunction with each other."

Safety is another aspect:

"They have to belong to the rodeo project and attend certain seminars for safety. For each event that we hold at our rodeo, we try to hold a little schooling by someone that's experienced in this particular aspect of it."

"They must attend first aid classes. This is not that they'll end up saving a life, but they might assist until we can get medical attention. No rodeo is conducted without proper medical aid on the grounds to give first aid on the spot."

Some of those interviewed mentioned its role providing a positive and challenging activity for teenaged boys. Rodeoing often helps fulfill the "macho" need of young boys in a constructive manner.

Like other livestock and horse shows, the competitive event interests a general audience. Volunteers working with such events feel the elation of pulling off something complex and big which thus makes it especially important to them.

Juried Arts and Craft Show

A juried arts and craft show in Martin County, North Carolina, is a long way from a Rodeo in Bernalillo County, New Mexico. Yet they have a good deal in common: volunteers organize and carry out an event that benefits both participants and community. Both are events which capture community interest and build community pride. Both involve learning for participants and those who attend.

Last year, there were 1173 paid admissions at the juried Arts and Craft Show in Martin County; 32 craftsmen sold \$10,096 worth of crafts. The Extension Home Economist has helped serious craftspeople to form an Arts and Crafts Guild and then to evolve a jury process to improve the quality of crafts articles produced for sale:

"Only those people who are willing to have a product certified and accepted in advance may sell. So the quality is good. The committee that reviews it sees if it needs some improvement, whether it meets good standards of workmanship and authenticity, and if it is handmade."

The Guild provides demonstrations as well as crafts articles to view and purchase. Every exhibitor demonstrates, talking with those who are interested. Volunteers started Friday after school clearing the cafeteria and setting up individual booths. The weekend show opened to a crowd that was waiting at the door.

Some volunteers designed the tag that marks the items as having been produced by members of the Guild. That tag is a source of pride for those who earn it. Last year there were 22 helpers, 24 hostesses, 28 booth helpers, and 32 craftsmen. The school provides space and a night watchman. Extension Homemakers provide and sell lunch and snacks. The Guild volunteers set up the display area and booth spaces. The Arts and Crafts Guild does the promotion:

"We really did have some good publicity. The publicity chairman did a good job. More and more people are aware of it and are looking forward to it."

A variety of benefits were noted by those interviewed. One gentleman told how the activity preserved heritage crafts:

"It's brought this community a type of thing that wasn't here before. They bring in one visiting craftsman from somewhere else. Several years ago, they brought in a lady who weaves things from pine needles. Great, beautiful work and almost a lost art. Last year, they had a person from our county making pine weavings. She had studied under this woman. So there's a whole new craft that nobody in the county knew how to do and probably not more than 10 people had even seen pine needle basketry. It's almost a lost art--so that's just one example of the kind of craft maintenance that this kind of organization keeps going."

Others described how the craft show generated income:

"It's a great thing. It's funneling some income into this area. One man told me, 'There's nothing here but quality work.'"

"It brings everything into a close area. If I have a bazaar here I might have 10-20 people come buy, and you have to advertise. This way you've got 54 people involved. We advertise as a group. You've got more things to offer; therefore, you've got more people coming."

The quality of the craft items was also described:

"It's amazing the talent that is in this area in crafts. The Arts and Craft Guild just had their annual festival. It's just unbelievable some of the crafts you see some of the people made with their hands--right here in this area."

Ag Career Expo

Farm Bureau members and the Extension agent decided it was important that young people in very rural Harrison County, Indiana, had more opportunity to consider the wide range of careers in agriculture. They decided to organize a day with exhibits and classes for youth and their parents, inviting all high school and eighth grade students to a half-day Saturday program. Seventy-five to a hundred youngsters attended. There were about a dozen parents.

The agriculture-related volunteers who created the Expo felt that "Career Day is important because kids have such a decision to make today. A lot of things you thought were going to be here forever as a job are now gone." Another said that it, "taught children that there were agriculture careers in addition to farming."

Volunteers were actively involved in planning the program, which started in the fall. Fifty names on the main committee represented all phases of agriculture and agribusiness in the county. Volunteers described the process:

"The county agent and several others got together to sell the idea. As more people got involved, they just started adding names of those involved in trying to tell the agribusiness story to high school students. To do that, you've got to involve people who are doers and people who can pull strings to get things done when they need to get done. Media people were involved to give publicity. That's the way things work. Most of the people who were on the committee were people who had been involved in organizing something like this before."

"We met; threw out some ideas; met again; decided it wouldn't work, that there was something better, and changed our minds two or three times before we got down to a program to work on."

Those involved talked about evaluating the program:

"We got together at the end of the program and talked about it. That was kind of nice. It was helpful. At the evaluation, different ones told us why they thought it was a good program. We talked about what we might do to make it better next year. Most of them thought our plans worked, but we had worked awful hard to make those plans."

Students felt they had profited:

"I think it shows them what to expect. It sets goals for them. It shows the boys and girls not to be discouraged. At this time, when farming is hard to get in to money wise, it's one reason they have that panel. It let's them know what to expect. There are ups and downs."

There were also benefits for the volunteers:

"The neat by-product of Career Day program is the adult involvement. It got new people involved. People putting it on get as much or more out of it than the people it is put on for. You get to know other people in the community."

Conservation Field Day

Learning about the local environment is a highlight of the Conservation Field Day held for all sixth graders in Clinton County, New York. The event lasts two days, with 400 children attending daily. One planner said:

"We try to limit it to just what they have contact with day in and day out. Whether it is fishing, wildlife, paper products, maple syrup, or apple products."

Children participate in as many as ten different activities. One such event is a tree planting demonstration; children receive a tree to take home with them. Another provides beekeepers who set up a bee hive and give samples of honey.

Schools indicate the number of students who will attend. The planning committee wants to have teachers prepare their students for what to expect from the program.

Volunteers play an active role in planning, implementing, and evaluating the event, which a group of five or six may plan. A nurse, a member of the Audubon Society, a park ranger, and local volunteers may typically form the main committee. One committee task is to recruit volunteer teachers.

The value of volunteers was described:

"It takes volunteers to make these programs work and the volunteers we keep drawing on are the people that know what the situation is out in the field. To me, volunteers have a lot of expertise in putting these programs together. You've got paid people at Cooperative Extension. You've got to have somebody to coordinate all this stuff. When it comes to drawing all these people in, the people out in the field know the people to contact."

Evaluation of the program is another task of the committee:

"We have an after-meeting to see how it turned out, bring together everybody involved in it. I more or less wander the whole day. I listen to each program. Watch the kids' reactions. I take notes. We want speakers to have visual aids for these kids to look at. That's what it takes."

"We ask the teachers to fill out comment sheets. We get helpful information. Some think the presentations are awfully dry or too detailed for the kids to understand. Or people presenting weren't that good at getting their point across. It gives us an idea if we want to see something different."

"We have a little essay contest afterward that all schools participate in. The teachers decide what essays to submit. They're allowed one or two from each school. We, as advisory board or committee, meet and go over these. We read them all. It really shows you how well the program went. What the kids get out of it is what the essays are all about."

The young people also learned:

"Some of them get a lot. I remember last year most of the essays that turned up were about frogs. The volunteer talked on frogs, and the kids were fascinated by that. One class had wood stove safety. There was one little girl who had had a fire at her house. She was really taken with that. They learn a lot about birds. The volunteer has a bird caller, and she calls birds. It's a good time. The kids look forward to it."

"It's a lot of work, but it's fun. You see lots of kids out here. A lot of them really sit down and pay attention. They learn something."

And, finally, volunteers received benefits:

"I've enjoyed it. As long as the kids get something out of it, it makes it worthwhile. That's how I look at it."

Soil Judging Contests

The Extension Agricultural Agent in Columbia County, Washington, is similar to many agricultural agents across the country. He works with Agricultural teachers and other volunteers to set up a soil judging contests for grade school children. Those interviewed thought the activity was especially important since the soil is very fragile on the county's rolling hills.

Orchard Equipment Day

Another kind of big event focuses on demonstrating equipment used for a particular kind of farming. The study team visited an Orchard Equipment Day in Leelanau County, Michigan, and heard descriptions of a Logging Equipment Day in Martin County, North Carolina. There were action demonstrations of equipment at both shows so that farmers could compare different machines doing the same tasks.

The Horticulture Society, made up of county cherry growers, sponsored the show in cooperation with Extension. The show, held at an Experiment Station farm donated by growers and managed by Michigan State University, has three main parts: 1) stationary exhibits of machinery where growers and dealers can talk together; 2) a demonstration program where several dealers use their equipment for the same tasks so growers can observe actual performance--for example, a comparison of sprayers that included two experimental units as well as commercial equipment; and 3) a tour of the research plots, with an opportunity to discuss the research.

Volunteers actively serve on about ten committees which carry out the tasks of planning, organizing, implementing, and evaluating all phases of the event in cooperation with the county horticulture agent.

Logging Equipment Show

In Martin County, North Carolina, a group of loggers and logger equipment dealers planned and carried out a logging show for a multi-county area. More than 2500 people attended. "There are some small, medium, and large loggers who attend. There are some who have a lot of bucks, and some who don't have that kind of money."

As one exhibitor explained:

"We demonstrate equipment so customers can see what it actually does. They can get an idea of what the equipment is like; what production to expect. We do it on a one-to-one basis. It is a whole lot better than a static display. Each demonstrator has a little plot of land. Each one does his own thing. People watch whatever they're interested in."

Loggers and others involved in the logging industry performed a variety of tasks in preparation for the event, which is held "in the timbers with some open spaces." The group locates the space. Each year it's held in a different location. The group will layout the grounds and furnish the space for booths and exhibits. Equipment dealers invite their contacts. Equipment dealers also provide the equipment for the demonstrations. The value of an Extension forestry agent working with a variety of people involved in the logging industry was described:

"Extension spearheaded the show. If I were to have done it alone, then it would be partial. This way you've got a mutual ground to conduct something."

Learning about equipment benefited those who attended:

"As far as the equipment side of it, there is some value in seeing certain pieces of equipment in the demonstrations--like seeing the shakers maneuver or seeing the sprayers. That can be really enlightening. You can see a lot of varieties. You can see a variety of machines working. That experimental sprayer was really a valuable thing to see."

"Bringing in new equipment is very valuable so that they can see the different equipment, the different costs and values. They have a chance to compare."

"You come to a show, and equipment is sitting there. You don't know what it can do. Here you get to see what's new on the market or what's different. There is a lot of equipment there that a local dealer probably never brings in because he would have a slim chance of selling it. You can see it work. You are not necessarily going to buy it, but it gives you something to think about."

There was also sharing of information among those who attended:

"You might talk to somebody to see how to handle a certain situation. It works out well."

Logging Horse Demonstration

In contrast to Equipment Days, Piscataquis County, Maine, held a Logging Horse Demonstration that not only benefited loggers but also helped the general public better understand the local logging industry:

"That was the biggest attended thing Extension had ever had. A lot of people came out to it. It was in the middle of winter. It demonstrated taking logs out of the woods. It was work horses as opposed to pleasure horses."

"We did a demonstration here in the parking lot. I brought a log horse over. Another man brought over a pony. We just showed the different things that they can do. All kinds of people came to watch. I was amazed."

Learning was the main benefit of the event:

"I found a lot of people who were interested in it. Because I'm learning every day that I do it, it's a chance to talk to more people about it. I just thought it was fun and a learning experience."

"One fellow was thinking of getting a horse and using it to pull logs rather than a tractor. He learned a lot about the process. There were a lot of people who were just curious and wanted to see how it was done. That's important, too. They realize what goes into different things. They see a pile of wood by the road and wonder how it got there."

Crop and Soil Conservation Tours

In most of the counties visited, interviewees spoke of farm bus tours and demonstration days that volunteers and Extension carried out each year. The participants learned from what they saw and from being able to talk informally with each other and agency personnel. One of those interviewed explained why such tours are important:

"You get many varieties, but they are not all suited to this county. We gain knowledge of which variety will produce better under the conditions that we have."

Bus tours examining how different farmers were practicing soil conservation was an annual event in Columbia County, Washington. Landowners and representatives of USDA agencies planned the tours.

Tours and demonstration days are an important way of helping farmers see how other people handle problems and what you have to do to make a new practice work:

"We go to field days. The whole idea is to keep learning; to keep up with the changes."

"150-200 people tour this operation. People would notice which variety would yield the most and would try it out. About half of the people in the group tried out the new varieties."

Multi-County Campus Day

Campus Day is held on the campus of a nearby college, with about 1200 people attending. Volunteers from five counties teach about ninety classes as well as plan and organize the event. One person provided this description of the event:

"Campus Day is for women and men. You sign up for five or six classes. They have everything. You want it; they have it. I've gone to ones on Ireland, building self-esteem, running for office, working mothers, and death/dying. AAUW and Extension are involved."

One of those interviewed owned and operated a butcher shop:

"My biggest involvement with the Extension Service was when they had classes for Campus Day. I put together a list of questions that each one in the class answers before we start. They keep the sheet, and we go over the answers. This gives them an idea how much they know and how much they don't know. We explained the answers so they know what we're talking about. The meat inspectors that come into the store--I asked them their opinion of that. They thought that that was really nice and that there should be more people doing this to educate the public. I had people in that class from high school students to one lady who was 85 years old."

He also told how he had made a film which showed how sausage was made; a subject he discussed was nitrates and nitrites. He used the film for a class he taught at Campus Days.

VALUE OF LARGE EVENTS

Large "display" type events, competitive (county fairs and livestock shows), non-competitive (industry shows and garden shows), or community events are important in Extension programming. The interviews from the 12 counties identified several kinds of benefits from large events.

Value to Communities:

- Large educational events allow the community to focus on a particular problem, product, subject, or group of people.
- The event, given the excitement generated, promotes local pride.
- Large events often bring together a wide range of people within the community, resulting in a sense of community.
- Large events foster fellowship between members of the community, whether old friends, those with common interests, or those who normally wouldn't have contact with each other.

Value to Participants:

- Participants gain economic benefits by learning new information, making business contacts, promoting their product, learning ideas on how to invest their money, or receiving monetary gain from selling their products.
- Participants learn new information from their participation in the event, either from experts, fellow participants, or self-evaluation.
- Participants experience social benefits since they make new friends and share with old.
- Participants experience pride from taking part in the events.
- Participants experience self-satisfaction from mastering new skills developed during the pressure of preparing for the event.

Value to Volunteers:

- Volunteers have the chance to use or develop skills as they contribute to the event.
- Volunteers experience social benefits, as they contribute to the event, from the fellowship experienced between volunteers.
- Volunteers experience pride and satisfaction from their contribution, the success of the event, and the experience of participants.
- Volunteers experience self-satisfaction from using and developing new skills during the pressure of preparing for the event.

Value to Extension:

- Large educational events provide a setting within which people can converse about the subject of the show or other related topics. Extension agents can talk with people informally. People can ask agents questions rather than call them at the office. Key leaders and influential people can respond to questions about their experiences.
- Large events make potential clientele aware of opportunities in Extension programs.
- Large events, because of the involvement of people, promotion, and publicity, make Extension visible in the community.
- Through large events, Extension can establish relationships with new groups and agencies, new volunteers, and new participants.
- Through large events, Extension is able to continue relationships with agencies, volunteers, and participants.
- Through large events, Extension is able to use to its fullest the knowledge, skills, and interests of volunteers since large events typically require intensive volunteer involvement in implementing and evaluating the event.

Although they require a great deal of planning and work, shows and events continue to be very effective in reaching and teaching both the general public and special audiences if they:

- Are designed skillfully to attract people who would not ordinarily seek out information.
- Are designed to educate people through exhibits and special activities (i.e., such as explanations by judges, demonstrations illustrating basic points, and description of products).
- Receive adequate advance and follow-up publicity. Events are stronger when creative volunteers handle publicity and promotion.
- Are supported by volunteer donations of materials, equipment, facilities, and volunteer time and managerial ability.
- Are carefully planned, organized, and coordinated.

NATURE AND EXTENSIVENESS OF SHORT TERM PROJECTS

Over half of the volunteers interviewed in the study said that they had helped with some kind of major project or effort. Based on agents information, it is estimated that about half a million volunteers work with Extension on a variety of short term projects which help their communities.

There were many examples of special, short-term projects from the twelve counties visited in the study. Some special projects may be either taking on the task of actually building or creating something, such as developing land given to 4-H in Leelanau County, developing a nature trail at a school in Piscataquis County, or actually constructing buildings and arenas on fairgrounds, as volunteers did in some counties.

Other special projects improve the community in other ways. In Harrison County, a study group comprised of volunteers brought about additions to the community such as an improved hospital system, an industrial park, and a park system which reached into all corners of the county.

Frequently, 4-H and Extension Homemaker groups carry out fund-raising activities to provide a special service for the community.

Volunteer projects may differ greatly in terms of purpose and organization, but they are usually similar in that they:

1. are not continuing organizations. They disband when a project is completed.
2. bring together a group of volunteers who may not usually work together. This may be a subgroup from an organization, representatives from several organizations, or a nucleus who emerge and want to deal with a problem.
3. bring together people with the special skills and time needed for the specific task.
4. are usually ad hoc and loosely organized. Generally, there is a coordinator or chairperson and individuals or teams who have specific responsibilities.

Extension-related volunteer projects usually focus on activities which use Land Grant-provided information or skills to carry out the project. Special projects are similar to volunteer activities focused on educational events; however, their product is usually something other than an event.

Special projects also:

1. are a way of focusing information on a specific county problem and securing action related to that problem.

2. provide flexibility for volunteers. "Lend-a-hands" who can only give a few hours are usually needed to supplement those who take the main coordination roles.
3. challenge ingenuity. Usually, much needs to be done, and little money is available.

Special projects provide an opportunity to develop leadership skills and learn information and other skills which may be useful beyond the specific project. Projects usually benefit the community either directly, as in the case of the nature trail, or indirectly, as in the case of the leadership group.

In addition, they give the special opportunity for individuals to develop and use unique skills and talents. Some projects require carpentry skills; some require computer skills. Most require people able to organize time and materials and schedule complex actions so that different people complete their work and another group can move forward.

Special projects provide an opportunity for participants in programs to become volunteers. For example, in Minnehaha County, 4-H horse project members volunteered their time to build a horse arena at the fairgrounds. When 4-H clubs undertake community projects or fund-raising activities, it may well provide the first opportunity for 4-Hers to contribute as a volunteer.

EXAMPLES OF SHORT TERM PROJECTS

Some examples of short term projects like the 4-H Property Committee, 4-H Recycling Day, and Project Learning Tree have been described in other chapters. Others were given in the fund raising section of the chapter which described special assignments.

School Nature Trail

A school in Piscataquis County, Maine, had 60 acres of land behind one of the schools which was heavily wooded and unused. The high school special education teacher wanted to turn the land into a multi-purpose nature trail which his special students would build to gain vocational experience.

The school administration saw further use of such a trail for science classes and for the cross-country ski teams. A study committee was set up to include a school administrator, a school board member, the special education teacher, a science teacher, and an athletic teacher. An Extension agent was added to the committee to serve as a consultant.

The agent walked the land and reported to the committee on what forest growth they had in the 60 acres. The agent helped the committee organize the steps involved in making a trail and brought in aerial photos and maps of the land to help out.

A surveyor, a vocational school and its bulldozer, several soil conservationists, a geologist, and a few foresters also helped out. The Extension agent developed some of the tree areas. Special education students made the trail and trail signs and are responsible for trail maintenance.

Science students wrote a guide booklet for the trail and wrote the information for the trail marker signs. Computer class students word processed the guide booklet. The trail was marked off for cross-country skiing. Students serve as trail guides now that the project is finished. The school superintendent said:

"We probably wouldn't have had a nature trail if the Extension agent hadn't helped out in the beginning. His preliminary report laid out the various things we could do with the land and the steps it would take to do it. We used his advice, special information, brochures, and general help."

The special education teacher is interested in woodlot management. The agent has suggested that the area could be a demonstration forest and experimental laboratory. They may put part of the forest in production--raising Christmas trees, sugar maples for syrup--and leave the rest dormant.

To prepare for this, the special education teacher and the agent are developing a woodlot management course to be taught at the high school for the special education students. The agent will also be available to help structure the experimental management laboratory.

"The soil pits in the nature trail help people learn about soil. They can figure out the best use on their own land for crops, trees, livestock."

"For my students, I've tried to give them a whole range of job situations so that they'll be exposed to factory work as well as outdoor and service work. This has certainly provided an aspect of outdoor labor under different weather conditions, using different tools. It's also given them an opportunity to work with less direct supervision. They've learned to take responsibility. They were involved in the initial planning and mapping of the trail, developing the booklet, and some research. I'm sure they have gained something from that."

"There's exposure at both levels--for the students that act as leaders out there and for those who are being guided. They are gaining knowledge through that experience. The guides have learned more about the environment than could ever have been taught in a classroom. The students that have walked along the trail have certainly broadened their knowledge by the opportunity."

Community Beautification Project

In Tooele County, Utah, Extension volunteers worked with a local newspaper and the Nursery Society to promote a community beautification project. Homeowners, businesses, and the community government participated in an effort to improve the look of the city. This was a contest for all of the counties in the state. Extension volunteers joined with others to interview local citizens in order to recruit them to participate in the project, which involved a commitment to clean up and beautify one's property. The city had the most entries of all the participating municipalities and was awarded \$600-worth of trees from the Nursery Society which sponsored the contest.

The whole city developed civic pride; property was cleaned up; people developed an appreciation for trees and flowers; and community businesses became involved in a community project:

"I think this garden project is one of the things that has helped the city be more conscious of pretty flowers, shrubs, and trees."

"It's prettier. It's given the citizens pride in our city. What really pleases me is our banks and libraries. They're so excited about it, they say they'd rather put their money into beautification than other things, now."

"There are beautiful yards. Even the sewer plant is absolutely gorgeous."

Park Board

In Harrison County, Indiana, a county-wide Park Board was set up to develop a county park system. An Extension agent was an original member on the board. The current Parks Supervisor is a former 4-H junior leader in the county. The board has often contacted both Extension and the Land-Grant university for help on various park management and environmental problems.

Federal funds matched money raised by the people in the county through bake sales, rummage sales, and other fund-raising activities. In one park, local citizens got together to build the park shelter.

The county charges no entrance fee for the parks so that everyone can take part in activities. The parks have swimming pools, tennis courts, hiking trails, ballparks, and picnic areas. Recently a trade fair was held at one of the parks by businessmen. In the summer, county historical groups hold Civil War reenactments in the parks.

The county has gained a flourishing park system, developed and maintained by the board. Local people learn about their local history through park activities. Children and families have recreational facilities available. Community activities to raise money for building and maintaining the park give people a sense of community and civic pride:

"There is a growing awareness in the community of the historic aspects. The Park Board is one gear in this, providing the recreational facilities for camping and picnicking. They hold various historic reenactments of Civil War events at parks."

"There are some kids who are not going to be able to go to those parks everyday if they have to pay entrance fees. That's what recreation is for--people. It's not a money-making venture. It's for the people who can go lay under the shade tree and watch the clouds."

"This county is unique in that we know where our county parks are and how they were developed--many through volunteer work. So many other counties are wrapped up in political turmoil. There is no such thing here because these are all volunteers."

"A group of 40 people worked together to build a shelter for the park. It turned out to be a real community spirit kind of thing. Everybody had a great time. It's a good feeling."

"The interest was there [in the community] before we built the first one. And when the word got around that there was very little tax money used on that, other people wanted to know how to do it."

"I don't know how many new clubs have been formed [as result of the new park]--a swim club. There are other existing organizations now involved in the park advisory committee after we worked to develop this park."

"I think it developed my leadership skills along the way."

"You just get a broader knowledge of the community; not only your community but all around you, as to what's going on and changes that need to be made."

Cherry Promotion/Very Cherry Luncheon

In Leelanau County, Michigan, a group of cherry farm wives works to promote the cherry industry, particularly during the Cherry Festival, but also at different times during the year.

Their main event is the Very Cherry luncheon put on in cooperation with a local hotel. The cooking staff at the hotel tries to incorporate cherries in every course of the meal. The cherry orchards contribute all kinds of cherry desserts from which the guests can choose. They decorate the dining hall and tables, do waitressing, and clean up afterwards.

They also have a booth at the festival with promotional materials, a bakery, and cherry paraphernalia like t-shirts, bags, placemats, and hats to sell. They make placemats for the local restaurants to use. Some of them attend the Detroit Food Show to promote cherries. They plan to expand to the Chicago Food Show.

Members of the committee believe that they are the best promoters because they grow the cherries and know more about them:

"I think it's real important for the public to talk to the (cherry) farmers instead of somebody working these shows that doesn't know. You get people coming--restaurants, whatever--asking questions that other people don't know the answers to. Not that we have all the answers, but we do raise them."

Their promotion makes the public and businesses more aware of their product:

"Another thing we're trying to do is to get chocolate-covered cherries in all the hotel rooms."

"We've been working on cherry placemats. That has been successful. A food company designed it, and they push it."

"We have a window contest. We try to get all the merchants to do their windows up in cherries from the 4th of July through the Cherry Festival. Each year we pick up a few more stores. The big stores really participate."

"During the festival, we invite local bakeries to the farm market to see the cherry products."

"We're keeping the price (for the Very Cherry luncheon) low enough so we can get Mom and Dad off the street with their three children."

Cooperation with Emergency Medical Training Volunteers

In Piscataquis County, Maine, Extension cooperates with local farm and log equipment dealers and hospital emergency medical teams to put on training for farmers and loggers on what to do in case of farm or logging accidents and on safety practices. The program is a daylong series of lectures and demonstrations. They talk about accidents on the farm (mainly machinery accidents), what to do, and what to wait for, followed by case scenarios.

Later in the day, they go to machinery equipment dealerships (17 stations), simulate accidents with machinery, and have the emergency medical teams determine what to do. Extension does the session on safety training for chain saws and log splitters. A follow-up program teaches families why they should call emergency medical teams to the scene of an accident instead of going to the emergency room. It tells them what to do until the team arrives.

The day gives practical, hands-on training to the emergency medical teams; increases their knowledge, skills, and confidence; and promotes physical safety and well-being for the whole community:

"That was a concept that came out of this with the Extension Service because that becomes a role for them to take back to their families. The person that's there (at the accident) first needs to know what to do, too. It reinforces the learning."

VALUE OF SHORT TERM PROJECTS

Some of the value of short term projects are like those of large educational events. Some are different.

Value to Communities

1. Special projects provide for community enhancement whether through added resources or the development of problem solving skills.
2. Special projects promote pride in the community.

Value to Volunteers

1. Volunteers have the opportunity to use or develop skills as they contribute to the project.
2. Volunteers gain social benefits from fellowship as they contribute to the project.
3. Volunteers experience pride and satisfaction from their contributions to the project.
4. Individuals who have little time for volunteering or those who are new to volunteering have an opportunity to contribute to special tasks for a limited time.

Value to Extension

1. Extension is able to help people help their communities.
2. Some special projects, such as those which raise money or provide special facilities like camp or fairgrounds and buildings, provide additional resources for Extension programs.

The study team concluded that short term projects were valuable in helping people put information to work in their communities. The following recommendations were given:

1. The importance of working on specific projects with specially constituted groups of volunteers who are not necessarily active in regular programs should not be overlooked. It should remain an important aspect of Extension volunteer activities.
2. At the same time, those activities where such groups emerge spontaneously should be viewed as being volunteer activities and treated as such.
3. Because of the intensive involvement of volunteers in the project, there is a need to vigorously publicize the project, the role of those involved, and their accomplishment.

LOOKING TO THE FUTURE

Volunteer advisory groups and Extension agents need to work together in determining when large educational events and/or short term projects can be developed to enhance Extension programs and communities.

Both activities are likely to receive considerable media attention and to reach people who would not ordinarily come to Extension meetings. Both provide ways of demonstrating information in action and to teach through very visual means.

However, there is both an art and a science to organizing such affairs. Partnerships with Extension can provide an opportunity to volunteers both to use skills developed in other situations and to develop additional skills which they can take to events and projects in other parts of the community.

Even though events and projects take a good deal of time away from visible "instructional tasks", well designed activities can teach more people fully as effectively as most formal instructional activities.

CHAPTER 14

POLICY, PLANNING, AND SUPPORT GROUPS

This chapter discusses ways in which volunteers work with Extension in terms of setting policy, planning programs, and securing financial support:

1. Nature and extensiveness of planning and policy activity.
2. Overall extension boards.
3. Program area committees.
4. Action planning committees.
5. Value of planning and policy committees.
6. Working with planning and policy committees.
7. Roles of different groups in enhancing volunteerism.
8. Examples of support groups.
9. Value of support groups.
10. Looking to the future.

Volunteers who work with Extension in setting policy and planning are leaders in the sense that they are responsible for representing others in the policy and planning decisions which are made about Extension programs. They also are community leaders representing others in initiating action important to their community, whether it be a geographic community or a community of interests.

The policy and planning role of volunteers is less visible than tasks and roles directly involved in program implementation but the role is essential in ensuring that Extension programs give the greatest value to communities.

NATURE AND EXTENSIVENESS OF PLANNING AND POLICY GROUPS

The national volunteer study found that most counties have at least one kind of planning and policy group and that some counties have several such groups. Extension boards, advisory committees, program area committees, planning groups, program committees, ad hoc task forces, and action planning committees are all terms used to describe Extension program planning groups.

Kinds of Groups

Major types of groups which work with county Extension personnel and the types of tasks they carry out are listed below.

Overall Extension Boards:

Extension executive boards, councils or committees, legally authorized to oversee the work of the Cooperative Extension Service in a specific location

Tasks

- develop Extension budget
- obtain support for budget
- employ staff
- set policy
- may supervise staff
- oversee programs
- obtain other support
- occasionally do long range planning

Program Area Committees:

A committee that works with programs within a specific program area such as Agriculture or Home Economics. They usually represent several groups or interests

- suggest ideas for programs
- plan programs
- may set policy
- react to agent's ideas
- occasionally implement programs

Action Planning Committees:

Ad hoc task forces, subcommittees of program area committees, committees for specific programs or events.

- plan specific programs
- implement specific programs
- occasionally evaluate

In addition to these three main kinds of planning groups, Extension staff also work with executive groups of organizations such as commodity and other agricultural organizations, Extension Homemakers, 4-H leader councils, and other county or community organizations.

The relationship of this group of volunteers with Extension varies by the task they perform. For those who serve on Extension boards, their relationship with Extension may be supervisory as they supervise and select staff; develop, obtain, and supervise budgets; and set policy.

For program planning groups, the relationship may be guidance for Extension agents as they plan programs. This group, as well as action planning committees which plan specific programs, tends to be supportive of Extension as they carry out the various tasks needed to implement programs.

Extensiveness

Almost all Extension agents work with volunteers who represent others on boards and committees. Such involvement has been a tradition within Extension. A newer volunteer activity is serving on special groups whose main function is marshaling support for Extension. Periodically, Extension has offered special leadership development programs.

Data from Phase I of the IVE study show that almost all counties work with advisory groups or planning committees.

Counties Reporting Planning Activities

| <u>Activity</u> | <u>% of Counties</u> |
|-------------------------|----------------------|
| Advisory group | 99% |
| Committee | 99 |
| An organization's board | 95 |
| Planning group | 88 |

Involvement with planning activities was common across program areas.

Counties Reporting Planning Activities by Program Area

| <u>Activity</u> | <u>% of Activity by Program Area</u> | | | |
|-------------------------|--------------------------------------|------------|------------|------------|
| | <u>AG</u> | <u>HEC</u> | <u>4-H</u> | <u>RES</u> |
| Advisory group | 93% | 92% | 91% | 67% |
| Committee | 83 | 80 | 88 | 56 |
| An organization's board | 77 | 68 | 72 | 49 |
| Planning group | 58 | 58 | 60 | 36 |

Many agents thought this activity on the part of volunteers was very important. When asked to select the most essential task which volunteers perform, 48% selected planning and 39% selected advising.

Phase II of the IVE study found that a considerable number of volunteers participated in planning activities.

Volunteers Reporting Planning Activities

| <u>Activity</u> | <u>% of Volunteers</u> |
|--------------------------|------------------------|
| Served on committee | 61% |
| Served on planning group | 56 |
| Served on advisory group | 38 |

Extension boards may be elected to their position, or they may be recruited by board members or agents. Members of program area and specific project committees may be recruited by agents or other board members. Often they are asked to serve because of their position. For example, the president of the Extension Homemakers Council or a director of a family-oriented program in the community may be asked to serve. Or they may be asked to serve because of their interest in the subject.

OVERALL EXTENSION BOARDS

Many counties have Extension advisory groups. In fact, in Phase I of the IVE study, it was found that 77% of all counties have overall Extension advisory groups.

Extension boards take many forms but are very important. They are the one group which sees the total Extension program in perspective and can see across each of the program areas to the totality which is Extension in that particular county.

It is important that the board be representative of all the people in the county and not limited to one or two predominant interests. There also needs to be a mix of people who know Extension programs as they currently exist and of people relatively new to Extension. Newcomers bring new ideas and service to new clientele.

Board members chosen to represent program areas have a double role--that of representing their program but also of understanding the possibilities and problems of Extension as a whole.

Characteristics of Members of Advisory Groups

In Phase II of the IVE study, it was found that advisory group members were most likely to be men (60%), to live on a farm (63%--38% were farmers), and to be employed full-time (75%). One-third of advisory group members had college degrees; and almost half had incomes over \$35,000, but 14% had incomes less than \$15,000.

Advisory group members tended to have had a long association with Extension. Over half had been 4-H members, and almost three-fourths had been Extension volunteers for five or more years. Also, over half considered themselves to be quite or very active as Extension volunteers.

Advisory committee members tended to be active in their community; 85% reported they were active in other organizations. About one-third had served at the state or national level in organizations not related to Extension, and 14% had served as a state or national volunteer with Extension.

Members of Extension boards were interviewed in Martin, Harrison, Clinton, Delaware, Piscataquis, and Minnehaha Counties. Board meetings were observed in Harrison, Clinton, Delaware, and Piscataquis counties.

Martin County. In this county, a wide range of citizens were serving on the Extension Advisory Council--farmers, 4-H leaders, Homemakers, school personnel, and the secretary of the Chamber of Commerce.

One of the group's tasks was to develop a five-year plan of work for Extension. Subcommittees for program areas developed plans based on the needs of the county. The plans were submitted to the overall committee and finally to the state Extension office. A committee member said:

"We did a lot of brainstorming to do that. When the state program plan came back, a lot of the group's input was there."

Some of those interviewed described the training for advisory group members at the Land-Grant university. About 600 to 700 advisory committee members from throughout the state attended classes to learn about their role as advisory council members.

Another major project for the Extension Council was the renovation of an older building for Extension offices and meeting facilities. The county manager said:

"The advisory group came in and stated they wanted the building. The staff stayed out of it. It helps out that we have others to help guide or to sit down and discuss what they think Extension should be."

A council member said:

"I feel that I along with the rest of the Extension Advisory Council was responsible for the renovation of the Extension building. We went to the county commissioners and appealed to them to renovate that building. I would not be ashamed to bring groups into the building now because it is more presentable. It gives a sense of pride."

Members of the advisory council also designed and constructed an exhibit for the state fair. The exhibit featured county industries. The council was working on raising funds to purchase a van to provide transportation for 4-H members (the school system's buses could no longer be used because of insurance). Also, the council was exploring avenues for funding to build a multi-purpose building which would be used for Extension programs.

Harrison County. The primary responsibility of the Extension Advisory Board in this county is to develop the Extension budget and have the board chair and one or two others present it to the county council. The board works closely with the agents to develop the budget. As one said:

"Really, what it's all about is to keep Extension going. We work for the betterment of the community through Extension."

Another task of the board, which meets two or three times a year, is to interview applicants when agent positions are open. After interviewing, the board selects the person to whom they will offer the position.

Clinton County. An Extension Board of Directors functions in this county. In this state, Boards of Directors are elected boards and have more responsibility for personnel and other major decisions than do many Extension boards. Extension mailing lists are used to mail ballots for the elections.

Agriculture, Home Economics, and 4-H program committees advise staff and make program recommendations to the Board. The Extension board is comprised of two representatives of each program committee, a representative of the county legislature, a state Extension representative, and seven citizens who are elected by users of Extension.

The Extension board sets policy, supervises Extension personnel, oversees the entire Extension program, and selects and employs new agents. The board develops the job descriptions for new agents, and sends them to the state Extension office, which then selects five or six applicants for the board to interview. The board then makes the selection.

The Extension board develops the Extension budget (determining salaries is one aspect) and then presents it to the county legislators. The county legislator who serves on the Extension board reported that he was pleased that he was able to reduce Extension budget cuts.

Delaware County. A twelve member Extension board is appointed by Extension agents. The board is made up of members of all walks of life: businessmen, professionals, and housewives. Board members also represent Horticulture, 4-H, and Family Living program areas.

Among the tasks of the group are working with the budget, obtaining budget support, agent selection, and overseeing Extension programs. The board develops the Extension budget. They approve the budget and any expenditures for equipment. They also approve any use of the 4-H Fund, which is money raised by volunteers.

The board seeks budget support by regularly meeting with the county councilman who is assigned to Extension. They also invite him to Extension functions. They focus on staff responsibilities now that staff is being reduced. At one time, the board worked with the state Extension office in selecting agents for employment. Members received applicants' resumes, selected five or six for interviews, and made a selection.

Board members also participate in a state legislative day where they lobby at the state capital in an effort to maintain state funding for Extension.

While the board does little detailed program planning, they do provide feedback from the community on how well Extension is doing and overall ideas for the focus of programs.

Piscataquis County. The primary tasks of the Extension Board in this county were to develop and support the Extension budget, to employ agents, and to assist with office management practices. Board members noted that the board is comprised of a mix of people from different communities in the county who have different backgrounds. Some board members are long-time Extension cooperators; others are new to Extension and serve because of their expertise. This combination generates broad community support for Extension as well as expedites the tasks which are necessary for Extension to serve the community.

For example, state legislators have twice been recruited to generate support for the Extension budget. An office manager of a company in the county was asked to serve when the Extension office needed assistance with phone lines and copy machines. He told how he had negotiated contracts for telephone lines and a lease for an office copier.

In Maine, the state legislators approve the county Extension budget. A board member, who is a state legislator, explained that the Board develops the budget and generates support for it. He said:

"We have people who know what the budget is, how it works, and where the dollars come from. In the last couple of years, we have had some difficulties. We've been able to go to the commissioners and really explain things. We were able to keep the budget as we wanted it."

Another member of the board described the role of the Extension board as being the "voice of the town" when they met several times with the county commissioners to develop support for the budget. She noted that the board assumes this role rather than the agents. As a result of their efforts, the commissioners have a better understanding of Extension and its budget.

While the board does not participate in program development, they do determine the responsibilities of agent positions when new agents are selected. A few years ago, the board studied the needs of the county and did some community surveys. They determined that a Forestry agent was needed rather than an Agriculture agent. More recently, when an Extension Home Economist was employed, the board requested her to spend a certain percentage of her time on specific content areas. For example, the agent was to spend more time on family development than on nutrition.

Minnehaha County. The Extension board members in this county viewed themselves as the employers of the Extension agents in the county. They were also responsible for the Extension budget. The board, comprised of rural and urban citizens, does not participate in program development except to serve as a sounding board for program ideas.

One board member noted the need to make the public aware of Extension. He noted that it is easy to assume that everybody is aware of Extension programs, but they might not be. He stated that there may be an entire county commission that is not aware of what Extension offers. He said:

"If those who approve budgets are not aware of the benefits of Extension, why should they approve their budget?"

Regional Committees

In Delaware County, Pennsylvania, some of those interviewed described their activities while serving on a regional Extension Board. The board serves a multi-county area. Several of the counties share staff. Providing program directions for these staff members is one responsibility of the board. The board determines needs for area staff. This staffing pattern is an effort to relieve the burden of county staff.

Another function of the regional board is to share information on the Extension situation, which they, in turn, share with their county Extension boards.

PROGRAM AREA COMMITTEES

Some counties had planning or advisory committees for specific program areas--Agriculture, Home Economics, or 4-H. In Clinton County, these groups were subcommittees attached to the overall board. Other counties had program area committees in some program areas but not in others. Some counties didn't have an overall Agriculture committee but had commodity committees. In some instances, the 4-H Leaders Association or its board served as the overall committee for 4-H.

It was apparent from those who were interviewed regarding the program area committees that the program and the agent's position were stronger because a group of volunteers understood both the program and how decisions about the program were made. Programs were stronger when the responsibility for decisions was shared, and committee members became partners with the agent in seeing that the programs were successful.

Program committees, like advisory boards, should include some people who are familiar with the past; but they should also include people not bound by the past who can think creatively about new programs that are within the state and federal mission but also meet the needs of local people.

Agricultural Program Committees

Those interviewed in Clinton, Columbia, Jefferson, and Leelanau Counties gave examples of the work of Agriculture program committees.

Clinton County. The Agriculture program committee is comprised of dairy farmers, fruit growers, representatives of the power company, SCS, and ASCS. The nine members meet monthly to set policy with the two Agriculture agents. They also assist the agent with program plans, react to ideas of the agents, and provide input as to where agents should concentrate their efforts.

Those interviewed described an educational program they sponsored with Farm Bureau to inform county legislators and key individuals of the importance of agriculture to the county. The programs featured tours of apple orchards and dairy farms and a barbecue.

The program committee was also instrumental in changing the staffing patterns of agents. At one time, a team of specialists worked in several counties. The committee changed the pattern so they now have two Agriculture agents employed in the county.

Columbia County. Several of the Agriculture Cooperators in this county explained how the agricultural Extension program in the county was planned. As a first step, the agent sends a questionnaire to all members of the commodity groups in the county. Then members of the commodity groups meet to develop the programs, using the results of the questionnaire and the input of those at the meeting. One cooperator described the group:

"Those people are from the whole walk of the community; they're not just a handful of farmers."

Another described the focus of the planning process:

"We're invited to give input. What kind of meetings do you want? What do you want to know about?"

The group of farmers meet to prioritize the needs; and then the agent develops the program, often using resources from the state university.

The programs are presented in two ways. The planning group determines which topics will be addressed at commodity group meetings and which will be presented at a series of winter meetings for the general public. One wheat rancher described the final step of planning:

"He sends out letters and tells us what these meetings are going to be about; what's going to be explained. He asks us to call him if there is anything else related to these that they should be prepared to tell us."

Jefferson County. One of those interviewed in Jefferson County, Texas, described the Agriculture program building committee. The committee has ten members who represent different commodities. He gave an example of a program which the group planned. The committee designed a program with two topics, "The Farm Bill" and "What Lending Institutions Require of You." He said the Agriculture committee did all the planning and invited the speakers. Over 100 attended the program. He commented:

"The banker said, 'this was one of the best programs ever held.' Everybody was so interested in the new farm bill. Everybody was sitting with their ears just tuned because they didn't want to miss anything."

Leelanau County. In this county, most of those involved in agriculture are fruit growers. However, those involved in other phases of agriculture participate in a general farming committee to plan programs. One of the outcomes of the planning was for the few dairy farmers in the county to meet on a regular basis in each other's homes.

Agricultural Commodity Committees

Examples of commodity committees were found in the site visit counties. In Harrison County there was a tobacco committee. In Martin County, there were peanut and corn committees. In Jefferson County, members of a horticulture commodity group described their work. In Leelanau County, members of the Horticulture Society worked with the agent to plan programs for fruit growers.

Tobacco Committee. In Harrison County, Indiana, the agent works with a group of tobacco producers to plan programs. Typically, the committee plans an educational program during the winter which features information on marketing and production. About 150 attend the program. Extension specialists often present the program.

The committee also determines what demonstration plots will feature and plans a tour of the plots in the fall. Recently tobacco growers changed from hand-tied tobacco to baled tobacco. A tobacco grower said:

"A couple of years ago when we got the balers, we picked up the information at the warehouse when we sold it, at the field day in the fall, or at the workshop in the spring. Only three ways I know of that you learn about tobacco other than neighbors talking."

Peanut Committee. In Martin County, North Carolina, the peanut committee made up of peanut producers helped the agent plan programs that promote good production practices with an emphasis on cost-yield relationships.

Corn Committee. The corn growers in Martin County helped the agent plan his program for the coming year. They discussed what they wanted, objectives, varieties of crops for tests, where the test plots would be, what companies would provide the seed, and what kind of chemicals they would try.

Horticulture Committee. An example of a horticulture planning committee was described in Jefferson County, Texas. A member said:

"We have nine members on the Horticulture Committee. We work very hard to get a cross-section of county residents. We have old-timers, young people, nurserymen, teachers, and garden club representatives. I think we have a very representative committee. We just brainstorm to decide what we think the county residents would most like to see with a horticulture-type presentation."

The committee plans six or seven programs a year for the county. As one said:

"The agent has us decide what we would like him to put on for programs. We ask the public what they would like."

Vegetable gardening is the most popular program. Nurserymen advertise the program and give

door prizes. There are retired people on the committee who give quite a bit of time and share their expertise in gardening. The group meets two or three times a year to plan. They also have a meeting before a program "just to iron things out." The committee does some fund raising to keep the committee operating.

Horticulture Society. The Horticulture Society in Leelanau County works closely with the Agriculture agent in developing programs. The organization has helped plan a two-year ag leadership program for fruit producers in the county. They helped plan and conduct coffee hours during the winter months where information on cherry production and marketing is presented. They were instrumental in the organization of fruit growers who purchased a farm and leased it to the state Experimental Station to do research on fruit production. They helped plan and conduct annual tours of the Experimental Station and sponsored an orchard equipment field day.

Managing for Tomorrow. Church groups comprised of farmers were asked to help develop programs for a new agent employed to help with the farm situation. A farmer who was interviewed told of his input regarding the content of the program. It was suggested that the new agent could help with keeping financial records. The farmers' response changed the program to focus on what to do with the records after they were made.

Home Economics Committees

Four of the counties--Jefferson, Tooele, Clinton, and Delaware--had Home Economics planning committees which planned overall Home Economics programs. Bernalillo County had an EFNEP planning committee.

Jefferson County. A Home Economics Program Building Committee helps develop the total Home Economics program in the county. The committee is comprised of about twenty members who represent a variety of interests such as business, Head Start, an educational wellness group, and Extension Homemakers. The group meets about every three months to identify possible Home Economics programs.

Tooele County. The Home Economics Advisory group draws its representatives from the churches in the county. A high proportion of the population belong to the Church of the Latter Day Saints. Thus, this church, plus Catholic, Methodist, and other denominations, has representatives on the planning group. Each church group or auxiliary meets with their representative and identifies programs they would like. Their representative takes these ideas to the advisory group, which plans the Extension Home Economics programs. Representatives of the church groups attend the Extension programs and then take the information back to their church group. As one advisory group member said:

"When we present a program, it's not a one-time thing. It goes out; that information is passed on."

Clinton County. A Home Economics program committee is comprised of a variety of representatives of the community--a Home Economics high school teacher, a college professor, and a Head Start director--who meet monthly. As one member said:

"Personally, I see it as a way of representing a group of people that I work with on a daily basis and the needs that they have. I'm able to see where these needs might fit into programs."

The committee determines needs of the various audiences in the county, prioritizes the needs, and suggests the percent of time that should be spent on each. One member noted:

"What we are trying to focus on is what the needs of the community are and what we should be looking at down the road. We just set up a survey that we sent out to the people in the community to try to determine what types of programs they want."

The committee focuses on long-range plans. In addition, they take responsibility for promotion of Home Economics programs. One member is in charge of publicity and encourages the press to use the information.

Another concern of the group is reaching rural families in isolated parts of the county:

"The reason I got on the advisory committee was to encourage them to bring more of their programs out to the rural areas because the county is spread out."

Several of those interviewed described the respect with which they were treated:

"Definitely one of the things that keeps me coming back is that your ideas are certainly respected and taken into consideration along with those of others on the committee."

Delaware County. A Family Living board was comprised of about twenty women who had been participants in Extension programs. The board's purpose was to improve home and family life in the community.

While a major effort of the committee is planning Family Living programs, they also seek support for such programs, like funding for demonstration materials from the County Extension Board. They have also worked on reallocating agent responsibilities because of an agent retiring and a job freeze.

The board is divided into several subcommittees which work on specific program areas: family stability, nutrition and health, textiles and clothing, and financial management. The tasks of the group are: 1) identifying county needs, 2) establishing priorities, 3) planning programs, and 4) helping conduct programs.

One of their programs is called "Midyears." The program focuses on the sandwich generation--those between boomerang children (adult children who use resources of their parents) and aging parents. The series of three-day meetings have been held for several years. In addition to focusing on children and parents, coping with change, stress, and personal self-fulfillment have been addressed.

A variety of speakers have presented programs. Some of the speakers have been volunteers from the Family Living board. For example, one spoke on how she developed her interest in computers, and another told of raising herbs. Members of the board frequently lead discussion groups following presentations by speakers. The value of the program was noted by some:

"Through the Midyears program, I have seen people blossoming and hopefully going on and continuing their areas of interest."

A board member described a health and nutrition program:

"We just finished a program--a four-day program on nutrition, about eating to be healthy, how your diet affects heart, and cancer. You can't say for sure about this. It is important and something a lot of people are conscious about. The people were really more interested in the information than they were in how to cook. I was really happy about this program. I thought it was on the same track people are on."

Volunteers provided lend-a-hand type help for this program by preparing a variety of food items for demonstration and tasting.

Another subcommittee developed a financial management workshop. The one-day workshop--featuring a woman lawyer, stockbroker, and financial planner--had such a response that a larger meeting facility was needed. Board members were very enthusiastic when they described the value of the program:

"There was one day on money management. It was super. The lawyer held forth, the agenda was varied; they had a stockbroker. When the time was up, you would have liked her to say more. Even if you were not familiar with finances, something brushed off. 150 attended the workshop."

"I think money management programs are terrific. I thought it was just the younger generation, but a good number of people my own age do not know how to manage money. I think that's a program that should be pursued for all ages. Evidently, there are a lot of senior citizens who don't know, either."

The workshop was then followed by a series of three round table discussions on family and the law conducted by a woman attorney. An example of the topics discussed is the legalities of parents going to a nursing home.

The Family Living board also plans and conducts two programs which have been held for a number of years. One is a Homemaker Day. The morning program features speakers, and the afternoon program features discussion groups led by volunteers from the board.

A Holiday Festival is held in the fall. Frequently called a Make and Take Day, the program features teaching a craft. Members of the Family Living board teach the program participants the crafts. However, the board is reviewing this program. One said:

"It will be changed. In time, things go beyond their usefulness; and you have to change."

One board member described how she viewed the role of the board:

"I really feel our role is breaking the ice in some of these areas. We seem to have developed programs that have broken the ice like the Midyears, and the financial management program. Seems like the next thing we know, all the local colleges are having programs like that. I really see our role as breaking the ice, seeing what our needs are, developing the programs for today's needs, bringing in programs so that others can then pursue them."

EFNEP Planning Committee

A volunteer in Bernalillo County described the work of an EFNEP planning committee. The group is comprised of interested people in the community and addresses several concerns. One is where and how to obtain the resources to carry out the program. For example, if particular foods are needed, who in the community will donate them. The group also works on cooperating with the media in the county. Generally, they work on ways to get the community involved in the EFNEP program. They also act in an advisory capacity--assisting with planning and evaluation of the program.

4-H Program Committees

Some counties had 4-H program committees which guided the youth program; other counties had 4-H leaders associations which worked with the 4-H program.

Clinton County. Some of those interviewed described the activities of the 4-H program committee. The committee is made up of representatives of both rural and urban areas and those with home economics and agriculture interests. The committee sets policy, establishes a core program for 4-H agents, and serves as a liaison between the 4-H agents and clubs. They also become involved in resolving problems.

The committee has been instrumental in developing the mid-management concept for 4-H leaders. They initiated area 4-H leaders who work with the organizational leaders of each 4-H club. Their rationale for these positions was to free agents time, provide assistance to 4-H leaders--particularly new leaders--and help increase 4-H enrollment. They have also used the mid-management concept at the County Fair. Older 4-H members staff the various exhibit areas at the Fair. Volunteer 4-H leaders provide supervision for the youth.

In an effort to retain older 4-Hers in the program, the 4-H program committee initiated an active Teen Ambassador Program.

The committee also works with 4-H leaders and members who sponsor a dairy bar at the Fair as a means of fund raising. The dairy bar generates several thousand dollars which the program committee allocates for awards and trips.

Leelanau County. This county has a 4-H Youth Association. County 4-H leaders elect the board for the Youth Association. The board is comprised of both 4-H leaders and other people from the communities. Board members elect their officers.

The board also has committees which help plan 4-H Achievement Day. At this event, members display their projects, and awards are presented. Another committee is responsible for the 4-H leaders' banquet where leaders are honored. Another committee is developing property donated to the Association into a nature learning center. A third committee works with 4-H leaders by personally phoning them to make sure they are aware of the deadlines for various activities and events. The Youth Association also handles funds from private sources and decides upon their use.

Piscataquis County. The county has a 4-H Leaders Association which meets quarterly. The group plans the fair, county events, and fund raising for special projects.

Jefferson County. The county has a 4-H building committee which develops long range plans. The committee oversees the youth program. The group works with the 4-H Leaders Association made up of all 4-H leaders in the county. One of their responsibilities is to sponsor a youth fair. Within these groups are various committees that assume responsibility for activities, such as outreach or promotion programs, and coordinating the county's participation at the state leaders' meeting.

Columbia County. The 4-H Leaders Council in Columbia County coordinates county activities, such as camp and a paper drive. They make recommendations for the County Fair and recruit 4-H leaders. A council member noted that the council was basically the policy setter for the 4-H program and that the agents carried out the policy.

Harrison County. In this county, 4-H leaders elect a twelve-member 4-H Leaders Council. The Council sets policy for the 4-H program in the county. They also provide assistance with 4-H activities in the county, such as the fair, judging events, demonstration contests, and special events like Share the Fun--a talent night for 4-Hers. The Leaders Council was initiating a training program for 4-H leaders since no training had been conducted in recent years. The training focused on helping new leaders, working with groups, and using resources.

Bernalillo County. 4-H leaders in this county were involved in a variety of activities. Key leaders in most projects have a project committee comprised of adult leaders and active 4-Hers. These committees plan and actually carry out county-wide training and special events.

For example, the 4-H rodeo committee is responsible for the annual statewide rodeo. Among their responsibilities are contracting for rodeo stock, recruiting business people to sponsor awards, arranging for publicity, preparing a program, arranging for photos, decorating the arena, supervising the handling of stock, handling the draws for participants, and supervising the performances. Funds from the event are used to maintain the 4-H Center.

The 4-H leaders in the county own a 4-H Center which is used for meetings and activities. The leaders were responsible for the operation and maintenance of the center. 4-H leaders in the county were involved in raising funds. They put on International Night where 4-H clubs have a booth to sell food or items which represent a foreign country. These funds are used to support the IFYE program. Another fund raising event for the county 4-H program was a carnival where each club had a booth with games.

Teen Associations. Older 4-Hers formed a Teen Association in Leelanau County. The group meets on a monthly basis. They have sponsored exchange trips with 4-Hers from other states and with youth from urban areas within the state.

A Teen Association in Tooele County provides older youth with experience in planning and learning to work with others. A 4-H leader said:

"It gives the kids a variety of experiences. They learn to work together. They learn to tolerate each others differences. They've come up with a lot of good suggestions. The kids have their own suggestions; what they want to do. They're not afraid to step out. It's giving them more self confidence. They're not as frightened."

ACTION PLANNING COMMITTEES

There are other planning groups that are more action oriented. In these cases, volunteers not only plan, but they help implement programs.

People who share a common interest are most likely to work together to plan a particular program. There was a wide range in these programs. Some programs had an agricultural orientation; others had a youth focus. Still others had a home and family emphasis.

Most of the special projects and activities in the previous chapter had a planning committee that developed and guided the overall activities of a variety of volunteers whether the activity was an Ag Career Day, an industry show, or a school nature trail.

Action planning committees bring volunteers together to work with the agent in setting the parameters for the activities and identifying the kinds of decisions which need to be made. Representative volunteers often have more knowledge than does the agent about the community setting--time, timing, and location--and of problems which may need to be recognized. Together they can work out procedures which result in a successful activity.

The committee is involved in planning and carrying out the event or activity. Additional volunteers may be involved in the implementation. Often, these volunteers are recruited by members of the planning committee. Action planning committees not only insure relevant programs, they increase the number of volunteers involved in Extension programming.

Some volunteers identified special values to themselves from serving on planning groups. They noted that the experience provided an opportunity to learn, to meet new people, to make a contribution, to have a feeling of satisfaction, and to develop self-confidence.

For some, serving on advisory groups was an opportunity to learn:

"You learn a lot there concerning how the county operates, their finances, and the budget."

"By working with the Extension Advisory Council, I have learned more about the county as a whole, not just my individual community. I've also found, by attending the state conferences, that there are a lot of people in the state that feel the same way I do about things--so that has been enriching."

"I got to meet a different set of people, encounter a different set of circumstances. I've learned things about agricultural programs that I didn't know. It gave me an opportunity to broaden my whole knowledge of what's going on in the community."

For others, it was an opportunity to meet new people:

"The people I meet, get to know; the association--I've enjoyed it."

"We all work together. Anytime when you get a group of people working together, they get better acquainted. It helps your organizations and community. They know each other a little better."

Some noted the opportunity to make a contribution:

"It really helped me to know that I could help somebody else."

"I suppose I have reached a period in my life where I sit down and think that by working with an organization like Extension I am making a contribution. If I can help one youngster, it's worthwhile."

Satisfaction and self-confidence were other benefits:

"It has made me more at ease in front of groups. It helps adjust your thinking in programs for other people."

"Satisfaction. I have enjoyed working with Extension Home Economics. It brought something to me that inspired me."

VALUE OF POLICY SETTING AND PLANNING GROUPS

Volunteers who serve in influential positions related to policy, resource allocation, and program decisions are valuable to the people they represent. There are many programs which Extension could offer; any program could be carried out in a variety of ways. Representative leaders strive to make the resources invested valuable to the people they represent.

Extension and volunteers also receive value from volunteers serving on advisory or planning groups, providing budget support, or participating in leadership programs.

Value to Clientele and Communities

- Extension has more timely and relevant programs.
- The tax funds invested in Extension are overseen by representatives of tax payers.
- Volunteers can monitor so their communities and interests receive equal access to Extension.
- Clientele usually have someone from their community with whom they can talk when they have suggestions for or concerns about Extension programs.
- Volunteers involved in leadership roles influence Extension in terms of budget, staff, and programs.
- Volunteers involved in leadership programs take a more active role in community government and organizations.

Value to Volunteers

- Volunteers gain new knowledge about the county and about Extension programs.
- Volunteers have the opportunity to develop and/or practice skills in political strategy, decision making, influence, and problem solving.
- Volunteers involved in leadership roles develop and/or improve skills in leadership.
- Such experience increases the volunteer's leadership ability which can be applied on other boards or in other situations.
- Volunteers derive social benefit from the interaction with others.
- Volunteers derive pride and satisfaction from accomplishments.

Value to Extension

- There is a mechanism for making hard decisions, and responsibility for those decisions is shared with representatives of the community.
- Extension has support for programs.
- Extension is more likely to maintain funding for programs.
- Decision makers are more likely to understand the value of Extension programs.
- Extension has assistance in implementing programs.
- When volunteers are involved in action planning committees, they actively plan, implement, and evaluate specific programs which tend to be relevant and of quality, thus attracting a significant number of people.

WORKING WITH POLICY AND PLANNING GROUPS

How do Extension staff and planning groups work together? A contingency view of planning suggests that there is no single best way to work with planning groups. Rather, it depends upon the situation. Three forces to consider are the conditions which surround the program to be planned or the situation, what phases or components of the program need to be considered, and the desired outcomes of planning. These three elements suggest the type of decision style which is most appropriate for a particular situation.

The Situation

The situation surrounding a program may be any of the following:

Crisis - An immediate problem is recognized, and time is of the essence;

Problem-centered - A specific situation is identified by citizens and/or objective data;

Known program - An ongoing program, often done on an annual basis;

New opportunity - An institution, agency, or organization invites Extension to participate in a program;

Developmental - There is a vague notion that a problem exists.

Program Components

Program planning is often used as a global term when in fact there usually are a number of decisions to be made when planning a program. Following is a list of program components and questions that may need to be addressed when planning a program:

- **Need**--Why is the program being developed?
- **Goal**--What is the program to accomplish?
- **Subject matter**--What information is to be presented in the program?
- **Presentation of subject matter**--Who are the instructors or teachers; what methods and educational materials are to be used for the program?
- **Logistics**--When and where is the program to be held?
- **Recruiting the audience**--How will an audience be recruited?
- **Evaluation**--How will it be determined if the program accomplished what it planned to do?

Each of these decisions may not be made by the same group. For example, an overall Extension board or a program area committee might identify the needs and goals of a program, and an action planning group might deal with the remaining program components.

A Taxonomy of Decision Styles

What decision styles can be used when working with Extension planning groups? Following are descriptions of various decision styles:

| <u>Decision Style</u> | <u>Description</u> |
|------------------------|---|
| Self-Evident | The decision is obvious. |
| Tradition | The decision was made when planning prior programs. |
| Authoritative | The staff person makes the decision and informs the group of the plans. The group may or may not ask questions. |
| Consultative I | Staff gets ideas from the group, which may or may not be used. The staff person makes the decision. |
| Consultative II | Staff presents several alternative plans to the group, and the group selects one for use. |

| | |
|-------------------------|--|
| Participatory I | Staff and the planning group of individual volunteers work together to make decisions. (Staff have resources of their agency). |
| Participatory II | Staff and representatives of other agencies or organizations work together to make decisions. (Resources from several agencies or organizations are involved). |
| Delegated | The planning group, without the staff, makes the decision. |

Let's use a common situation, planning volunteer recognition, to illustrate how an Extension agent might implement each of these styles. Although all styles could be used, you will recognize that some are more appropriate than others.

| | |
|------------------------------------|--|
| Self-Evident/ Tradition | Agent: Shall we have the recognition banquet for volunteers like last year? |
| Authoritative | Agent: I've done some thinking about recognition of volunteers. I <u>have</u> scheduled a press conference for volunteer week. Also, I ordered recognition certificates for the Master Volunteers and will mail them when they complete the program. O.K.? |
| Consultative I | Agent: Could you give me some ideas so I <u>can</u> decide what to do about recognizing volunteers? |
| Consultative II | Agent: There are several ways we could recognize our volunteers. We could do a press tour of them at work, or have the press do some feature stories on the volunteers. Or, we could have a luncheon to honor the volunteers. Which do you prefer? |
| Participatory I | Agent: It seems <u>we</u> should do something to honor volunteers. Who has some ideas? (after list is made) Which should we do this year? |
| Participatory II | Agent: It seems we should do something to honor volunteers. What can each of our agencies contribute? |
| Delegated | Agent: Should the <u>chair</u> appoint a committee to make plans for recognizing volunteers? |

To explore the interrelationships of these styles, Extension Home Economists and citizens who participated in planning Family Living Programs were asked what decisions styles were actually used in their situations. They were also asked what decisions styles should be used for various program components in hypothetical situations. It appears, based on their responses, that certain decisions styles are more likely to be associated with certain situations.

- Crisis programs tend to use authoritative decision styles because time is limited.
- Problem-centered programs tend to use participatory planning for identifying the need for the program and its goals, while the agent implements and evaluates the program using an authoritative style. Often a program area committee makes these decisions. If an agent wants assistance in carrying out the program, a participatory decision style could be a better choice, or an action planning committee could be involved to implement and evaluate the program.
- Known programs tend to use tradition for some decisions. Other decisions are self-evident. In either case little consideration is given to the decision. (Other decisions are likely to be made in a participatory style).
- New opportunities may use a self-evident decision style for some program components. In some cases, this is because decisions were made by the group which initiated the opportunity. Other decisions are likely to be made in a participatory manner.
- Developmental programs tend to draw forth a participatory decision style. Often neither the Extension staff member nor the volunteers have had experience with the program, and both have to be creative and support each other.

Outcome of Decision Styles

Each type of decision style tends to have certain outcomes.

Tradition and Self-evident. These styles need to be used when decisions are familiar and previous decisions have worked out well. People appreciate it when obvious decisions are not belabored. Some decisions aren't worth being participatory. If the previous decision is appropriate, why change it? Use of the traditional or self-evident styles for those decisions where they are appropriate lets the group use its creative resources and discussion time in areas where creativity and discussions are needed. However, there may be a danger of routinization and stagnation if any repetitive decision continues for too long a time without careful review.

Authoritative and Consultative. These decision styles are likely to save time, but they are not likely to yield information relevant to the decision, support for the decisions, or assistance in implementing the decisions.

Participatory. This decision style is likely to provide information, support for the decisions and assistance with carrying out the decisions but may use more time in discussion and may delay action.

Summary

To develop programs to meet new Extension initiatives, renew volunteerism, and strengthen leadership, consider the following when working with policy and planning groups:

- Recognize the difference between Extension boards, program planning committees, and action planning groups. They are likely to perform different types of tasks. Match the task which needs to be accomplished with the appropriate group. All have an important role in expanding and strengthening volunteer activities related to Extension programs.
- Involve Extension boards and program planning committees in initiating ideas and providing support for programs.
- Involve action planning groups in planning, implementing, and evaluating specific programs to increase diversity of volunteers and clientele and to develop relevant programs.
- Involve a wide variety of volunteers in planning. Involve men and women, urban as well as rural, less educated as well as more educated, and all income levels.
- Involve volunteers who are new to Extension as well as long-time Extension supporters; involve those who are not community leaders as well as those who are leaders in the community.
- Consider the situation and the desired outcomes of planning when selecting a decision style.

ROLES OF DIFFERENT GROUPS IN ENHANCING VOLUNTEERISM

In addition to its overall contribution to programs, each group has an important role in expanding Extension volunteer programs. Each can help create or strengthen volunteer programs that suit different needs, interests, and audiences.

Overall Extension Boards Overall Extension boards should be involved as one moves toward revision or expansion of volunteer programs. Their suggestions and ideas can start or expand volunteer programs. Their awareness of new efforts is needed if they are to provide the support needed.

To enhance volunteerism, these groups need to:

- appreciate the value of volunteerism to Extension, the community, volunteers, and program participants;

- understand the wide variety of tasks that volunteers can perform;
- recognize the needs, interests, and life-styles of the people;
- be informed of new volunteer efforts that are initiated by other groups.

To strengthen volunteer programs, overall Extension boards could:

- review existing volunteer programs;
- generate ideas for new volunteer programs - problem or interest areas, audiences, location;
- generate ideas for strengthening roles of volunteers in existing programs.

The **key responsibilities** of overall Extension boards in strengthening volunteer programs are:

- provide ideas;
- provide support, whether legitimizing programs or seeking resources such as funds or space;
- inform key community leaders of the program and its value;
- suggest individuals for key volunteer roles;
- set policy for volunteer activities, such as use of office secretary or supplies, reimbursement of costs, insurance and liability;
- set policy regarding the importance of volunteerism in all programs.

Program Area Committees Program area committees may have some of the same responsibilities as overall Extension groups but their efforts focus on one particular program area and typically have a more comprehensive view of the programs and needs within that particular area.

To enhance volunteerism within their program area, these groups need to:

- appreciate the value of volunteerism to Extension, communities, volunteers, and program participants;
- understand the variety of program formats that can be used;
- understand the variety of tasks that volunteers can perform;
- understand the current involvement of volunteers in the program area;
- understand concerns and interests of the various audiences within the program area.

To strengthen volunteer activities within the program area the committee could:

- review existing volunteer programs and identify strengths and weaknesses;
- identify particular communities and audiences for whom programs are needed;
- identify roles for volunteers.

Key responsibilities for strengthening volunteer programs are to:

- identify ways to strengthen volunteer opportunities in existing and new programs;
- recommend and/or recruit volunteers for action planning groups and for specific tasks;
- monitor the extent to which volunteer opportunities are shared among diverse volunteers;
- establish and monitor recruitment and promotion policies;
- identify educational opportunities needed by volunteers;
- develop means for providing support and recognition of volunteers;
- identify potential cooperators among community organizations and agencies.

Action-planning Groups These groups take many forms and have many titles. Some are task forces; some are project committees. Almost none are called "action-planning" committees, but each has responsibilities for the planning, implementing, evaluating, and reporting of the program.

Action-planning groups are a tremendous resource. A small planning group that is particularly interested in a specific problem, subject, or event generates dynamic, highly visible and valuable programs. Such groups when given the opportunity not only plan, they actively implement the program and assist with evaluation. They participate in each step of the program--from the initial planning to the evaluation.

Action planning groups may be a group of people who come together because of their interest. They may be appointed by an Extension board or asked to serve by an agent. Or they may represent a committee of broader community groups, such as a civic organization like the Chamber of Commerce, an agricultural organization like the Cattlemen's Association, or a 4-H leaders association or Extension Homemakers.

The group may be formed because of a recommendation of the program area committee or overall Extension board, or a group of interested people may form around a particular problem or activity and then seek support from the other groups.

These groups differ from overall Extension boards and program area planning committees in that they focus on a specific event or project. They have a narrow overall program responsibility, but a broad responsibility for implementing a specific program. Overall Extension boards and program area committees have broad program responsibilities, but a limited responsibility for implementing programs.

To enhance volunteerism, these groups need to:

- understand the responsibilities of their committee;
- understand the value of volunteers;
- understand the roles volunteers can play;
- understand how volunteers can be involved in different program formats.

To strengthen volunteer activities, the action planning group needs to:

- develop a plan that incorporates tasks for volunteers.

Among the **key responsibilities** of such groups are:

- recruiting other volunteers;
- identifying the audience for the program;
- determining how the audience is to be reached;
- promoting the program;
- working with the media;
- locating facilities;
- arranging the facilities;
- hosting the program;
- preparing materials;
- teaching;
- preparing exhibits or other educational materials;
- evaluating the program;
- preparing reports.

Volunteers in addition to planning committee members, are involved in some of these tasks.

Interaction among the Three Kinds of Groups The three kinds of groups need to work together. If assistance is needed with budget or staff, an Extension board is the group most likely to assume such tasks. If general direction is needed for a program area, a program area committee is most likely to assist. However, if one wants volunteers to actively plan and carry out a program, action planning committees are the choice.

SUPPORT GROUPS

Volunteers can support and influence others in a variety of ways. Currently the most urgent need is in relation to legislative understanding and support for federal and state appropriations. However, support groups also secure local donations and can be active in recruiting volunteers and promoting programs.

Budget Support.

Those interviewed in Minnehaha, Bernalillo, Jefferson, and Delaware Counties told of efforts to support the Extension budget at the state and/or national level. These activities not only provided support for the budget, but they provided volunteers with new insights. In Phase I of the IVE study, it was found that 75% of the counties involved volunteers in budget support activities.

Individual Assistance.

An Extension Homemaker in Minnehaha County told how she had written and called state legislators about the Extension budget. She explained that she went to the state capitol twice to testify before the budget committee asking their support for Extension programs. When the Homemaker was asked how Extension Homemakers had been of value to her, she replied:

"One thing that has really helped me is citizenship. We have really stressed citizenship. At our local club, we've done a lot of letter writing, phone calling, etc. I think it's great! It's easy to think we don't count, but we do."

An Extension volunteer from Columbia County, Washington, said:

"I told our Senator when he was here that there were two things I wanted him to do: put all the money back in for Cooperative Extension and in agricultural research. I didn't care about anything else he did with the budget, but I wanted those two things put back in."

New Mexico Support Council.

One of those interviewed was a member of the New Mexico Support Council for Extension. One of the main concerns of the group was cut backs in Extension funds. Members of the support council meet with state and national legislatures to explain the value of Extension programs and to urge budgetary support of them. Members of the council also urge others in their counties to contact legislatures to support Extension budgets.

State Legislative Day.

In the state of Pennsylvania, Extension supporters held a State Legislative Day because funding was becoming a major concern. Extension supporters from all over the state attended. The supporters spoke individually with legislators and explained what Extension programs were being conducted and why it was important to fund Extension programs. Also, a dinner for legislators and Extension supporters was held where participants in Extension programs spoke about the value of these programs.

Extension Homemaker Legislative Caravan.

Extension Homemakers in Bernalillo County plan an annual Legislative Caravan to the state capitol. Prior to the trip, Homemakers made appointments with state legislators. Then, during their two day trip, the Homemakers met with the legislators and explained the value and importance of Extension Homemakers. While at the capitol, Homemakers also sat in on some hearings. One Homemaker said:

"The members that went got a great lesson in state government. They got a lesson they would never get otherwise. It was a very educational experience."

Supporters Learn.

The EFNEP program director in Bernalillo County told how surprised EFNEP families were when they received responses from Congressmen to whom they had written in support of the EFNEP program. The program participants found that they could be heard and, that when they were concerned about a particular program, contacting legislators was a worthwhile pursuit.

Other Support Groups

Although examples of organized activity for other kinds of support did not emerge in these twelve counties, there are examples across the country of how volunteers are active in recruitment and promotion.

A Wisconsin 4-H Impact study found that in some counties 4-H promotion committees are doing a great job of making the public more aware of 4-H and of recruiting members and leaders.

Tennessee and South Dakota are among the states which have active 4-H alumni groups. Some other states have "All Star" Alumni groups made up of outstanding 4-H members. Although some of the groups are primarily involved in raising funds, other groups work with identifying new volunteers and generally supporting and promoting 4-H.

A county in Oregon has an Extension volunteer alumni group which brings together present and former volunteers from all Extension programs. This group develops and funds a newspaper which goes to all households in the county, telling about Extension volunteer programs.

VALUE OF SUPPORT GROUPS

Support groups are of value to volunteers, the community, and Extension.

Value to Volunteers

- Volunteers gain knowledge of the legislative process.
- Volunteers gain experience in influencing the legislative process.
- Volunteers develop a better understanding of the value of Extension.
- Volunteers gain skill in recruitment and promotion techniques.

Value to Community

- Extension programs are continued and expanded.
- Additional resources and facilities are available through the contributions of donors.
- More clientele participate in programs through the efforts of volunteer support groups that promote and recruit.

Value to Extension

- Extension personnel know that others value the program and are supporting them.
- Less agent time needs to be spent on maintaining support for programs.
- Funders are more likely to pay attention when Extension volunteers bring the message to them rather than professionals who are viewed as being self-serving.
- Volunteers can be especially helpful in identifying and finding local resources--places for meetings, resource materials, funds to cover items for which tax funds cannot be appropriated.

Budget support groups not only inform legislators of the value of Extension programs, they also help volunteers develop skills for influencing change. Extension should use budget support groups and, in this era of reduced public funds, assist such groups in seeking funds from the private sector. Extension should also insure that such groups participate in an educational program by providing information on the process of seeking funds. These are skills volunteers can use in other situations.

Interviews in the twelve counties indicate that:

- Volunteers serving on Extension boards and planning groups do influence Extension in terms of budget, staff, and programs.
- When volunteers are involved in action planning committees, they actively plan, implement, and evaluate specific programs which tend to be both relevant and of high quality, thus attracting a significant number of people.

LOOKING TO THE FUTURE

When volunteers are involved in leadership roles and help set policy and plan programs, volunteers develop skills and strengthen Extension programs. Whether volunteers are involved in Extension boards, planning committees, budget support groups, or leadership programs, the activity results in citizens who serve their communities with greater skill and confidence and in Extension having stronger programs and greater support for programs.

Extension programs are more effective when Extension agents work closely through structures where volunteers represent others. When volunteers are involved in program development, communities have a better understanding of Extension and can make better use of the Land Grant and USDA resources available to them through their local Extension office.

It is essential that this activity continue and that agents and volunteers develop efficient ways to work together as partners in making decisions. Extension staff members understand Extension's Land Grant and USDA resources and the policies related to the use of those resources. Volunteers who represent various segments of the community understand the people of the county, their current situations, their levels of understanding and their needs.

All groups within the county should be represented by the volunteers who serve on committees and boards. The groups should be representative in terms of geographic location, rural and urban, gender, income level, occupation, and ethnic background. The study found that overall advisory boards and planning groups tended to involve a disproportionate number of rural men and those who had a long association with Extension. Greater representativeness often means greater participation in programs both by volunteers and clientele and greater support by taxpayers.

Since such inclusive representation may not always be possible on overall advisory groups, planning groups which develop specific programs are particularly important because they make wider representation possible. However, volunteers serving on planning and advisory groups must feel that they really have an opportunity to contribute. Their ideas must be sought and utilized. They must have a feeling that they share not only responsibility but credit for the success of Extension programs.

Although volunteers' leadership abilities are enhanced through decision making activities on boards, committees, and groups working with Extension staff, Extension can also make a great contribution by offering special programs designed to help people improve their leadership ability.

CHAPTER 16

ENHANCING VOLUNTEER OPPORTUNITIES

This chapter summarizes:

1. Findings about current quality of the work of volunteers
2. Quality of as assistance provided by Extension.
3. Final recommendations developed by the study staff and national advisory committee.
4. Ideas for special contributions of key volunteers.

Although the main purpose of the national study was to look at the value of volunteer activities, some questions also examined the quality of the work of volunteers and of Extension's assistance to volunteers. The first part of this chapter includes two of the final reports from the study.

The first report summarizes quality under the following headings:

- How well do volunteers do?
- How well does Extension help volunteers?
- Other views of Extension help to volunteers
- Solving problems
- Continuing education
- Other support
- Varying volunteer tasks
- Program flexibility
- Greater diversity in volunteers
- Attracting new volunteers
- Consistency across program areas
- Conclusions about quality

Challenges are given at the bottom of several pages. Some of those challenges will apply to situations in your county. Others won't. In the same way, some of the recommendations in the second section will apply and some won't. The second section presents the report which shared the final overall recommendations of the study. A few, but by no means all, of those recommendations were included in the second chapter.

The final report and the title of this chapter uses the term "Enhancement" deliberately. Yes, there are improvements that can be made, but the study staff found so many positives that need to be capitalized and reinforced that enhancement seemed to be a much more needed process than just improvement. The main divisions in this report are:

- Strengthen Extension-Volunteer Partnerships
- Share between Partners
- Focus on continuing education
- Expand programs
- Increase value to people and communities
- Maximize investments

You will notice some overlap between the two sets of headings. Between them they pretty much focus on the key areas for enhancing Extension and volunteer working relationships. Suggestions for carrying out some of the recommendations and enhancing quality will be given in the three chapters which follow.

The last section of this chapter has not been covered in other reports. It is directed specifically to key volunteers and suggests some ways in which such volunteers can help correct problems with Extension.

QUALITY OF VOLUNTEER ACTIVITIES

This report examines what Extension agents, volunteers, clientele, and community observers said about the general quality of Extension volunteer programs. Most of these findings apply to each of the Extension volunteer programs examined: 4-H, Extension Homemakers, Agricultural Cooperators, Master Gardeners, Master Home Economics Volunteers, and Community Development volunteers.

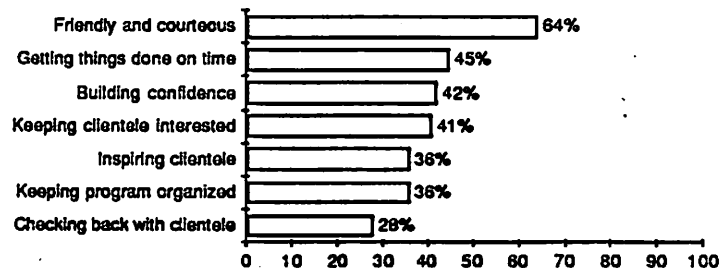
How Well Do Volunteers Do?

Almost all clientele gave volunteers an "O.K." rating in carrying out their responsibilities. Some said volunteers were doing "very well."

Many clientele rated volunteers "very well" on being friendly and courteous. Fewest gave that rating on checking back with clientele and keeping the program organized.

The most frequent suggestions for improvement included more preparation, better teaching and organizing skills, and being up-to-date.

Clientele Saying Volunteers Do "Very Well"



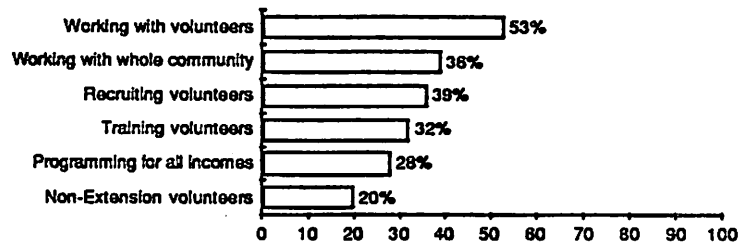
How Well Does Extension Help Volunteers?

At least 90% of the clientele interviewed gave Extension at least an "O.K." on work with volunteers.

About a third gave a "very well" rating to Extension's work in recruiting and training volunteers and working with the whole community.

Almost half said they did not know how well Extension worked with non-Extension volunteers.

Clientele Saying Agents Do "Very Well"



Other Views of Extension Help to Volunteers

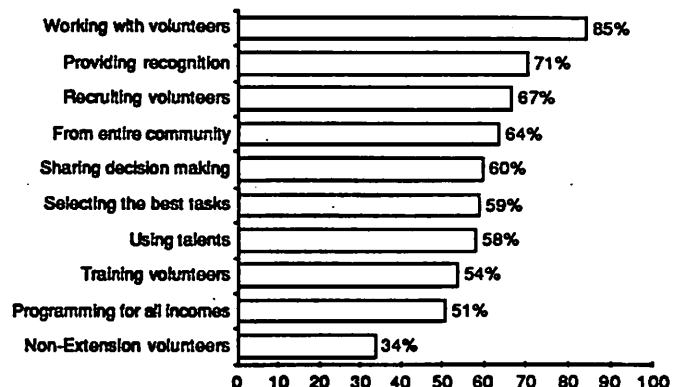
Extension observers, leaders in their communities--many of whom had worked closely with Extension--were more likely to give Extension high ratings for their work with volunteers.

Many Extension observers rated Extension highly on recruiting volunteers, providing recognition, and working with the whole community.

About half rated Extension highly on training volunteers and developing programs for all incomes.

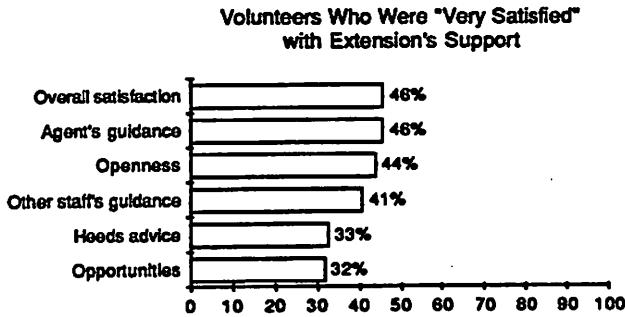
Extension observers were least likely to give high ratings in terms of how Extension helped volunteers from other agencies or organizations.

Observers Saying Agents Do "Very Well"



About 50% of the observers suggested ways agents could be more helpful to volunteers. Suggestions included more training, training at more convenient times, up-to-date information, and agents more easily reached by volunteers. Paying attention to input from the community and volunteers was seen as being very important. A few indicated that the problem was with state staff rather than with local agents.

Although most volunteers were satisfied with Extension's help, fewer than half were "very satisfied."



Volunteers were least likely to give "very satisfied" ratings to the extent of attention Extension staff paid to volunteers' advice and to the volunteer opportunities with Extension.

About three-fourths of the volunteers had worked as a volunteer in other programs. About a fourth found other opportunities were more satisfying; about a fourth found Extension opportunities were most satisfying.

The study concluded that volunteers are doing well and Extension does well in supporting volunteers, but both could do better.

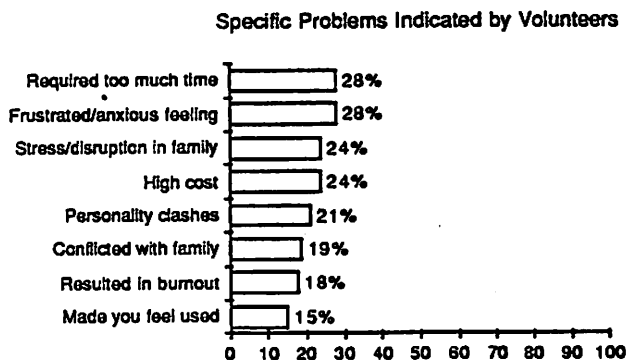
Variation in quality was more likely to rest with county differences than with differences among the volunteer programs. Minimizing problems, preparing and supporting partners, providing the right tasks and flexibility, and involving diverse volunteers all contribute to the strength and quality of volunteer programs.

One of the purposes of the national study was to look for ways Extension volunteer programs can be improved. This report looks at findings and suggests challenges related to improving programs.

Solving Problems

- **Extension and advisory groups need to be alert to difficulties that affect volunteers and Extension agents and work together to find solutions.**

Many volunteers did not feel there are "problems" in working as a volunteer with Extension. However, most mentioned "things they didn't like" about their Extension volunteer activities.



About 40% of the volunteers had experienced one or more problems working with Extension.

Too much time and frustration were indicated most frequently.

The percentage of volunteers indicating too much time, feeling used or exploited, and fatigue or burnout was similar across volunteer programs.

Volunteers' responses varied when asked about the worst thing about working with Extension. Time and timing of work, effects upon themselves (such as losing control of their own ideas), limited resources, problems with other volunteers, structure of the program, distances, or relationships with Extension were mentioned.

When asked what agents should remember when working with volunteers, responses included:

- respect volunteers as individuals;
- develop good interpersonal skills;
- guide volunteer activities.

In general, Extension agents were very positive about working with volunteers, but some also recognize problems. The most common adjectives given by those seeing problems were: time consuming, draining, exhaustive, stressful, frustrating, and difficult. The most stressful situation mentioned was "conflict resolution" between volunteers and between agents and volunteers. Some agents felt volunteers demand too much of their time or think the agent is there to serve them. Some volunteers are not committed and do not perform their tasks which places an additional burden on the agent. Some felt that working with volunteers does not lighten agent work loads.

Negative effects on Extension programs occur when volunteers do not have a clear understanding of overall program goals, are power hungry and want their own objectives or goals met first, present "wrong information," or create a slowdown in program activities.

Challenges

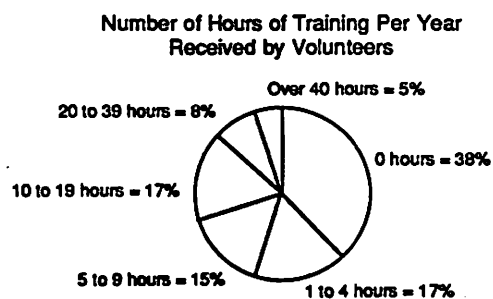
1. Are Extension personnel and lead volunteers alert to problems affecting individual volunteers, groups of volunteers, and/or Extension agents?
2. Will more mutual understanding and support ease frustrations and anxiety?
3. Can roles and tasks be adjusted to reduce stress?

Continuing Education

- **More attention should be given to keeping volunteers up-to-date both in program content and program processes. Learning opportunities should be provided at times and in forms which fit volunteers' other responsibilities.**

The number of training hours volunteers received varied related to their Extension volunteer activities in the previous year. Over half indicated receiving fewer than five hours of training. (In a different question, 47% said they had received no training during the previous year.)

There were substantial differences across volunteer programs: 86% of the Master Gardeners felt they received considerable training, compared to less than 50% of the Agricultural Cooperators.



Master Volunteer programs appeared successful in attracting volunteers to intensive preparation sessions for two reasons: volunteers felt they were getting something very valuable from those sessions, and they selected areas in which they were personally very interested.

Improving volunteer preparation and updating were mentioned frequently. More attention needs to be given to the educational preparation and updating of volunteers.

It was apparent that preparation/continuing education needed to take several forms. Some volunteers required coaching and feedback rather than a "basic" course. Some learned best through sessions where volunteers shared their own successes and problems and worked together on improvements. In general, volunteers tended to prefer newsletters and telephone communication as a means of keeping up-to-date.

Some agents may also need more preparation in working with volunteers. Less than half of the agents who worked with the volunteers had taken a college course which focused on work with volunteers. Only one in five had taken a course in Extension summer or winter school. Most of their preparation had come from workshops or conferences.

Challenges

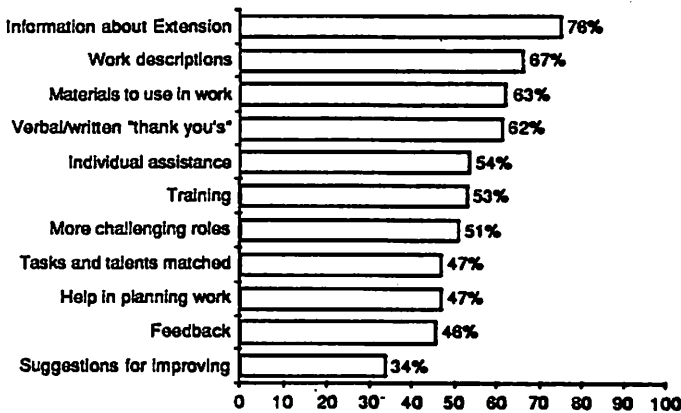
1. Is preparation/training offered at times which fit volunteers' schedules? Is it designed so that it holds interest and makes volunteers want to take part?
2. Are Extension-volunteer partnerships sufficiently creative in finding ways of preparing and updating volunteers? Is sufficient use made of audio and videotapes, telephone conferences, and information sheets?
3. Should more "certifying" programs be developed in which volunteers must meet test standards and receive special recognition and responsibilities?
4. Is enough attention given to keeping former volunteers up-to-date with changes in the preparation they received a few years ago?
5. Should more attention be given to multi-county, regional, and multistate continuing education for volunteers?

Other Support

- Each volunteer and Extension staff member needs to feel supported. Support takes many forms.

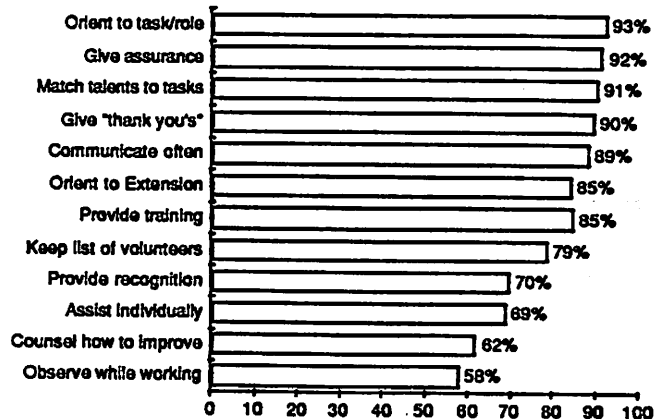
Many of the volunteers recognized that Extension provided various kinds of support. They most frequently recognized that Extension provided information about Extension.

Kinds of Support Recognized by Volunteers



Volunteers least frequently recognized that Extension suggested improvement, provided feedback, helped them in planning their work, and matched talents with tasks.

Practices Reported by Agents



In contrast, at least 90% of the agents said they usually or always oriented volunteers, told them when they were doing well, attempted to match volunteers and tasks, and said thank you.

In 1983, many of the least frequently used volunteer practices related to policy areas. Many agents said they "sometimes" used these practices.

Percent of Agents Using Selected Practices

| | <u>Never</u> | <u>Usually/Always</u> |
|---|--------------|-----------------------|
| Provide volunteers tax-exempt purchase number | 62% | 17% |
| Provide insurance coverage | 42 | 26 |
| Reimburse for transportation costs | 37 | 10 |
| Provide IRS tax deduction information | 35 | 41 |
| Certify content proficiency | 28 | 34 |
| Reimburse for other costs and expenses | 27 | 17 |
| Use volunteer task/role descriptions | 21 | 34 |
| Have clear volunteer policy statements | 20 | 39 |
| Disengage ineffective volunteers | 15 | 34 |

Challenges

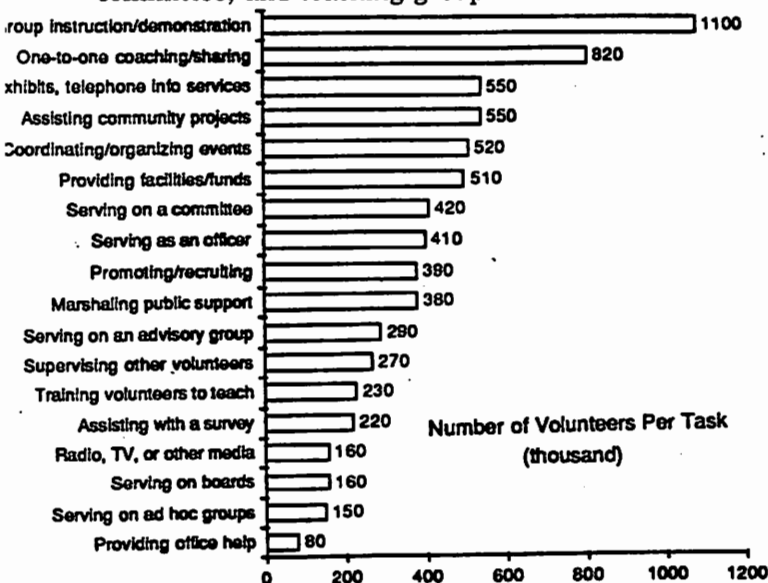
1. Is each form of support made available at the right time?
2. Do the partners develop realistic standards to help assess volunteer performance and give feedback?
3. Are the talents of some partners underestimated? Do Extension programs give enough challenge to talented volunteers? Do they help others develop talents?

Varying Volunteer Tasks

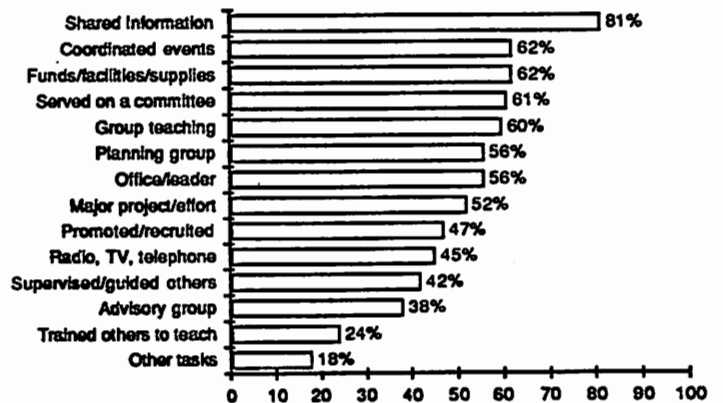
- A full range of tasks should be available to volunteers. Some volunteers need more challenging tasks than others. Some want to use existing skills; others want to develop new skills.

Most volunteers were working with educational activities. There was some difference in how agents and volunteers viewed the tasks with which volunteers were involved.

Volunteers most frequently indicated sharing information informally. They were about equally likely to indicate working with events; providing funds, facilities, or supplies; serving on a committee; and teaching groups.



Kinds of Tasks Performed by Volunteers



In agents' views, considerably more volunteers were working with teaching groups than in other activities. This may be because agents were considering all of the volunteers they work with, while the volunteer respondents only came from seven Extension volunteer programs.

Neither group indicated much involvement of volunteers in training or guiding other volunteers. Less than half of the counties reported 4-H middle/key volunteers in 1983. About half of the agents and volunteers indicated that volunteers helped with recruitment and promotion.

Agents differed in the kinds of tasks they felt were most essential for volunteers to handle. Over half said planning or advising. About a third said extending content, providing resources, or building local support. Fewer chose community projects, directing others, or making contacts.

Challenges

1. Are Extension agents sharing enough of the guiding and supporting of volunteers with lead/key volunteers?
2. Is Extension helping volunteers maximize their talents and develop new talents?
3. Do volunteers have sufficient choice and variety in roles and tasks?
4. Are enough volunteers asked to help with tasks other than teaching?

Program Flexibility

- **There should be variety and flexibility in volunteer programs, formats, and structures to fit the varied life situations of prospective volunteers. Some need individual assignments; others work better in groups. Some can work once a year; others can work each week.**

Relationships. According to agent reports, about two-fifths of the volunteers were in programs in which volunteers have specific titles and roles (e.g., Master Volunteers, Extension organizations like 4-H and Extension Homemakers, or special project teams).

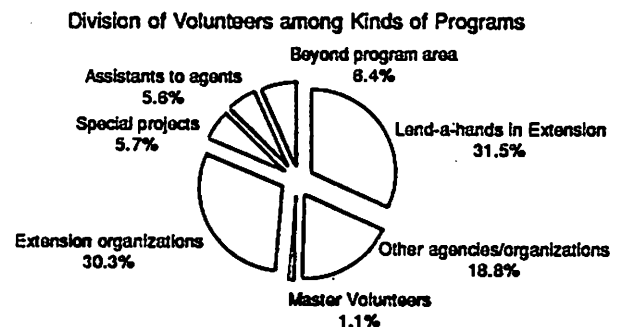
About a fifth of the volunteers were from other agencies and organizations. Some volunteers worked with programs involving more than one program area. Some directly assisted agents.

Almost a third are people who lent a hand as needed without having a specific title.

About 20% of the volunteers with Extension worked with more than one Extension volunteer program. Often the same families were reached by volunteers from more than one Extension program.

Formats. Volunteer activities from 12 randomly selected counties shared six main "formats" of specific volunteer activities:

- teaching--groups, one-to-one, telephone, media;
- organizing educational events--shows, exhibits, tours;
- special assignments--applied research, program coordination, community projects;
- serving on a committee or as an officer of a community organization;
- serving in policymaking positions--leadership programs, advisory groups;
- cooperation with other agencies.



Although most Extension volunteer programs used several formats, Master Volunteer programs were especially impressive for the flexibility and variety of opportunities provided volunteers. The concept, which was first introduced as Master Gardeners, has been expanded upon by Extension Home Economists. By 1986, there were 71 different Home Economics Master Volunteer programs in 31 states.

Variety in relationships, formats, and tasks make more opportunities available to potential volunteers who differ in interests, talents, and time available.

Challenges

1. Is enough recognition given to those volunteers who quietly lend a hand to agents or other volunteers as it is needed? Often they are not in lead positions and may not even belong to a particular program, but they are willing to help out.
2. Flexibility requires more effort on the part of agents and lead volunteers but results in greater opportunities for volunteers. Are some counties locked into too few formats and structures?
3. Can Extension become more creative? Although Extension has a variety of programs and formats, the Master Volunteer concept is the only really new volunteer program that has been introduced for more than thirty years.

Greater Diversity in Volunteers

- **Present volunteers should be retained and new volunteers attracted. New volunteers reach new clientele.**

Although Extension volunteer programs attracted a wide variety of people, the main volunteer programs most often attracted women, rural and small town residents, those aged 30-50, and those with some schooling beyond high school. Many of those interviewed in counties felt that Extension should make more volunteer programs attractive to teens and young adults, senior citizens, men, minorities, and urban residents.

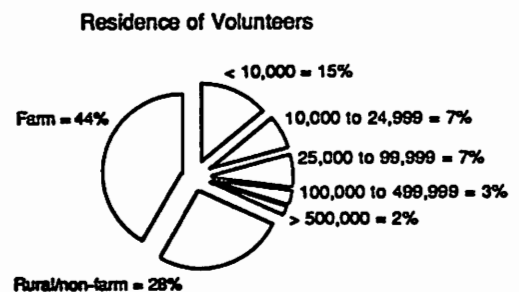
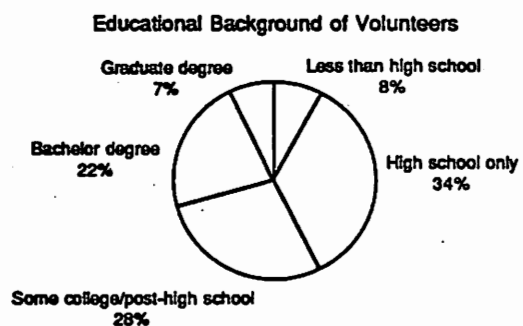
Gender. Less than a third of the volunteers were men. The 1985 Gallup survey* indicated men were less apt to volunteer with educational activities than were women.

Education. Almost three-fifths of Extension volunteers had schooling beyond high school. The educational level was higher than that found for all volunteers in the 1985 Gallup survey.* This may be logical in that Extension volunteers are involved in teaching others.

Ethnic Minorities. Extension reached about the same percentage of volunteers as is volunteering nationally.*

Residence. Extension was most likely to attract rural residents.*

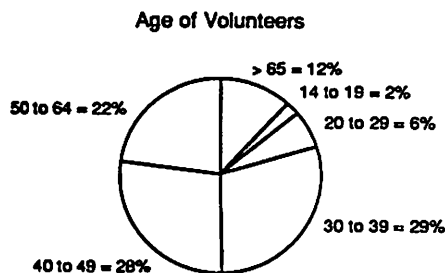
Occupation. Both the Gallup survey* and this study found that those who are employed are more likely to volunteer than those who are not.



Age. Fewer volunteers were under age 30 or over 65. The Gallup survey* indicated that people in those age ranges are active volunteers.

Activeness. Most Extension volunteers were also very active in other volunteer programs.

Over two-thirds of the volunteers had served with Extension for five or more years. Almost one in five had served for more than twenty years. About a fourth said they were "very active."



Challenges

1. Although longevity is a compliment to Extension volunteer programs, it can also create problems. Can Extension retain current volunteers and also attract new ones?
2. Can present Extension-volunteer partners change programs sufficiently to draw in more diverse volunteers?

Attracting New Volunteers

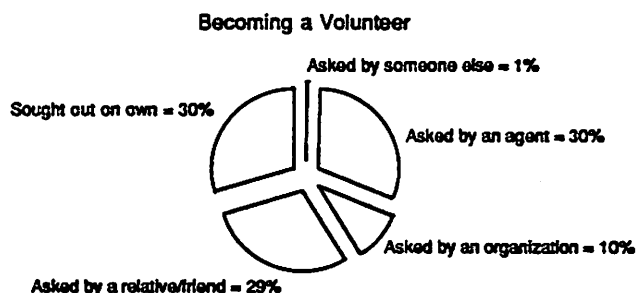
- **Volunteers and Extension staff should work together in attracting new volunteers. Just announcing programs isn't enough.**

The findings suggest the following actions need to be taken:

Emphasize Value. Many respondents said that Extension volunteer programs should be publicized more. Both potential volunteers and program participants need to know about the volunteer opportunities and their value.

Ask. Although some volunteers sought out volunteer activities, more than two-thirds said that someone asked them to be a volunteer.

Adapt Programs. Volunteer activities have to fit the time that potential volunteers have available. Some can give a few hours a month on a regular basis. Others can give an intensive amount of time once a year.



Emphasize Learning. Master Volunteer programs appeared to be especially effective in reaching people who have not had prior contact with Extension because these programs offer the volunteer something and make the volunteer's contribution very clear. In general, Master Volunteer programs:

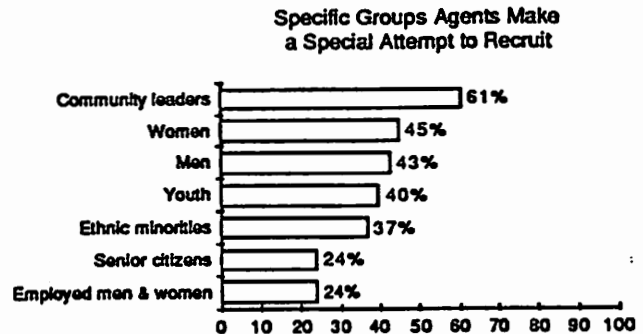
- focus on a single area attracting people who want to learn more about that subject;
- offer information and experience the volunteer wants;
- specify amount of time required, activity expected, and time of year the work is to be done.

* The Gallup Organization. *Americans Volunteer: 1985*. (Conducted for Independent Sector, 1986.) All references to the Gallup survey are based on data and findings reported in this source.

Want to Involve More Volunteers. About half of the agents were satisfied with the number of volunteers working with them. They were least satisfied with the number of teaching volunteers. Most agents felt that work with volunteers was important, but only about half felt it was the most important thing they did.

Set Targets. It was apparent that not all agents were diligently trying to recruit new kinds of volunteers. The highest percentage of agents said they were attempting to recruit community leaders.

Less than a fourth said they were making a special effort to involve senior citizens or employed people.



Challenges

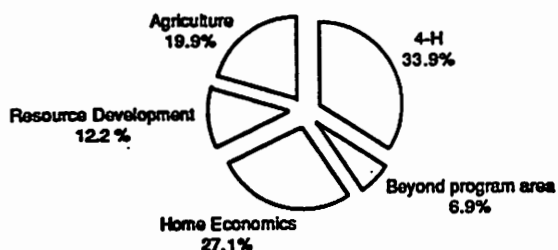
1. Is Extension sharing program promotion and volunteer recruitment with volunteers?
2. Can the time of year volunteers are asked to work and the amount of time be adjusted to fit current life-styles?
3. Is Extension setting the right volunteer recruitment targets?

Consistency across Program Areas

- **Successful approaches should be shared among Extension volunteer programs. Each program area has some uniquely effective approaches, but each could learn from the others. Some continuing education opportunities might serve more than one group of volunteers.**

Benefits and problems appeared fairly consistent across program areas. However, the number of volunteers in structured programs differed. In general, 4-H and Home Economics were more involved with volunteers than were Agriculture and Community Development.

Division of Volunteers among Program Areas



In 1983, over three-fourths of all agents worked with 4-H volunteers. Fewer than one-fourth worked with Master Volunteers. However, only about a third of the volunteers reported by agents worked with 4-H.

Support from State Staff. Agents recognized receiving Extension support for their work with volunteers. Over half of the agents felt that Extension was providing sufficient materials and training. Many said they received help "sometimes." Fewer felt that they were receiving enough information on what other agencies were doing or specific aids like sample volunteer job descriptions.

Agents' Perceptions of Extension Help

| | <u>Never</u> | <u>Usually/Always</u> |
|---|--------------|-----------------------|
| Does Extension provide enough: | | |
| facts on how other agencies work with volunteers? | 27% | 20% |
| job descriptions for typical volunteer tasks? | 18 | 34 |
| regional and statewide training for volunteers? | 11 | 50 |
| materials to use in working with volunteers? | 5 | 59 |
| training on how to work with volunteers? | 5 | 59 |

Each Extension specialist needs to provide support to Extension agents in their work with volunteers. In addition, state Extension services may need a specialist or a team of specialists who develop training and materials which can be used with volunteers in more than one program area.

Challenges

1. Do all Extension administrators and specialists understand the importance of working with and through volunteers?
2. Are Extension program areas borrowing ideas from each other? For example, could Agriculture learn from what Home Economics is doing with Master Volunteer programs? Could Home Economics develop more partners in research? Could both program areas benefit from the middle management concept 4-H is developing?

Conclusions

The study's National Advisory Committee, project staff, and others who have reviewed the findings concluded that:

- **Extension and volunteer partnerships are extremely valuable and should be active in relation to all Extension programs.**
- **Extension volunteers are doing well, and Extension does well in supporting volunteers; but, in general, both could do better.**
- **Less than satisfactory volunteer work occurs when Extension staff or volunteers are: inadequately prepared, undervalue the importance of volunteer programs, do not take sufficient time, do not work together well, or do not respect each other's ideas.**
- **Generally, programs can be strengthened by:**
 - preventing problems and working together to eliminate difficulties;
 - giving more attention to continuing education of staff and volunteers;
 - supporting each volunteer and Extension agent;
 - making a full range of tasks available to volunteers;
 - providing flexibility and variety in programs, formats, and structures;
 - working together to retain current volunteers and to attract new ones;
 - sharing among volunteer programs.
- **Special attention should be given to those qualities which result in successful Extension-volunteer partnerships:**
 - mutual commitment, trust, sharing, respect, and cooperation;
 - good coaching, management, inspiration, coordination, recognition, and community support.

- **Advisory and planning groups need to take more responsibility for strengthening volunteer partnerships in Extension programs.** Each county and program area should periodically examine programs to be sure that:
 - volunteers reflect the diversity of the county population;
 - volunteers are working with high priority programs;
 - tasks expected of volunteers fit their available time;
 - tasks are challenging and interesting;
 - preparation and coaching are suited to the ability of each volunteer;
 - programs are extensively and creatively promoted.
 - Extension is providing sufficient local and campus based support.

RECOMMENDATIONS FOR ENHANCING EXTENSION-VOLUNTEER PROGRAMS

After studying the impact and value of the work of volunteers with Extension, the study staff and the National Advisory Committee recommend partnerships between volunteers and Cooperative Extension systems should be fully supported, expanded, and enhanced. They recommend that Extension staff and advisory groups:

1. **Review current volunteer efforts;**
2. **Determine whether these efforts should be expanded and/or enhanced;**
3. **Determine whether additional volunteer programs and/or activities are needed.**

This section helps you look at Extension-volunteer activities in your own community to see if they need improvement.

Specific Recommendations

More than 50 people from 22 states joined the National Advisory Committee and project staff in identifying more than 400 specific recommendations for expanding and enhancing volunteer activities. Some of those recommendations are presented in this publication.

The national study was commissioned both to examine the results and value of Extension's work with volunteers and to identify how such work could be improved. The study found that there may be problems which need to be corrected in some locations; but, in general, improvement will come through enhancing current strengths.

In General, Things Are Fine, But--

Volunteers are doing well, and Extension does well in supporting volunteers; but, in general, both could do better.

That is a key conclusion of the four-year national study of the impact, value, and process through which volunteers and staff employed by the Cooperative Extension Service work together across more than 3,000 counties. During the study, more than 1,000 Extension agents, 1,500 volunteers, 600 clientele, and 600 community observers from 300 counties have provided information. More than 300 other people have interacted with that information in forming conclusions and recommendations or in reviewing reports. All states were represented by at least one county. Most states were represented among the reactors.

The study concluded that:

- the partnerships of the mid-1980's are doing very well. However, there is room for growth and for improvement in activities.
- while all program participants are potential volunteers, new volunteers bring new program participants.

- responsibility for effective volunteer programs should be shared by local planning and advisory groups, community representatives, Extension agents and specialists, and Extension administrators.
- there is variation across program areas, counties, and states in:
 - beliefs as to how much Extension programming should involve volunteers.
 - limitations posed by the nature and kind of county Extension positions. Some states limit volunteer activities to those which local agents can support. Others provide state support to volunteers when it is impossible to fund a county agent position.
 - beliefs as to whether ownership of Extension programs should be shared with volunteers and the extent to which volunteers and employed staff should work together in true partnerships.
 - the extent full Extension-volunteer partnerships have been developed.

Which Recommendations Apply to Your Program?

It is recognized that each recommendation coming from the study is not appropriate to all counties and each program area. Some programs are so excellent they cannot be improved. Others vary in terms of the kind of improvement which is needed.

Therefore, it is suggested that you first decide whether a recommendation fits your situation, and then consider how you would act upon it. You can use this report as a check sheet by circling the number or placing a check mark ✓ in front of each recommendation which you feel should be considered in your situation.

This report can be used for individual reflection or for individual reflection followed by group discussion of those recommendations which are most relevant to your situation.

Strengthen Extension-Volunteer Partnerships

Partnerships are strongest when there is active and equal sharing: Extension and volunteers working together to help people and communities. Extension should not "use" volunteers to carry out its programs. Volunteers should not "use" Extension agents.

1. Make volunteers equal partners in needs identification, program planning, implementation, evaluation, and responsibility for the success of programs. A mix of ideas from different perspectives often results in the strongest programs.
2. Work as partners:
 - a. sharing in decisions;
 - b. generating ideas;
 - c. respecting each other's ideas;
 - d. creating program opportunities;
 - e. deciding which programs will be conducted;
 - f. promoting and building support for programs;
 - g. carrying out programs;
 - h. evaluating and improving programs;
 - i. deciding when a program should be dropped or changed;
 - j. avoiding complacency.
3. Include the concept of volunteer partnership in orientation and in-service education programs for Extension personnel and for volunteers.

4. Place more responsibility for the success of volunteer programs on Extension advisory and planning groups. Advisory and planning groups should take more responsibility for working with agents and specialists in:
 - a. examining the scope and attractiveness of present volunteer opportunities;
 - b. looking for and reducing problems;
 - c. identifying needed additions to volunteer programs and opportunities;
 - d. suggesting volunteers for key roles;
 - e. fostering communication and cooperation among Extension volunteer activities;
 - f. encouraging cooperation with other agencies and voluntary organizations.
5. Insure that advisory and planning groups truly represent all county residents in terms of gender, age, place of residence, education, income, and ethnic background by:
 - a. nominating new candidates based upon representation that is needed within the group;
 - b. nominating talented people regardless of their prior Extension experience.
6. Verbalize, reinforce, and reward the importance and impact of Extension volunteers in all administrative/decision making circles within Extension, the community, and county.
7. Adjust Extension and county policies and procedures to:
 - a. emphasize the importance of work with and through volunteers;
 - b. make working with volunteers a job expectation of all Extension staff;
 - c. select agents and specialists willing and prepared to work with volunteers;
 - d. provide in-service education on working with volunteers;
 - e. reward successful work with volunteers;
 - f. reduce agent/specialist insecurity as volunteers do more.

Share Between Partners

Reexamine views as to what volunteers and Extension agents/specialists should do. Help volunteers enhance their special individual talents.

1. Encourage volunteers to:
 - a. recruit other volunteers;
 - b. promote programs;
 - c. teach groups and counsel individuals;
 - d. organize and carry out educational events and projects;
 - e. coordinate the efforts of and provide support to other volunteers;
 - f. develop exhibits and teaching material;
 - g. provide secretarial assistance for volunteer activities;
 - h. secure funding for special events and activities.
2. Expect Extension agents/specialists to:
 - a. monitor the accuracy of the information shared by volunteers;
 - b. update that information;
 - c. teach and problem solve in areas too technical for volunteers;
 - d. help volunteers build and increase skills needed in specific roles;
 - e. support, facilitate, and help volunteers develop to their full potential;
 - f. stimulate and encourage;
 - g. be the ultimate resource for problems which arise;
 - h. be sure tasks, roles, and activities fit the time volunteers have available;
 - i. help volunteers develop new interests, talents, and skills;
 - j. help volunteers from other community programs;
 - k. work with other agencies in finding a solution to such issues as legal liability.

3. Plan together to continue to offer and support a variety of volunteer programs. Planning should result in:
 - a. keeping a variety of tasks available so that many different people can contribute;
 - b. developing short-term roles and tasks--a few hours or one intensive week;
 - c. developing continuing roles and tasks for those who can work over several months;
 - d. providing tasks for one or two volunteers and tasks for which several people carry the same responsibilities;
 - e. developing the "Master Volunteer" idea in more areas--a set number of hours in volunteer service for a set number of hours of Extension education;
 - f. some volunteers coordinating and overseeing the work of other volunteers;
 - g. defining clearly each role and task so all understand the duties;
 - h. permitting volunteers to take rests and leave a volunteer position gracefully;
 - i. keeping in touch with those who leave and welcoming them back when they are ready to serve again with Extension as a volunteer.
4. Recognize that successful volunteer efforts need good management, expert coaching, continued education and practice, and someone to provide inspiration. These elements can be supplied by skilled volunteers and/or Extension agents/specialists.

Focus on Continuing Education

The mission of Extension-volunteer partnerships is to help people secure and use information in real-life situations. Volunteers both teach within their volunteer roles and share information informally as occasions arise.

1. Focus volunteer activities on the educational purpose and research base of Extension. Continue to help people secure research/university-based information and put it into everyday use by:
 - a. focusing volunteer activities on specific problems;
 - b. providing information in an easily usable form;
 - c. enlisting volunteers in carrying out research and testing findings in local settings;
 - d. emphasizing the use of information in problem solving;
 - e. developing new volunteer programs and activities as situations change.
2. Help volunteers continue their education. Recognize diversity of education and experience. Match talents and tasks by:
 - a. identifying what knowledge volunteers already have;
 - b. identifying special talents and skills held by individual volunteers;
 - c. encouraging volunteers to increase their knowledge and skills;
 - d. providing opportunities to move to more challenging tasks and responsibilities;
 - e. keeping volunteers aware of volunteer activities throughout Extension;
 - f. providing the opportunity to move to other Extension volunteer programs.
3. Invest more of Extension's resources in developing and supporting volunteers. Make sure that partners have:
 - a. opportunities to discuss successes and problems;
 - b. positive feedback and suggestions for improvement;
 - c. contact with volunteers in similar positions at other locations;
 - d. educational materials;
 - e. supplies and equipment.
4. Develop creative means for ensuring that partners are up-to-date in key content information. Fit continuing education to the time the partners can give. Consider:
 - a. developing certification and re-certification programs;

- b. providing news alerts and newsletters to give new developments and changes;
- c. developing videotapes which can be used at the partners' convenience;
- d. providing district, regional, state, and national educational opportunities;
- e. developing university classes, short courses, and conferences for both partners;
- f. helping partners use self-development and continuing education opportunities ;
- g. keeping volunteer address files current.

5. Help partners increase skills needed in helping others. Help them increase:

- a. teaching, demonstrating, and counseling skills;
- b. problem diagnosis, analysis, and solving skills;
- c. leadership and group process skills;
- d. communication skills--listening, speaking to groups;
- e. understanding of human relations.

Expand Programs

Volunteers can expand Extension volunteer programs. The value of most volunteer programs is so great that they should be available to more people. Extension cannot afford to launch an important educational program without volunteers.

1. Continue to serve present clientele and develop new partnerships and new programs to reach audiences currently less involved. Reach more people and communities through Extension volunteer programs by:
 - a. making more effort to reach the underrepresented-teens and young adults, senior citizens, men, minorities, urban residents, those with less education;
 - b. remembering that programs must fit the beliefs and life-style of the particular group;
 - c. including representatives of a target group in designing programs;
 - d. designing volunteer programs which will fit new groups;
 - e. adapting volunteer programs to new times and new situations;
 - f. vigorously promoting and publicizing volunteer programs.
2. Increase the number of volunteers by:
 - a. asking people to serve;
 - b. showing them how people they know benefit from their work;
 - c. showing them how they will benefit themselves;
 - d. showing them the enjoyment which can come from volunteer activities.
3. Increase the range of opportunities available to volunteers through:
 - a. each program area's offering two or more volunteer programs;
 - b. working with volunteers in all high priority national, state, and local programs;
 - c. encouraging volunteers to handle programs which are not high priority for Extension;
 - d. developing more specifically targeted Master Volunteer programs.
4. Strengthen current programs through:
 - a. involving more youth/adult 4-H volunteers at county and community levels;
 - b. encouraging Extension Homemakers to play a vital role in volunteer activities which strengthen families and deal with issues affecting families and youth;
 - c. increasing volunteer involvement in nutrition education programs even though the program does not receive special funding;
 - d. involving volunteers in planning, carrying out, and sharing applied research;
 - e. developing Agricultural volunteer programs in addition to Master Gardeners;
 - f. continuing cooperation between Extension and county/community organizations.

5. Increase the preparation and support Extension provides to volunteers. Extension should provide:
 - a. appropriate educational materials to use with program participants;
 - b. clearly written statements of minimum expectations and any necessary limitations;
 - c. visible identification with Extension--title, name badge, listing in media releases;
 - d. feedback and support from a "coach";
 - e. recognition.

Increase Value to People And Communities

Partnerships benefit communities and individuals within communities educationally, economically, socially, and psychologically. Keep a balance among those benefits and try to increase each kind of benefit.

1. Recognize the importance of a variety of benefits to program participants. Review current volunteer activities to determine whether volunteer programs need to be changed to bring about greater:
 - a. economic benefit;
 - b. social benefit;
 - c. psychological benefit;
 - d. environmental benefit.
2. Look for the kind of benefit most needed by a specific group and try to expand benefits in that area. For instance, if a specific group needs to earn more money, consider how volunteer programs can concentrate on helping raise incomes. Example: a Master Volunteer program helping those with home businesses or those working with an alternative crop.
3. Recognize that helping both adults and youth develop life skills, leadership, and talents may be as valuable a role for Extension as disseminating technical information.
4. Design volunteer programs which:
 - a. help volunteers understand their communities;
 - b. use university-based information to solve community problems;
 - c. help volunteers understand the issues affecting people's lives;
 - d. are based within individual communities and strengthen each community;
 - e. link communities cooperatively at the county and district level.
5. Recognize and strengthen the importance of volunteers in communities through:
 - a. developing more programs which focus on community leadership development;
 - b. sharing Extension expertise in volunteerism with other agencies and organizations;
 - c. developing more programs cooperatively with other agencies;
 - d. encouraging Extension volunteers to cooperate with volunteers from other agencies;
 - e. helping volunteers be more effective in designing special events for their communities;
 - f. helping communities understand why volunteering is essential;
 - g. encouraging volunteers/voluntary organizations to focus on community projects.

Maximize Investments

Successful programs require investments from volunteers, Extension, and the community.

1. Design programs which maximize the benefits from the time invested. Balance the three "E's"--effectiveness, efficiency, and enjoyment.

2. Recognize that the time of volunteers is valuable and that many volunteers provide unique talents and achieve accomplishments different from those of paid employees.
3. Recognize that volunteers must have adequate support. Be sure that there are enough Extension employees to provide the kind of support volunteers need.
4. Develop a system for recording and valuing the time spent by volunteers in each program.

SPECIAL ROLES FOR ADVISORY GROUPS

Some of the recommendations are directed to advisory group members, but volunteers on advisory boards could work with Extension in carrying out any of the recommendations.

Volunteers who want to improve volunteer opportunities with Extension need to look outward to the volunteers and potential volunteers and exert efforts with local people. However, as indicated in the first chapter, key volunteers also can influence Extension personnel and bring about some changes in Extension.

Agents vary considerably in terms of their orientation to working with volunteers. The kind of problems they may identify may range from some agents who do everything themselves and do not involve volunteers to those who are working with so many volunteers that they can't give them adequate support. Here are some sample problems and how a team from the advisory council might help the agent deal with the problem.

1. **Is the agent overworked, over burdened, stretched too thin?** If so, perhaps someone from the advisory group can help him or her examine the work load and see if volunteers could help with certain pieces of it. In addition to specific roles in carrying out programs, individual volunteers with special talents can help with some behind the scene's work. For example, there are probably potential volunteers in the county who have the special skills to do one or more of the following activities which some people feel only agents should do: write instructional materials, develop a teaching guide, develop a special demonstration, designs a learn-by-doing activity or project, organize and direct an educational tour, make teaching materials, work with press releases, be the official photographer, direct/produce a videotape or audiotape, design a booth or poster, edit a newsletter, write a computer program, do computer analysis, head a fund-raising effort, write a skit or play, design a promotional campaign, lead group singing, call square dances, coach, referee or judge, chair a major event, serve as executive director of a project, serve as "expert" resource, working from the status he/she has built up within his/her vocation.

It's relatively simple to secure change if the agent just hasn't thought of involving someone else. Sometimes agents try to do everything themselves either because they don't trust other people to do it well, or because they get real enjoyment from handling everything. However, if there is a strong attitude against sharing work or responsibility with a volunteer, the advisory council member may have to develop careful strategy and guide the process of change along. Experts in the field suggest that administrators who are trying to get staff to release activities to volunteers start with the things the staff member likes to do least and leave to the staff member the things they most thoroughly enjoy.

2. **Does the agent have several tasks for volunteers but hasn't been able to locate volunteers for the tasks and roles?** Unfortunately some agents and some advisory groups feel that it is the agent's responsibility to recruit volunteers. For example, a few years ago agents found leaders for 4-H clubs and organized Homemakers clubs. But populations are growing and people are changing. Scouting for volunteers is better done by other volunteers.

Although the agent needs to make the final decision about the extent to which a volunteer will fit a task or role which relates closely to the agent, it is very logical that advisory board members of special volunteers who serve as "talent scouts" should locate the potential volunteer. Advisory board members are parts of different communities and know people or know people who know other people and thus can more quickly identify people with special talents and interests than can an Extension agent. Knowing people is a particular problem with new agents.

3. **Is the agent already working with so many volunteers that the agent is worn out and the volunteers aren't getting enough support?** In this case, the advisor may need to work with the agent in developing coordinator positions for volunteers so that a volunteer takes on the direct guidance, scheduling, etc. of other volunteers keeping the agent informed. Volunteers can coordinate schedules in Master Volunteer projects. Key 4-H leaders can provide the support needed by local 4-H club leaders. In big programs, the agent supports the volunteers who support other volunteers who work on the front line.
4. **Does the agent do/fail to do things which annoy volunteers?** Each agent has his or her own style. Most volunteers are tolerant of those styles. But occasionally an agent will have a habit which many volunteers find annoying or disconcerting. For example, frequently being late and not having asked the group to go ahead; not being clear in expressing ideas or directions; changing his or her mind so frequently that volunteers become confused. In many instances a friendly volunteer acting in a low key way can bring a misstep or mannerism to an agent's attention before a big problem develops.

Coaching Agents

Just as agents need to coach volunteers, so volunteers sometimes need to coach agents in terms of the kind of behavior that will be most successful with a particular group or in a particular community. Over the years, key volunteers have been excellent teachers of beginning Extension agents without the agent even being aware that the teaching was occurring. The agent's "face" is saved and Extension's reputation is enhanced because volunteers care enough to help agents be successful.

Unfortunately, much of the literature on volunteerism is written by agency personnel and college professors. It is time that volunteers began sharing ideas in written form which will help agency personnel see partnerships from the volunteer perspective.

Building Networks and Dealing with Administration

Agents can't do some of the enhancing that may need to be done in some states and counties. Extension supervisors and administrators may need to change what they are saying. Key volunteers with skill and tact can contact those administrators and request, plead, or connive to get the kind of support that is needed from state specialists and from the Director's office. Tactful and creative volunteers can educate the "top brass" just as they can coach agents.

Sometimes, though, there is strength in numbers. Most volunteers who are in key positions take part in state, regional, and national meetings where they talk with volunteers in similar positions in other states and counties. When you find mutual problems set a joint strategy for bringing those problems to administration's attention. You may not get a change, but at least you can get administration to explain its point of view.

Sometimes administrators can not arrange for the kind of support they would like to give to volunteer programs simply because there aren't enough funds. Sometimes volunteers can help administrators secure more funds. At other times they can help them think through better use of existing resources by arranging more sharing across county lines.

The Gentle Art of Negotiation

Negotiation skills are just as important for volunteers who want to get more from Extension as they are for Extension personnel who want to accomplish more with volunteers.

It may take courage to negotiate. Sometimes volunteers don't speak out until a lack or a situation has gone so far that people are furious. It is difficult to successfully negotiate when your emotions take control.

If you believe that programs belong in part to volunteers as well as to Extension marshal your arguments and share with Extension in making difficult decisions.

CHAPTER 17

EXPANDING VOLUNTEER PROGRAMS

This chapter explores a variety of ideas related to how more volunteers can be involved:

1. Promotion.
2. Motivation.
3. Involving more of the underrepresented.
4. Starting new volunteer programs.

Key volunteers may have a major role in expanding volunteer programs through involving more volunteers. Some people see this as an impossible task. Some see it as a challenge. An Extension agent in Georgia shared this story with us. She had attended a one-week workshop on recruiting volunteers and was going over the notes that she had taken. She told one of the other agents that she was having trouble getting everything figured out and knowing what was most important in recruiting new volunteers. Her colleague said, "That's simple. Just ask them!"

Those two short words, "Ask them," are the most crucial words in this whole chapter. The second most important words are, "Don't give up." Just because the first four or five people you ask, can't fit volunteering in at this point in their lives, don't be discouraged. Keep looking. But in addition to those two ideas, there are a variety of things which can help prepare people to say "yes."

We will start this section with some thoughts on promotion. Strangely enough, this could be one of the tasks which volunteers could do best, but it is seldom shared with volunteers. However, we have found some concrete examples of volunteer activities which promote their activities and/or volunteer opportunities.

- Volunteers in one county in Oregon develop an issue of a newspaper like a shoppers guide and include feature stories on all of the volunteer programs and opportunities with Extension.
- In a couple of Wisconsin counties 4-H volunteers have a promotional booth at the county fair where there are games and demonstrations and youngsters are helped to see the fun and learning involved in 4-H.
- It is traditional for Extension Homemakers to have membership tables at events that they hold and to prepare window exhibits and booths.

While the study staff was completing final reports, they began preparing a series of short, two to eight page, "thought and action" papers which were made available as separate papers. Some of those papers have been incorporated into other chapters. Several will be used in this series of three chapters which focus on ways of enhancing volunteer programs.

Dr. Chere Coggins starts this chapter off with some ideas about developing strategy for promotion. Carol Edgerton follows up with some comments on motivation and on encouraging more of the currently underrepresented to take part. Sara Steele concludes the chapter with some ideas about forming new volunteer partnerships.

PROMOTION OF VOLUNTEER PARTNERSHIPS

Some suggest:

"Extension needs more publicity - more people should get involved."

"Be more active in making people aware of what they (Extension and its volunteer partners) can do for them."

As a solution, one volunteer noted:

"Sometimes I think I am going to stand on a street corner and stop everybody and say 'Do you belong to Extension? Would you like to join?'"

No, we don't all have to stand on street corners to promote Extension and our volunteer partnerships, but we do need to give the area of promotion a great deal more attention according to many surveyed in the Implications of Volunteerism in Extension (IVE) study conducted in 1983-87.

One thing needs to be accentuated from the outset. It is difficult to separate volunteer recruitment from promotion or public relations relative to your volunteer programs. A good ongoing plan to make and keep the public aware of your program will reinforce any recruitment efforts you undertake.

Understanding Volunteerism

Where do we start? Answering the following questions should get us on our way to designing a successful promotional program for our volunteer partnerships.

1. Who volunteers? What does the typical volunteer look like?

Nationally, the following groups are slightly more inclined to volunteer (Gallup, 1985).

- women;
- people under the age of 55;
- people with children still at home;
- suburban and rural residents;
- individuals with some college education;
- individuals with annual household incomes of \$20,000 or more; and
- those living in larger households.

Similarly the IVE project findings show the majority of Extension volunteer partners are:

- women;
- ages 30-50;
- the county ethnic majority;
- rural residents;
- employed;
- professionals, farmers and managers; and
- educated beyond high school.

What is the volunteer profile in your county? What is the profile of your Extension volunteer partners? Consulting your state or local office on volunteers and your own Extension office records will help you answer these all-important questions.

After you have collected your information, ask yourself what inferences can be made from this data? For example:

2. Who doesn't volunteer?

Not only do we need to be able to describe the individual or groups that volunteer, we also need to know who is underrepresented.

3. Why are certain individuals and groups underrepresented? What are the barriers to participation?

Examples of barriers individuals might face include:

Situational barriers

- individuals have too little time
- lack of resources, e.g., for child care necessary to participate
- lack of transportation to your site

Dispositional barriers

- individuals feeling they have nothing to offer in terms of knowledge and skills
- feeling too old to learn during necessary training provided to volunteers

We, as institutions can also create barriers, including, for example,

Institutional barriers

- setting inconvenient volunteer training times
- holding required training sessions in inconvenient locations
- requiring long-time commitments of volunteers
- limited (if any) support and encouragement provided

Are we part of the problem? What barriers have you discovered in your programming with volunteers?

Not only does our promotion strategy depend on who does and who does not volunteer, we must also ask:

4. Why do volunteers become involved?

Why? Because they were asked. The largest percentage of adults become involved because someone asked them. Only one in four volunteers, nationally, sought out a volunteer activity on his or her own. The data from the IVE study parallels the data on volunteerism in general in the United States.

And why do many individuals not volunteer? The 1981 Gallup Survey discovered that "80% of those who did not volunteer listed as the primary reason that they were not asked." (Gallup, 1981).

Promoting an entity refers to enhancing its growth and development. One way to promote the growth of volunteer partnerships is to help potential partners see the benefits of involvement. Can you answer this next question?

5. What are the benefits of volunteering, specifically in Extension?

The answer appears to be three-fold.

The volunteers themselves learn--more than 80% of the IVE study volunteers surveyed identifying learning about people skills, leadership, organizational skills, decision making, problem solving, and other useful knowledge. In addition, 90% reported considerable satisfaction helping others and making new friends.

The clientele served by the volunteers also benefit: economically through, for example, enhanced resource management; social-psychologically, e.g., 88% of IVE-surveyed clientele reported enjoying life more; and 87% developed increased confidence in themselves. In addition, IVE observers noted that over 80% of individuals and families served had improved nutrition, or health, and individuals became better parents as a result of working with volunteer partners in Extension.

Thirdly, communities benefit from volunteer involvement through the development of stronger bonds among people in the community; more support for individuals; and effective community problem solving.

How have your volunteers benefited in the past? Or the clientele and community? Have you shared this information with volunteers or potential volunteers?

Designing Your Promotional Program

With an understanding of:

- who volunteers
- who doesn't volunteer
- potential barriers to volunteerism
- benefits from volunteerism

coupled with

- an understanding of the potential roles, responsibilities, and contributions of volunteer partners, and
- the potential contributions of Extension to a volunteer-Extension partnership

you are ready to begin your promotional efforts.

Working with current volunteer partners whenever possible, you'll discover designing a promotional program can be most rewarding. The keys to success include the following:

1. Job description for volunteer(s).

Be sure to include

- project or position title
- position description
- skills and abilities needed
- job site and address
- training provided
- work times, duration of position
- risks, if applicable
- contact person and address, etc., for further information, application submissions, etc.

Once you have determined the nature of the position and the "ideal" volunteer, you need to

2. Identify sources of potential volunteers who might be qualified to serve in the newly created position.

Some of the potential volunteers might be those currently involved as volunteers in Extension. What do you know about their continuing interest in volunteering?

Your past volunteers might also be a potential source. Have you kept in contact with your past volunteers? Do you have an up-to-date ongoing list of available volunteers, their interests, skills, constraints? Future promotional campaigns will benefit from the availability of such a list. Having such a list on computer with potential volunteers easily sorted by interests, skills, etc., is invaluable.

Some individuals may wish to volunteer to earn college or high school credit, thus the surrounding educational institutions should be considered as potential sources of volunteers.

The general public remains the largest pool of potential volunteers. Don't forget those in business and industry.

But how do you promote your volunteer opportunities to these groups?

3. Design promotional programs to fit the source of the volunteers.

We know from a variety of studies that personal contact is the most effective way to promote and recruit volunteers. If we have ongoing contact with our current and past Extension volunteers, promoting our new opportunities simply builds on our ongoing communications. But let's look more closely at other sources with some specific examples.

If, for example, we have determined that the volunteer opportunity most uniquely fits the talents and experience of the elderly, we need to carefully consider the source. One of the individuals interviewed in the IVE project noted:

"... one of the biggest resources that we have are the senior citizens; and they need to be involved, but they are frightened to volunteer. They're timid; or they think oh, nobody wants to listen to me. They have so much time and expertise that they could give to volunteering ..."

Thus for this particular source of volunteers, the public service announcement or newspaper call for help would probably be less than effective. The personal touch seems indicated.

The National Initiatives paper entitled "Focus on Issues: Building Human Capital" touches on the issue of "prejudice against older adults that activate feelings of rejection" (National Initiatives, p. 3) and subsequent lower rates of participation in volunteer activities. The paper continues, noting that, similarly many ethnic groups are initially less confident about their skills and abilities. Unsure of the value of their contribution, many do not volunteer. Once again, direct requests for volunteer partners, focusing on the skills and talents of the potential volunteer and the match with the job description, roles, and responsibilities will help promote the volunteer opportunity.

Think back to other underrepresented groups, for example, men or those with handicaps; how will you design your promotional activities to speak to this potential source of talented volunteers?

Methods other than personal contact may also be considered. As one IVE interviewee noted:

"I think there is always a need for additional public relations. We're hit with public service announcements...I would like to see some good public service announcements developed that would encourage people to become volunteers...a real media blitz."

While we recognize that only one quarter of those who volunteer do so by responding to such a public request, well thought out promotional messages in a variety of media continue to open up the potential pool of volunteers. Wherever possible, work with a volunteer in the writing and, for radio and television, the delivery of your volunteer promotional message. Highlight your available opportunity and the potential benefits of volunteering.

Other community agencies, institutions, and organizations should also be considered and incorporated into any promotional plan. Remember the schools and colleges. Your volunteer program may become a vital part of a credit experience for one or more students. Notify other community agencies and organizations as well. Cooperative programs incorporating volunteers from each contributing group strengthen the programming of all involved, promotes further cooperation, and broaden the experience for the volunteers--another selling point to highlight.

The key is to identify the source of volunteers; then design the promotional message and delivery method to fit the source.

4. Volunteer recognition

Part of that communication must be ongoing. Promotion must be a year-round concern. One way of ensuring that your volunteer program is promoted throughout the year is through ongoing volunteer recognition. Volunteer recognition is an essential part of a strong volunteer program. It is also an essential ingredient to a strong promotional program. Go public with recognition. It's a great promotional tool. Help others recognize that they too could be a volunteer!!

5. Program recognition

Many Extension programs incorporate volunteer partners and have great success.

As one IVE interviewee suggested:

"... Extension should advertise them a little more--have to have success stories. Print what it is doing in the community."

Have you highlighted successful educational programs--the benefits to individuals, groups and the community? Have you highlighted the value contribution of volunteers to the planning, implementation, or evaluation of these programs? If not, you have missed a valuable opportunity to promote your volunteer programs.

6. Current volunteers

But the most powerful promotional 'tool' is your current volunteers. Those who find their involvement to be rewarding and fulfilling will share their successes and satisfaction with others. They are fine promoters on a day-to-day and year-to-year basis.

All in all,

"If there is anything that might help, it might be a little better communication; and maybe people might be willing to help that may not have been asked." (IVE interviewee)

With a solid understanding of volunteerism and careful consideration of the roles and responsibilities of Extension and the volunteer partnership, a promotional program can be designed to meet the specific needs of all concerned. Remember, new volunteers bring with them new program participants. Promotion of your volunteer program, therefore, does more than simply add volunteer partners. It broadens your network into the community to promote growth in individuals, groups, and communities. Of course, it also broadens your potential pool of new volunteers!

In summary, in order to promote volunteer partnerships, you need to be able to answer the following questions:

Who volunteers?

Who doesn't volunteer?

Why don't certain individuals and groups volunteer?

Why do others volunteer?

What benefits arise from volunteering?

With a solid understanding of volunteerism in your particular geographic area, you are now ready to design your promotional program. Remember, the following questions must be answered if you are going to be successful:

What do I want the volunteer to do?

What skills and abilities are needed?

Who might be qualified and interested in such a volunteer opportunity?

Does my promotional program appeal to the potential volunteer and his/her life-style?

With a targeted promotional campaign, ongoing volunteer recognition, and high visibility for those programs which incorporate volunteer partners; your numbers of volunteer partners will grow as will the personal growth experienced by all.

MOTIVATION

Many an Extension agent has said, "If only I could motivate volunteers to.....," or has asked, "How can we motivate more people to volunteer?" Conversely, some volunteers have said, "How can we motivate our agent to.....,"

In the world of volunteerism, we often use the term "motivate" in two ways:

1. Motivate more people to become volunteers or agents to work more extensively with volunteers.
2. Motivate volunteers/agents to do more in volunteer programs.

Both agents and volunteers sometimes use the word "motivate" as though it is a magic wand, and by waving it over someone else, the other person will enthusiastically do what one wants done. Experts say that it is false expectation. They say you can not motivate another person. However, you can help people understand and deal with their own motivation.

A Practical Look At Motivation

Human motivation can be very complex. However, in the sense that the word is used in the first paragraph, one is simply dealing with motivation as it affects action.

The definition of "motivate" is simple. The dictionary says:

Motivate -- to provide with a motive.

Motive -- something (as a need or desire) that causes a person to act.

Working from that definition, the person who wants to secure action from someone else can work with:

1. the "something" which causes a person to act.
2. the "act" to be sure the person can do it and that it matches the need.

Working with the "Something". One way of approaching a situation where someone isn't acting is to think about the other person and identify the "something" which will cause action. The something may be:

- o an understanding that the action is needed by others.
- o an understanding that the action will benefit himself/herself.
- o a sense that he or she will feel better for doing something.
- o an understanding of how the action fits something he or she desires.

In the same situation, different people may respond to different "somethings." An individual is likely to respond to different things at different times.

The person who wants to encourage the other person to "move" can use various strategies:

- o a direct reward (Come over for coffee cake and help me with).
- o education (This activity will help you.....).
- o influence (It would be a real favor to me).
- o persuasion (Look how much we could accomplish together).
- o command (You absolutely must be on this committee).

The challenge is to figure out which kind of strategy and what kind of "something" is most likely to encourage someone to accept a responsibility, to do more within that responsibility, or in some other way change his or her behavior.

Working with the "Action". Sometimes a motive isn't enough. Sometimes people have a very strong sense of "something." They urgently need to take a particular action. They understand they could gain a great deal by making the move. Yet they don't budge.

Occasionally, what seems to be a lack of motivation is really a fear of failure, frustration, or a realization that the expected action is beyond their ability. They see what is being asked of them as something they are afraid they can't handle with the time, skill, and energy that they have.

They don't want to be put in the position of "messaging it up." Sometimes they will give that as reason. Other times, they will use a "cover" reason like saying they don't have time when they mean that they "don't have time to do it the way it should be done."

Sometimes, then, action is secured by carefully examining the expected action as the potential volunteer sees it. Often the action can be changed slightly, divided between two people, or scheduled at a different time so that the potential volunteer will become an actual volunteer.

Sometimes we expect too much of people. Sometimes we don't expect enough. But part of motivation is examining the effect of what is expected on the response of the individual and attempting to adjust expectations to what the potential volunteer sees as possible. If it is not possible to make such an adjustment, it may be well to have another, less demanding activity ready to suggest as an alternative. The potential volunteer may accept the second, easier task and feel better that he or she isn't having to say a complete "no" and isn't being left out of something that sounds interesting.

Examining Barriers and Enhancers. "Force field analysis" can be a very useful tool when attempting either to recruit more volunteers or to encourage present volunteers or paid staff to do more. This is a simple technique where you look at the specific action and the people expected to take the action and make a list of all of the things which may keep them from acting. Then make a list of all of the things which might influence them to act. Study the lists, and try to eliminate barriers to action, emphasizing the things which are likely to enhance action. In other words, look both at the "something" which may cause action, and at the act itself.

What Is Known about Why People Volunteer?

The 1985 Gallup survey asked Americans why they volunteer. Over half of the volunteers in the Gallup study began and continued as volunteers because they wanted to do something for others (altruism). Other reasons for becoming a volunteer given in the Gallup survey were: a preexisting interest in the activity or work, 36%; finding enjoyment in what they do, 32%; because of religious concerns, 28%; knowing someone who was involved or would benefit from their time, 25%; having a lot of free time, 10%. Only 10% of the Gallup study volunteers indicated that they decided to volunteer because they wanted to learn and gain experience.

The motivation to volunteer has been ascribed to altruism (Goble, 1970), self-interest (Smith, 1982), and altruistic egotism (Selye, 1978), the last of which is a combination of altruism and self-interest. Although all these seemingly contradictory ideas have found support in the research data on volunteer motivation the issue remains confusing since researchers have tended to focus on which factor is the most salient for the volunteer and have failed to address all motives in a unified theory.

Chapter 5 discussed benefits to volunteers in terms of Maslow's hierarchy of needs. That hierarchy is frequently used to analyze motivation. Applying Maslow's Hierarchy of Needs to volunteer motivation is not a new idea. Malcolm Knowles (1972), in an article discussing the status quo of institutional volunteerism in the United States, assumed that the benefits volunteers perceive from their volunteer activities motivated them to volunteer in the first place. In observing the kinds of benefits volunteers could be expected to receive from their activities with various service organizations, Knowles concluded that such organizations tend to satisfy volunteers' deficiency needs rather than their growth needs.

According to Maslow (1970), human needs range from lower level needs (physiological, security and safety, love and belongingness, and self-esteem) to the higher level needs (the need for self-actualization, the need to know and understand, and the aesthetic needs). The first four are deficiency needs. The last three are growth or being needs. People strive to satisfy their deficiency needs in order to have a minimally satisfying life. The growth needs enrich one's life. Each level of need must be sufficiently satisfied before the needs of the next level can become paramount. Consequently, before a person becomes concerned with the need for self-actualization, he or she will have to have sufficiently satisfied the four levels of deficiency needs.

Maslow (1970) also believed that every human act was likely to have multiple motivations that could be analyzed at different levels of the hierarchy. An application of this principle to the case of a mother who volunteers to be a 4-H leader can serve as an example of Maslow's intent. If asked why she has volunteered as a 4-H leader, the mother might say she wanted to spend more quality time with her child. This motive applies to the level of love and belongingness. However, going deeper, one might find that volunteering as a leader makes the woman feel better about herself and her abilities (self-esteem); that her duties allow her to develop her own skills and leadership ability (self-actualization); and that she gains new knowledge about topics of interest to her or that she finds new interests that motivate her to seek further knowledge (need to know and understand). Thus, the single motive expressed by the 4-H leader can be seen to be only the surface (initial) cause of her action.

Knowles' premise (1972) is that institutional volunteerism in the U.S. is geared toward satisfaction of the lower level deficiency needs, especially the levels of safety, love and belongingness, and self-esteem. He believes that this is true for both the volunteer position available and materials developed to recruit new volunteers.

Smith (1982) reviewed a number of studies that addressed volunteers' reasons for having volunteered and, as a result, suggested that most people volunteer for multiple reasons, with altruism being a minor motivation. Rather, he found that somewhat selfish reasons such as self-esteem and self-development were more salient motivations than the traditional more socially acceptable reason of wanting to help others.

When one looks at Smith's conclusions in terms of Maslow's hierarchy, they make sense. Altruism becomes a motivation geared to the deficiency level of love and belongingness because it involves a social interaction that engenders good feelings toward the helper on the part of the helped. By contrast, both self-esteem and self-development are higher up in the hierarchy of needs, self-esteem being the highest deficiency need and self-development the first growth need. Overall, Smith's findings also support Maslow's contention that all acts have multiple motivations.

Grieshop (1983) surveyed Cooperative Extension Master Gardeners to determine their motivations for joining the Master Gardener program. The strongest motivators were those related to gaining information, access to information, and new knowledge (Maslow's need to know and understand). The next highest motivators were those dealing with helping others (Maslow's level of love and belongingness).

Gidron (1983) surveyed volunteers in service organizations in terms of their job satisfaction, finding that volunteers tended to be satisfied with their jobs if they perceived them as being challenging, if they could use their skills and knowledge, if they were independent and had responsibility, and if the clients they worked with showed progress. Gidron then concluded that volunteer tasks should allow for opportunities for volunteers to develop their skills and abilities, should be challenging, and should have a likelihood of showing achievement. (All these criteria are characteristics of tasks that would help the volunteer with self-actualization in Maslow's language.)

Knowles (1972) has also suggested that organizations that use volunteers should appeal to the higher needs, especially self-actualization (the highest level in Maslow's 1954 version of the Hierarchy of Needs, the version used in his article). Knowles described a typical volunteer structure, defining activities as those that include both opportunities to be of service to others and opportunities for continuing education. Knowles argued that central centers should be set up to recruit volunteers and to create opportunities for which self-development needs could be matched with a given task.

In addition, supervisors of volunteers would be trained to provide growth experiences for volunteers, who would have the mobility to move from one organization to another to pursue self-development needs. Volunteers and their clientele would be engaged in a mutual self-development process, and volunteers would be seen as part of the national continuing education apparatus rather than as a part of the national welfare system.

The research of Smith (1982), Grieshop (1983), and Gidron (1983) cited above gives evidence that Knowles' ideal volunteer situation (1972) may be becoming a reality. Data from all three studies have shown volunteers recognizing either self-actualization (self-development) benefits or the need to know and to understand benefits.

To further investigate whether volunteers' assumed motivations of self-actualization and the need to know and understand are being satisfied by current activities available to volunteers, volunteer benefits data from the Implications of Volunteerism in Extension study (IVE), 1983-1987, were analyzed in terms of Maslow's Hierarchy of Needs.

The survey of volunteers carried out in the winter of 1985 queried respondents if they had perceived benefits from their volunteer activities in thirty-one categories which analytically could be subsumed under six of Maslow's levels of needs: the physiological, safety and security, love and belongingness, self-esteem, self-actualization, and the need to know and understand. Need categories averaged five benefit areas each, though physiological needs had only one benefit statement. None of the benefit statements fit into the highest level, i.e., aesthetic needs.

The median percentages were figured for the cluster of items in each category. Four need areas were very similar in terms of response. However, love/belongingness was slightly higher than self-esteem, and self-esteem was slightly higher than to know and understand or self-actualization. The fact that volunteers recognized benefits in these areas does not mean that they deliberately sought them, but it does give leads to aspects of the volunteer opportunity which perhaps should be highlighted when one presents such an opportunity to a potential volunteer (or presents a suggested change to an agent).

Using Motives to Attract More Volunteers

Understanding different motives (or the somethings which may influence people to act) identify areas to be emphasized when promoting volunteer opportunities or inviting specific volunteers to become more active. However, the benefits either to others or to themselves must be sufficiently great to balance the amount of time, energy, or other resources required in volunteer activities.

INVOLVING OTHERS AS VOLUNTEERS

The national study of volunteerism in Extension found that certain demographic groups were under represented among Extension volunteers. Among those groups were:

| | |
|-----------------------|------------------------|
| Men and women over 65 | Teens and Young Adults |
| Men | Urban residents |
| Ethnic minorities | Low income |

Extension attracts some volunteers from all of these demographic groups but not as frequently as it does with rural, ethnic-majority women between the ages of 30 and 50.

Why Is It Important to Involve Others as Volunteers?

Extension already reaches millions of people and involves volunteers from many demographic groups. Why should Extension and key volunteers be concerned? Is it necessary to reach all demographic groups equally? There are several reasons why Extension personnel and key volunteers should give more attention to attracting volunteers from the lesser reached groups.

Importance to Potential Volunteers

- The Extension study of volunteers showed that volunteers gain a great deal in terms of self-esteem, greater skill, and confidence in their own ability. Some of the groups who are under represented especially need opportunities for such gains.
- When handled well, volunteering can strengthen family ties and values when two or more generations of the same family work together on an important task or activity.
- Many of the under represented groups need social contact and the feeling that they are important to others. Volunteering gives them access to such contact and to new experiences which give them new things to think about.

Importance to Clientele

- Volunteering can be enriching and increase understanding when volunteers with different characteristics work with clientele from the majority society (whether age, income, or ethnic background). For example, senior citizens can offer youth and young adults a good deal and can keep young through contacts with such groups.
- Volunteerism can be an important asset of all groups in society. Each group needs active role models of people like themselves to see what can be done as a volunteer.
- Increasing the range of difference among volunteers can expand cultural boundaries reducing racism and other discriminatory feelings and increasing the understanding of the unique gifts of those with physical or social disabilities.
- Increasing role models for youth, support for one parent families, and support for others who need special attention such as the at home caregivers for the elderly and ill.

Importance to Extension

- These groups are less represented among both clientele and Extension volunteers. Volunteers with a specific characteristic are better able to understand how Extension can help others like themselves and are in a better position to contact others and help them use Extension. More volunteers will gain more clientele. More clientele will yield more volunteers. However, Extension staff and key volunteers within present programs have to make the effort to get others involved.
- Extension's mission is to disseminate and encourage the use of research-based information to the public at large. Much of the Extension's information would be very helpful to people in these groups. Volunteers learn most, but the Extension volunteers study showed that volunteers naturally share information with relatives and friends as well as carrying out their volunteer responsibilities. Thus Extension information is more likely to penetrate larger numbers of people with characteristics similar to the volunteer.
- Volunteers from among these population groups can reach people that Extension can't. Volunteers can influence people in ways that Extension personnel can't. Only a small per cent of the population go to an expert source such as Extension agents and specialists for information. Most people rely on people like themselves for information and advise.
- Extension is a federal agency governed by federal nondiscrimination guidelines. Cooperative Extension in all states are committed to equal opportunity guidelines. Although Extension does not discriminate in selecting volunteers some Extension personnel may not be especially astute at adjusting programs and developing volunteer opportunities for those who are slow in coming to Extension.

Why Are Some Groups Under Represented?

There may be several general reasons why some population groups are under represented.

- The nature of the most visible volunteer programs causes some of the imbalance. Some Extension volunteer programs are more attractive to volunteers with some characteristics than to others. For example, the 4-H program is most apt to enroll parents of 4-H members (younger women and men) as volunteers. Mothers are more likely to represent the family as a volunteer than are fathers. Extension Homemakers until a few years ago was almost exclusively drew women members. The fact that these two programs are very visible and account for many of Extension's volunteers may indicate why women 30 to 55 are over represented among Extension volunteers.

4-H is recognizing the need for volunteers in addition to local club leaders thus opening more opportunities for volunteers who are not parents. Extension Homemakers in many states are welcoming men as well as women as members. Master Volunteer programs are attracting both men and women across the age span.

Men may be undercounted because the two program areas where men are most likely to take part, Agriculture and Resource Development, are not used to thinking of different types of volunteers and may not have accurate records. On the other hand, the national study of Extension volunteers study found more women are serving as volunteers in these two fields than men serving with Home Economics, so again the balance is shifted. The Gallup study indicates that women are more likely to be involved in volunteering with educational agencies than are men.

- Originally funded to work with farm families, the Cooperative Extension Service has never had a sufficient number of Extension agents to deal with large urban populations. Because of the huge ratio of people to agents, many agents have worked primarily through media and with other agencies. As a result, in some large cities Extension has not actively sought to develop volunteers other than through specially funded programs for low income families.
- The lack of a sufficiently strong base in large cities also adds to the under representation of low income and ethnic minorities in that many of them reside in cities. Specially funded Extension programs like the Expanded Food and Nutrition Program and Urban Garden programs have made major contributions to volunteer development in some cities. However, funds are limited and not all areas are reached through such programs.
- There usually is enough demand from some population groups in both rural and urban areas that Extension is too busy to court groups which don't come to Extension.
- Extension programs usually are designed for people who are actively engaged in farming, agribusiness, rearing families, and community affairs. Retired men and women are less likely to be attracted to such programs.
- Some counties have very few ethnic minorities. Much of the minority population is concentrated in a smaller number of counties.

Even though there are logical reasons why some groups are less represented, several people who were interviewed in the national study indicated the concern that Extension was not giving enough attention to reaching and expanding volunteerism with some of these groups.

Some agents and key volunteers are very successful in reaching out to other potential volunteers. Several examples of active elderly, low income, men, and ethnic minority volunteers appeared in the 12 county visited in the national study of Extension volunteer activities. Some counties have very strong programs with one or more of these groups.

General Suggestions For Increasing The Involvement of Other Volunteers

Although some strategies have to be specific to people with specific characteristics, there are several general suggestions which can apply to any group where Extension and lead volunteers want to increase participation.

- **Don't expect people to come rushing just because you become interested in working with them. It takes time and work to build new relationships. Look for failed relationships in the past which may color new efforts. If you find them study them with care from all "sides." A failure in a partnership is seldom due just to one of the partners.**
- **Really want new people to take part.** People are quick to sense when they are being invited because the agency "ought to". Be persistent in your efforts to broaden the volunteers who are serving and the clientele served by your programs.
- **Ask people to take part.** Don't stop when the first three people turn you down. A Wisconsin study of potential Homemakers found that one out of about 12 women and one out of about 20 men were keenly interested in joining a Homemaker Club. However, most clubs were not used to contacting as many as 12 people before finding new members. Many gave up and said "no one is interested." Now that they realize that there are people out there and are going further with their invitations they are finding new members.

- **Don't assume that people with a particular characteristic won't take part.** The Wisconsin Homemaker survey found that there wasn't a significant difference between younger women and men, middle aged, and older in their interest in taking part in Extension Homemakers although some Homemakers assume that the other group isn't interested. Nor did employment seem to make a difference. Men and women who are working arrange to fit things they value into their life schedules.
- **Avoid stereotypes. Look at the individual.** Senior citizens, youth, low income, the disabled, ethnic minorities, are not all alike. Some in each group are turned off by the world and are unreachable. Others want to be a dynamic part of the world and are only waiting for you to give them the chance.
- **Court new groups.** Reach into new groups through people they trust. Some people can be reached through their church or through some other social agency that they trust. Some young adults can be reached through the technical school or community college they attend or through the place that they work.
- **Build sound relationships.** Trust may come immediately or it may come slowly.
- **Cooperate with other agencies and organizations.** Cooperation with other agencies and with the organizations which are part of a particular culture is essential. However, it is important to assess the kind of relationship a particular agency has with the clientele groups. Some agencies have poor track records and poor reputations in some communities.
- **Listen to people's ideas and, wherever possible, use them.** Work with a few and get their ideas about how volunteer programs should be adjusted or designed in order to reach more people like themselves. Really hear what people are trying to say when they give ideas. Some may be vague hints that you will have to probe carefully to get the real meaning.
- **Look at what the program has to offer through the eyes of the people and examine the value as they see it, not as you see it.** Present the values of the program which are important to the people you want to reach.
- **Maintain the dignity of the individual.** Don't patronize. Don't come in as an expert "going to show people how to do things." Many people with less schooling have a good deal of life experience. Become familiar with life situations and adapt the information accordingly. It is pointless to talk about measuring spoons if a family is lucky to have a tablespoon.
- **Examine present volunteer programs to see if there is anything about them which would discourage someone with a specific characteristic to take part.**

For example, do publicity, exhibits, other public acknowledgement, portray the program as open to both men and women, all ages, and all ethnic backgrounds? Or is only one type of volunteer portrayed? Is there a clear indication that teens and older folks are welcome to take part? Is sexist language avoided? For example, do all references to Family Living programs refer to both men and women?

- **Design new programs which will be especially attractive to these clientele groups.** As Extension increases its activity in issue program areas new volunteer programs will be emerging which may attract new volunteers. And in the programs which focus primarily on helping individuals with individual needs, there are many more Master Volunteer programs which could be developed.
- **Adjust present and new programs to fit the life space and culture of the volunteers you are trying to attract.** Don't just automatically expect new volunteers to adjust to on going programs. Talk with them about what will fit their situations. As you examine current programs consider such things as does the volunteer activity
 - require a car? That may eliminate some potential volunteers who either do not have a car or do not have access to it at the time of the volunteer activity.

- require people to go out at night? Some elderly and, in some communities, some women are unwilling to drive at night. Or conversely, are there opportunities available at times which fit people's work schedules? Some work daytimes. Some work evenings. Some have week ends off. Others have days during the week off.
 - permit people fit the periods of work to the weeks when they have most time? High school and college students have peak periods at the close of the semester and at exam times when they have to commit their time to their studies. Retired folks often want to be free to travel extensively. Both groups might give excellent help in periods when there life was fairly quiet.
 - enhance the culture of the group that you wish to attract?
 - permit some people just lend a hand when they feel like it rather than feeling bound to show up at a particular time?
 - show others that volunteers are really enjoying what they are doing?
- Welcome new volunteers with warmth, enthusiasm, and responsiveness. Help them feel both successful and important.

Attracting Specific Groups

Those Over 65. This group is mentioned first because the young elderly are an especially important group. The American population is aging. People are retiring earlier and staying in good health longer. These retirees bring a wealth of knowledge and skill with them. Many also feel a need to keep up with what is going on in their own field. Others want experiences in areas that they haven't had time to explore. Many people with good retirement incomes NEED meaningful volunteer activities.

Then as people become frailer and more restricted in their activities, it is very important that they still know that they are contributing to others, that they are needed, and that they aren't just a burden on others. The volunteer activity may need to be adjusted, but it is important that healthy men and women in their eighties and nineties be encouraged to continue with some volunteer activity.

According to Gallup (1985) 15% of volunteers nationwide are 65 years of age or older. Three Extension volunteer groups, Extension Homemakers, Resource Development, and Master Gardeners exceed the national average. The other four volunteer groups are far below the national percentage. Yet there are important roles related to 4-H, Agriculture, and Homemaking where older volunteers bring special skill and wisdom.

| Program Area Volunteer Role | % of Volunteers 65 and over |
|----------------------------------|-----------------------------|
| Homemaker Leaders | 32% |
| Resource Development | 22% |
| Master Gardeners | 18% |
| Master Home Economics Volunteers | 8% |
| 4-H Leaders | 3% |
| 4-H middle management | 4% |
| Agricultural cooperators | 5% |

Source IVE Program Area Reports (1986).

As will be seen by the percentages above, some older folks successfully continue in current volunteer programs. Others may be especially helpful in taking on special assignments. A retired man in New Mexico does computerized nutrition analyses. A man in his eighties in Georgia provides youngster with patterns for woodwork projects and shares his knowledge of cross breeding plants. Public policy and community development activities may be especially attractive to the early retiree and those up into their late seventies.

In some communities, Extension is in a key position in helping active elderly design their own volunteer activities or helping them link with already established programs such as those encouraged by the American Association or Retired Persons.

It is especially important that younger people stop thinking of everyone over 65 as being alike. Some seventy year olds who are in good health and stay mentally alert are more "with it" and can think rings around people in their 40'ties. Some people in their forties are "old" because of health problems. Sixty five should not be a barrier to activity. It's only function is to indicate when many people shift from employment to retirement. However, even that age no longer holds constant.

Teens and Young Adults. Although some youth and young adults are entirely engrossed with school and social activities, there are many who need the kinds of opportunities to gain experience, build skills, enhance confidence and feel better about themselves which volunteering offers.

Unfortunately, Extension seems to tie most volunteer opportunities for this age group to present and prior participation in 4-H. Teen and young adult leaders in 4-H are doing a great job and getting a great deal out of their participation. However, only a small percentage of youth stay in 4-H long enough to have these opportunities.

Extension needs to give more attention in all program areas and in both youth and adult programs to designing short term volunteer experiences which will attract teens and young adults and challenge them to use their abilities well. Although some youth like regular commitments over several weeks or months, it is important to remember that youth have other interests and to be sure there are plenty of short term opportunities available which require little prolonged commitment.

As with older folks, opportunities for young volunteers should be built into all Extension volunteer programs. Some teens and young adults may work best on specific assignments. For example, learning television production, developing audio tapes, or working with computers. And, as with elders, Extension has the know how for helping teens and young adults put together their own volunteer programs to tackle interests and concerns of their own age group whether it be "Friends Helping Friends" to withstand social pressures, or developing a new recreation program. Consider specific short term projects which require team work and use of skills and make a visible contribution to the community.

As one expands volunteer activity on the part of youth and the elderly (regardless of gender or ethnic background) one can be doing it to draw their resources into programs with specific content, or one can be doing it as a major Extension activity in human resource development. Youth and seniors are two very valuable resources to society which society, in general, is not drawing upon adequately.

Men. Although the concern in the workplace may be about discrimination against women, in the volunteer world care must be taken not to discriminate against men. Some men may be intimidated or "shut out" by women. Yet men need the kinds of "feeling good" results that occur from successful volunteering just as much as women do. Men enjoy serving as a Master Volunteers in food preservation and family money management as well as in garden programs. All Extension volunteer activities need to give serious attention to the kind of design and activities which will be comfortable for men.

In particular, care needs to be taken to draw men into more active roles in educational activities in ways in which they are comfortable. 4-H needs to give much more attention to how to attract and best prepare men to serve as volunteers with 4-H. Some may not have the patience to deal with instructional guides handling sessions which involve group teaching skills, but can do a great job working with kids one-to-one or informally in groups. Some men can be approached to share knowledge and skills they have built up either in their occupations or in special hobbies. The Gallup study, however, found that men were much more likely to volunteer in relation to recreation activities than were women.

Some men are drawn in gradually, like the community development volunteer who was asked to help park cars as a community event one year and then drawn into a committee and finally after two or three years became chair of the event.

Attention needs to be given to attracting all ages, income levels, and ethnic backgrounds.

Urban Volunteers. There is some fear that volunteerism will die in urban areas because of the environment and lack of role models--seeing other adults serve as volunteers and secure satisfaction from such service. Adults who haven't seen someone like themselves serving as a volunteer have no concept of what volunteering is or what it can do. Communities are more likely to be of people of like interests rather than geographic neighborhoods. Population density sometimes creates fear, distrust and anonymity. There are often enclaves of elderly, or low income, or of ethnic minorities. There are many agencies at work. Some encourage volunteering and offer volunteer opportunities; others don't.

Either alone or in cooperation with other agencies, Extension could make a major contribution in inner cities and urban housing developments by helping urban residents better understand the value of volunteering and helping them design and maintain relevant volunteer programs. Some of those programs will be of direct value to Extension in disseminating information. Others won't.

However, those attempting to expand programs have to be sensitive to geographic boundaries. Some urban residents are not used to going farther from their home than the distance they can easily walk. Others are very comfortable with public transportation and enjoy volunteer opportunities which take them around the city.

Cities include people of all ages, incomes, and educational levels so cities need a wide range of volunteer programs and organizations. Master Volunteer Programs announced in various areas of the city can be effective in drawing out city residents who have skills, confidence, and interest in specific activities. Smaller volunteer tasks may be more attractive to those with less confidence and educational background.

Low Income. While Gallup figures and Extension volunteer data could not be closely compared due to the use of different income categories, i.e, 38% of national volunteers had incomes of less than \$20,000 and 17% of Extension volunteers had incomes of less than \$15,000 a year, it appears that fewer Extension volunteers may be categorized as low income compared to the national figure.

Although low income are most visible in the large cities, there are also a large number of low income folks living in small cities, towns, and rural areas. Some are elderly. Some are disabled or have major health or substance abuse problems. But many are low income because they lack the skills or work habits needed to get jobs which provide more adequate incomes. Volunteering can help people build such skills and work habits. However, some volunteer programs unthinkingly expect the low income person to act like the middle income person and contribute materials as well as time which they can't afford.

As with any of the underserved groups, low income people vary considerably in their characteristics. Some are adequately educated, sharp people with an experiential background which would help them be comfortable volunteering. Others have never been successful at anything in their lives. Volunteering can be useful to them, but they will come along slowly and may need special encouragement.

There is much Extension could offer lower income urban dwellers in terms of 4-H, Homemakers, and Community Resource Development and Horticulture. Extension could do for this population what it did for rural people in past decades--helping these people to help themselves, helping them develop self-esteem, and aiding them in tackling community problems might make it more likely that they or their children might break out of the poverty cycle. However, most of the Extension agents who successfully worked with farmers when most of them were low income are long gone without leaving the ideas and skills needed for reaching people who may not want to be reached.

Ethnic Minorities. Ethnicity related to volunteerism becomes an important issue only when culture and volunteer opportunities collide. Otherwise, those of ethnic backgrounds fall into the same categories as does the majority culture and probably are more affected by conditions related to the other characteristics than they are by ethnic background. Ethnic minorities are like the white majority in that different ages have different experiences and interests. They range from low income to very high incomes, although fewer are in the middle and high income brackets. They live in both rural and urban areas. In some counties Blacks and Hispanics are the majority population, but nationwide these are still in the minority.

When a community is almost exclusively of any one ethnic background, or when there are a sizeable number of people sharing and holding to the same culture, volunteer opportunities have to be designed to be compatible with that particular culture whether it is Laotian or Native American; Puerto Rican or Mexican American. In mixed ethnic communities special care must be taken that every effort is made to keep volunteer opportunities suitable and open to all ethnic backgrounds.

The approach to attracting middle class ethnic volunteers is not different than attracting middle class white volunteers. And attracting low income ethnic volunteers is not different than attracting low income, low education white volunteers. In all instances the volunteers have to know about the program, have some idea of how it will help them help others, have some idea of what they personally can gain from it, and feel that they are really welcome to take part. In all instances the Extension representative must attempt to understand and fit volunteer opportunities into the culture and the life situation of the potential volunteer.

The first volunteers from an ethnic community may need to be reached through someone they trust. As they come to trust Extension and see the value of its programs they will become lead volunteers in drawing in others. Some Extension representatives are able to establish this bond quickly and easily. In other communities it may take weeks or years to establish a small core of volunteers.

The 1983 phase of the national Extension volunteer study found that ethnic minorities make up 7% of Extension's volunteers. This is close to the 8% of volunteers nationwide (Gallup, 1985) and could be considered a negligible difference. However, a difference of one percentage point translates into 29,840 potential Extension volunteers nationally or 597 more minority volunteers per state. If each volunteer averages contact with 16.8 clientele per year. Nationally an additional one percent volunteers from ethnic minority backgrounds could reach 501,312 new clientele or about 10,020 per state. Since study results suggest that volunteers tend to reach clientele who share many of their demographic characteristics (IVE 1985, 1986) it is reasonable to assume that at least some of the new clientele would be from ethnic minorities. Seen in this light, recruitment of more volunteers from among ethnic minorities should be a priority concern for Extension programs.

In Conclusion

It is important that Extension personnel try to draw both genders, all ages, all income levels, and all ethnic backgrounds into volunteer activities because such involvement can help reach and serve more diverse clientele and because volunteering can be very valuable to the volunteers. Some will come forward more rapidly with others. But it is important to clientele, potential volunteers, and Extension that volunteer opportunities be adapted to the cultures and life styles of all kinds of people and efforts made to keep the Extension volunteer partners at least as diverse as the population of the county.

INVOLVING VOLUNTEERS IN A NEW PROGRAM DIRECTION

When local, state, or national problems require a major change of direction in Extension programs, Extension staff need procedures for involving volunteers in the new program. Often at some of these times, volunteers will be people Extension is not currently working with closely.

Some current volunteers may transfer to a new program, but usually, one doesn't automatically transfer all of the volunteers one is working with to a new program because:

- a. the current volunteers may be needed to keep the program they know well going.
- b. they may not be interested in the new program.
- c. they may not fit the new program. Their ideas may not coincide with the way the program should go; they and clientele may not be comfortable with each other; or the new program may require backgrounds and skills which current volunteers do not have.

Although in some instances a new program direction will include only a handful of volunteers, the assumption is that if it is a priority program it needs as full a treatment as possible, and, thus, will involve as many volunteers as possible.

When and Where to Involve Volunteers

Consideration of the role of volunteers in a new program direction should start as soon as thought about a new direction begins. It is not something which should be added on as a method after all of the plans have been set by Extension.

Volunteers should be involved in the planning and initiation stage as well as in the implementation stage. Here are a few suggestions of bases to cover related to integrating volunteers into new program thrusts:

Initiation

1. Who is currently interested?
 - a. Professionals?
 - b. People affected?
 - c. Others?
2. Who is the target clientele? How will they be represented among the volunteers?
3. How will current volunteers react?

Implementation

4. What roles and tasks will be important in carrying out the program?
 - a. At the beginning?
 - b. To carry out the program?
5. How many volunteers are needed to carry out the program?
6. What qualities and skills are needed among the volunteers?
7. What is the organizational structure? Who are the key volunteers?

Initiation. Usually for any new program direction there are people in the county already aware, interested, and possibly acting in relation to that particular area. However, they may not be among the people that Extension "knows." The first step is exploring through networks of people who know other people and identifying people who are already strongly interested and committed to a particular area. Two different kinds of people and two networks should be considered: professionals whose work responsibilities touch this area and lay people who are keenly interested in the area.

Who Is Currently Interested/Active? Even when the majority of people in a county isn't aware of or particularly interested in a problem or program area, there usually are a few who are very interested and active. Some are interested and active as a part of their profession or occupation. Others are lay people who have been involved with the problem or seen the effects of it or seen the positive effects of a similar program carried on elsewhere. It is important to look for and create bonds with those who are active among both groups.

This is important in order to:

1. **Draw upon their experience and expertise.** They have already gathered some information and impressions about that problem or program area in this particular county. They have developed either a professional or layperson's knowledge and expertise about the problem/program potential in this particular county. If the initiator is a volunteer and not attached to another agency, it may be possible that a bond can be struck and the currently active volunteers become partners with Extension. Or if there are different philosophies or directions involved, the already active volunteer may be able to suggest others who would be interested in the direction Extension is taking.
2. **Avoid turf struggles.** Just as animals are suspicious and defensive when a new animal comes into their living space, so both professionals and volunteers react emotionally if they suddenly discover a new agency's efforts overlapping theirs. In the worst scenario, those who were there first may either consciously or unconsciously block or undermine Extension efforts. Or looked at in another way, if cooperation is gained, both efforts are likely to be enhanced.

3. **Avoid wasted effort and unplanned duplication.** Clearly working out mutually who else is doing what and what else is needed is an essential first step as an agency moves into a new direction. Most priority areas involve problems which are too big for one agency alone. Several agencies or volunteer groups doing the same thing may leave other areas of effort uncovered. Those who monitor tax supported programs are particularly concerned with anything which looks like duplication between agencies or between agencies and local voluntary organizations.

Sometimes duplication needs to be planned and defended. For example, if one agency or organization is only able to serve one area of the county or one kind of clientele, another agency or organization may be needed to do similar things in another area or with a different clientele. Usually when problems are serious, no agency is able to reach all the people who need to be reached and bring about the kind of impact that is really needed to curtail, solve, or prevent a problem.

However, when several groups are all programming related to the same problem or area, it is important that they thoroughly understand each other's missions and be supportive to each other.

For many of the new priority programs, Extension will need to look beyond the people currently well-aware of Extension and forge new partnerships. For example, assume that the agents working with Extension youth programs want to emphasize reducing substance abuse. In most communities other agencies--health, welfare, police--are already programming in this area. Many have volunteer groups working with them. In addition, some of the relatives and friends of youth with problems may be active as volunteers. Thus when Extension begins a program in this area, it is important to talk to others to see what is most needed, how an Extension effort can best fit with what is already happening, and where the most likely volunteer alliances can be developed.

It is also important to look within the total Extension family--within current volunteers and clientele in the specific program area, in this case 4-H, and also within other program areas. It is possible for example, that a Master Gardener may be very interested in working with youth on a substance abuse program because of a situation in his or her neighborhood.

Developing contacts with leaders among the clientele. Another important move in the initiation process is to look for leadership and volunteers among the clientele who will be the target clientele for the new program. There is less resistance and indifference on the part of new audiences to programs which are planned in part by people from that audience as opposed to programs planned by "them" for "us." For example, leaders and volunteers from among EFNEP clientele need to be involved at the beginning of new programs reaching low income families.

Be in touch with volunteers at the beginning. Volunteers who are interested in the program area and who understand the particular clientele can be great partners in planning the program. Brainstorm with individuals. Develop partnerships in ideas early on in the relationship.

Current Volunteers. Don't just assume that present volunteers will be happy with change. Build interest and support from them. Don't expect them to transfer to the new program. See the previous section for key points in building support of current volunteers.

Implementation. As a small group of key volunteers and Extension personnel develop the overall design and strategy for a program, think about the roles that volunteers might play and the tasks they might perform. Roles and tasks can be grouped in various ways, but in terms of a new program, the following grouping might be appropriate.

Creating awareness that the program is important and available. An Extension agent working alone might rely on a news release or possibly a letter. However, a team of an Extension agent and volunteers might develop and carry out one or more of the following activities: door to door distribution of flyers, preparing an eye catching educational exhibit or exhibits placed at locations where many people pass by, staffing exhibits at grocery stores, developing a short video presentation on the importance of the problem.

Organizing and carrying out events focused on the problem. Demonstration days, tours, community meetings, shows, and other special events bring people to one location where information can be shared most efficiently. Speakers' bureaus take the information to where small groups of people are available. Volunteers can do a great job of organizing both means of getting Extension information and people together. Events require people who can work on logistics, promotion, parking, and many other tasks.

Teaching. There are many ways of getting information to people. In addition, there is a variety of ways of getting people to pay attention to and use the information once they receive it. Volunteers working with the Extension agent can get a message to a good many more people in forms that local people are likely to use. Volunteers can teach small groups, share their own experiences in presentations to large groups, share information one-to-one with their neighbors or others in their community, answer questions from the general public which come through the telephone or at exhibits.

Support. In addition, to these main roles for volunteers, there are many, many supporting activities that are essential from stamping envelopes to carrying out applied research in support of the program, to building an exhibit or developing a new piece of computer software.

Some volunteers will work with all three kinds of tasks. Others will concentrate on just one of the tasks. The key people designing the program need to develop a flexible plan for volunteer involvement which will fit the time that people have to give.

How Many Volunteers Are Needed?. Tasks and roles need to be thought through and targets set in terms of the number of volunteers needed to carry out a "deluxe" approach to a program. If the program will only be carried out at one location or through means which reach all communities, only one team of volunteers is needed. However, should the design call for simultaneous activities in all of the communities of the county, there would need to be similar teams at each location. You may have to scale back the work load to the number of volunteers you can recruit, but start with the deluxe design and see whether you can find the volunteers. It's too limiting to start with the volunteers and see how much they can do.

Look at patterning in tasks and roles. If there are adequate supervisory volunteers, can different tasks be done by different people? For example, are there enough people chairing teams that many different people can work on the program for short periods of time? Or do you need to run the risk of burnout by having a few people carrying all of the roles and doing all of the tasks? Even though it is harder to keep on top of what is happening and considerable skill in organization and management is needed, there are definite advantages to involving more people for shorter periods of time. People who have contributed are apt to understand and value the program more. It becomes their program rather than the property of someone else.

Which Talents and Abilities?. Some of the tasks listed above require special talents. Some simply require willing hands and minds. Some tasks require organizational ability; others require people who are willing to follow directions. Some require personalities who can inspire others to do their best; others require people who can persevere against high odds. Some require knowledge and keen interest in the particular program topics; others need people with a particular skill (for example drawing a cartoon) who can pick up all they need to know from someone else. After the design is set and the number and kinds of tasks and roles defined, identify the kinds of people needed for those tasks and roles and start volunteers looking for those particular people.

Finding Volunteers

If you've made appropriate contacts in the design and initiation stage, you already have scouts thinking about and locating the kind of volunteers who are needed to carry out the program. But it may be useful to review some ideas about finding volunteers.

Three Kinds of Relationships. There are three sources of potential volunteers.

1. **People who are directly affected or know someone who is.** For example, parents are likely to take their turn at 4-H leadership to benefit their own children. Families who know someone with a particular disease or disability are more likely to help raise funds for groups fighting that disease.

Some of the potential volunteers in this group are willing to do any task or play any role related to the program. Others have specialized talents and prefer to limit their volunteer activity to something which uses that particular talent. Still others are most attracted to something which will help them develop a new skill or talent.

2. **People who have special talents that they are willing to share.** Some people like to do certain things. They aren't especially involved with the topic or program but will share a particular expertise. For example, a person who likes to draw may be willing to sketch logos or drawings for newsletters for five or six different programs. Some people enjoy organizing events. We met two people in the site visit counties who thoroughly enjoyed fund-raising and were excellent at it.

This group of people seldom want to be involved in other tasks, but will happily help on a specific task which draws on their particular expertise or interest.

3. **People who are generally willing to help, regardless of the program or cause.** They may simply enjoy "lending a hand" and helping others, or they may see the opportunity as providing something they want--a chance to meet other people, to become better acquainted in their community, a chance for recognition, an opportunity to improve their own respect for themselves.

An Extension staff that is really involved in building programs with volunteers probably keeps a file of names of people in the last two categories. It is helpful if the file notes the previous projects or activities of the volunteer. Then in making a contact; you can say, "Steve, the agent who was here ten years ago, said that you had done a great job _____, we really need that kind of help again. Can I tell you about it?"

It may be helpful if the file is organized in such a way that kinds of roles and tasks are listed. For example, knowing that "Joe thoroughly enjoys showing people where to park cars" may be a life-saver when, at the last moment, one realizes there will be such a crowd that someone supervising parking is needed. Looked at another way, volunteers who have done a great job sometimes are hurt when no one remembers and asks them again.

Most People Need to Be Asked. The study of volunteerism with Extension found that only a small percentage of those who volunteer with Extension started because they sought out the opportunity. In most instances they were asked by someone--relatives, friends, an organization, or an Extension staff member.

Master Volunteers are the one Extension program where the percentage of those who come forth on their own initiative is highest. In these programs, volunteers recognize that they are getting something that is valuable and, for some, the volunteer aspects are incidental.

Why do people need to be asked? The reasons may be as varied as the people. Some are not confident enough in their own ability and, thus, need the reinforcement of someone else saying, "You'd really be good at that. Will you?" Others are weighing alternative uses of their time and if left to themselves will decide against the volunteer opportunity. However, the balance tips toward volunteering if someone says, "We really need you. Here's what else we can get done if you help." Some are reluctant to take responsibility and need the out of "Well, you got me into this." Some are aware that others have already staked a claim as a volunteer in the particular area and aren't quite sure there is a meaningful role for them ("Yes, Jack and Susan are heading up X and Y, but we really need someone of your ability to work with Z"). Others think that agents know them and what they have to offer. They feel that if Extension wanted their help, the agents would ask. Others aren't sure they will fit in. For example, how many childless adults would like to work with 4-H but aren't sure they could do well? Some find an opportunity when an emergency makes a local club or county committee look beyond parents. Others find a supporting role through buying pizza's or plat books, but how many others are there who would help but don't see that they have an entree to 4-H?

In Addition to Asking. Usually when people consider volunteering they need certain kinds of information:

1. How much time might it involve?
2. For how long (a very few people are interested in committing themselves indefinitely)?

3. When is the time needed? Can I fit it in around work, home, and community commitments I already have?
4. What specifically will I be expected to do?
5. What backup and support will I have?

The person asking the individual needs either to have answers to these questions, or someone from the steering committee needs to get to the prospective volunteer soon after the first contact is made. People need to know what the task involves. Once they are comfortable with the program or project, they may take on more if they are needed; but they want the option rather than committing themselves blindly to someone who doesn't seem to know very much about what will be done other than that volunteers are needed.

Reaching the People Who Know. As an Extension agent attempts to build a new group of volunteers, he or she needs to know people throughout the county. In most counties, it is impossible to know everyone well enough to know how each person would fit in a new volunteer program. Therefore, agents need to know the people who know other people in each community. The someone contacted needs to be knowledgeable about people's interests, skills, and life situations (both time demands, and social-political relationships, such as whose "nose will be out of joint" if someone else is asked, and what are the consequences of that person's displeasure) and also have some understanding of the kind of volunteer roles and tasks which need to be filled. Sometimes this community knowledgeable is in a visible leadership position--an elected official, a member of the Extension Council. Sometimes not. Sometimes it is a very social person who enjoys people and knows a good deal about them.

Who Locates People? Who Asks? After potential volunteers are identified, someone has to follow up on the "leads" and ask people to take part. Sometimes the person who knows is also in the position of asking the volunteer.

"Gee, that sounds like something my brother-in-law might be willing to do. Let me ask him."

"I think maybe my next door neighbor might be good at that, and it would be good for her to get out more. Let me see what she says."

Often community knowledgeable want someone directly related to the program to do the official asking. If they see the persons they've suggested or if they really want to see them involved in the program, they may contact them and alert them. But the invitation usually has to come from someone connected with the program.

The lead might be followed up by letter. "Someone has suggested that you might be interested in helping with the _____ program. We need people to _____. Please call me at _____ and let's talk about it."

But it usually is more effective if the invitation comes at least by phone. And if it is really important to get a particular person involved; it is worth the time for someone to talk to him or her face-to-face. Agents usually cannot take the time to find and talk to every volunteer in a large program. However, agents can choose a core group who then each build a small team with which to work.

Finding volunteers to work with 4-H is sometimes a problem, but if a 4-H alumnus in each community is asked to be alert to people who might be good in certain volunteer roles in the 4-H program, the agent's or the 4-H Executive Board's work is cut considerably.

Remember You are Offering an Opportunity Rather than Begging a Favor. Those who are enlisting others as volunteers need to have a strong positive feeling both about the need for and value of the particular program and roles they are attempting to fill and an understanding of the many ways people benefit through volunteering. They may need to be reminded of the findings from the volunteer study which show that most people feel they gain a great deal from a good volunteer experience.

The person asking needs to respect the person who is being asked to volunteer and to be aware that that person will think he or she is very busy. They have to understand that some people will have to say "no" at a particular time but after the home or work situation clears up may be available to help with some other program or activity.

How Much Interest is There in Volunteering. In a recent small study of interest in learning about Home and Family, more than 1,000 people were asked how likely they would be to volunteer in three different roles related to home and family areas. Two samples were cross-sectional samples drawn by the Survey Research Laboratory: 103 women and 75 men. The third sample was composed of more than 900 women viewed as potential Homemaker Club members who were interviewed by Extension Homemakers across the state.

The average percentages from the three samples who said they was "quite" or "very" likely to volunteer in the three ways asked about were quite small.

**Percent in the Wisconsin Survey Saying I Was
"Quite" or "Very" Likely They Would Volunteer**

| | |
|--|-----|
| to work on a project such as changing a law or developing a child care facility | 27% |
| to take training to be a volunteer who others could call if they had questions | 11% |
| to take training and teach projects to others | 9% |

Almost three times as many respondents indicated a likelihood of working on a project than working in a teaching role. Men were about as likely to see themselves volunteering related to home and family areas as were women.

The percentages represent the group which is most likely to come forth if the right call reaches them. They already are somewhat committed to volunteering if the right opportunity comes along. Nine and 11% look like a small percentage. However, it is encouraging if you think of it as follows:

- Out of every ten people you see on the street, there is the likelihood that at least one might be attracted to volunteering in your program.
- If there are 10,000 adults in your county, 10% means that at least 1,000 people may be interested in volunteering. That is a sizeable number for a Master Volunteer program or a speaker's bureau or as lay teachers.

Response to a survey does not mean that people will actually act upon their inclinations. Those wanting to attract them need to use finesse. The survey simply gives some feeling of the number of people that may need to be asked before you are able to put a team together for a particular program.

In each instance, another 25% or so responded "somewhat likely". This is the group where the approach has to be right. They are more reluctant either because they are very busy and are having to be selective, or they are underconfident, or they are new to volunteering and not sure they will like it.

There is likely to be some variation in the percentage interested according to the topic. When responses in terms of serving as a volunteer were examined in relation to how those individuals had responded in terms of really wanting to learn about the topic., the percent of those who wanted to learn about a topic and were willing to work on a project ranged from 5% of those who wanted to learn about managing finances to 16% of those who wanted to learn about being a better consumer. The range in terms of being a volunteer who answered questions ranged from 1% of those who had wanted to learn more about homemaking skills to 5% of those who wanted to learn more about laws affecting families. The range in terms of giving a presentation ranged from 2% interested in learning more about homemaking skills to 5% in other topic areas.

Establishing a Clear Organizational Structure

High priority programs usually need considerable concentration of person power. The more people effectively involved in a volunteer role, the more support for the program, the more people reached, the larger and stronger the educational program developed, and the more attention the program will generate in the county.

An Extension agent may be used to working closely with a few hand-picked volunteers and may feel threatened by developing an approach to a problem which involves 200 or 300 volunteers. (Think about the thousands of volunteers who work smoothly whenever a city hosts the Olympics).

Coordinating the work of volunteers and concentrating their enthusiasm, energy, and talents to secure maximum results needs:

1. Volunteers who are able to coordinate other volunteers--teach them, coach and support them, and generally keep them on target. An important step in any major program effort is for the agent to find these key people and help them fill this special role. Look for people who have a comfortable personality, understand and are committed to the program, have the special abilities needed to coordinate, teach, coach, and support others.

The agent will need to coach this "leadership team" at the beginning and keep in touch with them frequently, but then much of the coordination work will be done by them.

2. An overall design through which everyone knows what everyone else is doing. This involves:
 - a. a chart or plan on paper where people can visibly see what teams are working on what and who belongs in each team, committee, or sphere of information.
 - b. identifying connections and overlap. It also means identifying sequences of tasks and deadlines when two or more people or groups have separate tasks which need to fit together.

This sometimes takes the form of a chart in which the areas of mutual interest between two teams are identified and the deadlines which each is working on are identified. A simple example is that one team is bringing borrowed chairs to a building for a large meeting. Another team is setting those chairs up and arranging the room. These two teams need to know the hour that the chairs will be at the meeting place so the second team doesn't have to waste time waiting for the first. Both will need to know whether the first team is also supposed to find and bring more tables.

- c. a system of communication which works for the particular group.

In some instances, the agent and key volunteers (committee chairs, team leaders, coordinators, or persons in charge of areas) may all see each other at some regular community location such as Kiwanis, church, or a Friday night dance and thus can establish an informal network of updating each other.

Some prefer short formal meetings where each can report to the others; and potential problems can be worked out. A telephone chain may work better in other instances. Some may prefer brief written reports. However, this may be the least effective.

The agent has to remember that he or she isn't the only one that needs to know what has been done. Each person in a key spot needs to know when each step is completed and any changes that need to be made in the original plan.

Even when the activity involves a very small team of four or five people and communication is very informal, the team still needs to talk a plan through and decide who does what by when. That plan needs to be captured in writing because even four or five people can interpret things differently or can forget.

In Conclusion. Developing a new team of volunteers to work on a priority program has its advantages in that you may be starting fresh with new people. However, to keep new volunteers willing to work with Extension again, good organization is needed. That organization can be supplied either by skilled volunteers or by the Extension agent. In both instances, the Extension agent must be able to provide support through showing enthusiasm for the program and appreciation of each volunteer.

CHAPTER 17

ESTABLISHING A POSITIVE CLIMATE

This chapter looks at ways of retaining volunteers by establishing a positive climate:

1. Coordination--balancing the "E's."
3. Matching tasks and people.
4. Helping volunteers take more responsibility.
5. Manager? Coach? Partner?
6. Being creative.
7. Transformational and transactional Leadership.

It is easy to give general recommendations. It is harder to come up with specific suggestions which are meaningful. Volunteer programs range from a team of one or two people working closely with the Extension agents to teams of three and four hundred working on large events or on a program which reaches every corner of the county. However, Chapters 16, 17, and 18 address some of the specific questions and problems that key volunteers are most likely to be concerned about. The content was developed by study staff and colleagues after reflecting upon experiences with the study and how those experiences relate to recent program experiences. For the most part, they are written from the philosophical base of enhancing partnerships and empowering volunteers.

Although the first step is attracting volunteers and getting people to say they will help, the second step is making them want to continue. The climate of the volunteer activity is extremely important. It takes a really dedicated person to continue as a volunteer in a program if he or she 1) doesn't enjoy the activity or 2) doesn't respect the person coordinating the activity or 3) doesn't see that anything is being accomplished. On the other hand, the person who only expects to give a few hours but who 1) enjoys the work and the people involved 2) finds the person who is coordinating the activity is empowering the volunteers and helping them do things better than they thought they could and 3) sees how other people are benefiting from the work will find themselves willing to spend many more hours volunteering with that particular program.

Key volunteers often are committee chairs, coordinate task forces, serve on planning committee, and are in a variety of positions which can establish that climate. The volunteer who guides and coordinates other volunteers has to think of those volunteers as well as the task to be done. It's often the little things, remembering to say a word or two to each person, being thoughtful about working time and fatigue, and being able to communicate a clear vision of what is to be done and why it is to be done, that make volunteers feel pleased to be part of the team.

The key volunteer "bridges" between the action volunteers and the Extension agent and as such needs to complement the Extension agent. A harried and withdrawn agent who has difficulty remembering names and people needs a key volunteer who can keep him or her in touch. On the other hand, a warm and outgoing agent may do a great job keeping volunteers feeling good, but may need a key volunteer who is a good manager.

The first four sections written by IVE staff discuss the importance of three E's in the climate within which volunteers work, suggest the importance of matching tasks and roles, give some suggestions about helping volunteers take more responsibility and challenge the traditional view of "managing" volunteers. The section on helping volunteers take more responsibility was written after interviewing Wisconsin Agricultural Agents who were starting Quality Milk Councils. The last two sections, written by Lorna Miller of the UW-Madison Department of Rural Sociology point to the importance of creativity and contrast three leadership styles.

COORDINATION -- BALANCING THE E's IN VOLUNTEER PROGRAMS

The national study of volunteerism in Extension made the following recommendation:

Design programs which maximize the benefits from the time invested. Balance the three "E's"--effectiveness, efficiency, and enjoyment.

The findings imply that all three are important to volunteers and to Extension.

Effectiveness - accomplishing something which is important and valuable.

Extension is concerned about having effective programs. Volunteers are also concerned that the effort they are investing is accomplishing something important and valuable to others. The feeling of helping others was one of the most frequently cited gains from serving as a volunteer.

Efficiency - getting the most from the time and energy invested.

Time and energy are limited both on the part of volunteers and Extension personnel. Neither wants to waste resources. Both want things to function smoothly.

Enjoyment - liking what they are doing and who they are doing it with.

Enjoyment is especially important when people are volunteers. A person has to be really dedicated to a clientele or a program to continue if they don't like what they are doing or don't enjoy the people with whom they are working. Volunteers indicated that making new friends was one of the most frequent benefits of volunteering.

Let's look at each of these three aspects of a volunteer activity and then explore how to balance them.

Keeping a Feeling of Effectiveness in the Foreground

Monitoring effectiveness is important throughout the activity and not just at the end. There are at least four aspects of "effectiveness" which need to be built in to program operations:

Value--volunteers need to understand what the program should be accomplishing.

Progress--what has been accomplished so far.

What constitutes effectiveness--how "good work" is defined in this particular setting.

Troubleshooting--identifying and minimizing factors which lessen effectiveness.

Value

Most volunteers want to know that they are investing their time in something that is important and that will really help others. The national survey of Extension volunteers found that one of the most frequently indicated gains was the feeling of really helping others.

Many volunteers want to understand:

- a. the reasons for the particular program;
- b. what they are working together to accomplish;
- c. what those accomplishments will mean to other people;
- d. why those accomplishments are important to communities;
- e. how their particular roles and tasks are important in the program.

They may not want to hear the same kind of wording one would use to a campus Dean, but they want a good understanding of why they are doing what they are doing and what the value of the effort is supposed to be.

Defending Their Choice to Others. Volunteers want to change a vague feeling about importance and value or the fact that they are needed into an answer they can give when a friend says, "Why can't you go fishing with me tomorrow? You're just doing something that anyone else could do down at the Extension office. Why is it so all-fired important?" They want to be able to come back with a clear explanation of the value of their efforts that other people will understand and respect.

And, if the friend presses, they need to be able to deal with the question of, "But what good will all that do?" They want to be able to know that what they are working on really will do good for someone.

Don't Assume. Don't assume that just because you know how serious a problem is and the kinds of effects the program can produce that all volunteers have the same automatic understanding. Sometimes it seems that an explanation is redundant or, sometimes, as professionals we think that printed goals are self-explanatory and don't need to be restated orally. Sometimes we assume people can see value from brief statements of the program's purpose. Don't count on it. Take time to talk about the importance and potential value of the program.

If the project covers a long span of time, they may need to be reminded of these particular points a few times during the course of the activity. When the going gets tough or things become routine, it is easy to forget that the little tasks need to be done well to accomplish the overall important goals of the program.

Someone Has to Continually Show Belief in the Importance of the Work. In most volunteer projects, there needs to be someone who always demonstrates enthusiasm for the project and the sense that what is being done is very important. This is often a characteristic of a charismatic leader. Such a leader is able to project his or her beliefs and enthusiasm so that others work long hours at hard tasks because they believe their work is important. Some agents and/or volunteers who direct projects have that natural enthusiasm and "dream" which clearly show others the value of the work; others don't have this quality within themselves and need to add someone else to their team who can provide this continuing feeling of importance.

Even the Smallest Task Is Important. In addition to understanding the value of the program, volunteers often need to be reminded of the contribution and importance of their particular role. Even the person who stuffs envelopes needs to be reminded of what is being accomplished because he or she has taken the time to do the very mundane task of putting letters into envelopes. Usually you will be able to say how each task/role fits into and makes an important contribution to the overall goal. (If you can't show its importance, perhaps the particular task or role isn't really needed). But at times, you may need to refer to the nursery rhyme which tells about how for want of a nail in a horse's shoe a battle was lost.

Little Things Mean a Lot. Sometimes little actions, like making sure that all of the volunteers are aware of a "compliment" or a positive comment that some observer has made about the project or their work, make a big difference. Sometimes it is just taking time to point out to a volunteer when some action on his or her part has been especially helpful.

Progress

"We are making great progress. Just look at what's been done so far!" are sweet words to volunteers who are becoming bored with their tasks or tired from working extra hours. Some people err in thinking that the effects are something we don't talk about until after all of the work has been done. They forget the psychological value of seeing progress. Assessments of achievement at stages in a program are important in helping volunteers feel comfortable with what they achieved and to know that others view the work to date as being effective and valuable.

Progress Reports. Progress reports are often thought of as tools in achieving effectiveness and in being efficient, but have you thought about the underlying psychological role that they play? In addition to keeping things moving smoothly, they help people see beyond the hours of work to the accomplishments of those hours. They help a team that is working hard with the "top of the mountain" still a long way off to look down the slope and see how far their work has come.

Identifying Progress Points. But before someone can help others recognize the amount of progress which has occurred, he or she has to be able to see that progress. The person who is able to divide a big task into small steps and stages and see how these steps and stages fit together to accomplish the larger whole is in a good position to show others that progress has been made.

Just as a large thermometer to register dollars in a fund drive helps fund raisers see progress, sometimes a shared visual or checkoff list that shows progress is being achieved helps promote the sense that we are getting important things done.

Effective Performance

As a volunteer moving into something new, have you ever wondered if you were doing what you were supposed to do? Most of us want to feel that we are meeting expectations and that others see us as being effective in the tasks that we are doing. It is important that volunteers be helped to define effectiveness in individual tasks in a non-threatening way. It is also important that they receive feedback from others which indicates that they are thought to be effective. Or if there is a problem, it is important that someone helps them straighten it out.

Effective Interaction with Clientele. A very special part of effectiveness is helping those volunteers who work directly with clientele define what constitutes effectiveness and what influences effectiveness.

Suppose that the volunteer's responsibility is helping people get information they need related to real life activities. The volunteer's role is to stimulate questions and answer those questions. Almost all of the volunteers interviewed in the national study said that they shared information on a one-to-one basis. So the volunteer might be a Master Volunteer answering a telephoned question or staffing a booth in a shopping mall, or might be key farmers responding to informal questions from their neighbors, or might be 4-H key leaders responding to questions from other 4-H leaders.

How much attention should be given to the following in determining whether a volunteer is effective in one-to-one sharing?

- accurate information provided.
- client feels satisfied.
- client feels that the question was understood and that he or she understands the answer.
- assurance that the client understands the problem and is asking the right question.
- probability that the client understands the answer and what should be done.
- likelihood that the client will put the information into action the right way.
- client feels encouraged to keep up good work or is stimulated to seek more information and make a change if it is obvious that he or she is on the wrong track.
- client feels more confident that he or she can apply the information and do it well.

These are only a few of the qualities which people might argue should be considered in determining whether a volunteer is effective in sharing information through answering questions.

If the nature of effectiveness isn't discussed, some volunteers will never realize that its not enough just to provide the information that is required. They will not realize that it takes real skill to be sure that the information really fits the situation and that the questioner has gained enough understanding and encouragement that he or she will probably act on the information.

Effective interaction which results in desired affect. What quality does a volunteer need to put into the interaction with the client to influence effectiveness? In other words, what are the qualities of effective performance on the part of volunteers which usually lead to the desired effects with the client? It might be well to get volunteers role-playing and discussing what they appreciate when they ask someone else for information. The discussion might identify some of the following characteristics of volunteer effectiveness:

- listening carefully;
- showing interest in what the person is asking;

- asking questions until the volunteer really feels that both he or she and the client understand the problem;
- setting a climate through tone of voice (and, if face-to-face, through facial expression and body English);
- implying "that's a good question" rather than "everyone knows that, you dummy";
- avoiding sounding like a "know it all" and condescending to share information with others;
- being encouraging but not directive;
- taking the amount of time needed but not wasting time (for example, knowing how to get ramblers to the point without hurting their feelings);
- not showing impatience;
- knowing how to laugh with a person not at them when some funny slip occurs;
- using personal experience effectively to reassure or illustrate without dominating.

Life experiences have helped some volunteers to develop effective techniques without even thinking about them. Other volunteers will have no idea how they convey attitudes through their voice and facial expressions that may block a person's using the information.

The above example gives details on one kind of volunteer-client interaction. Similar analysis and definition may need to be made for other kinds of interaction, for example, when volunteers are teaching groups or overseeing work activities.

Often discussion is a more effective way of helping volunteers understand the dimensions of effectiveness than is a lecture. Videotaping may help create realism both as a trigger to start a discussion and then, later, as an aid to analyzing their own performance.

Trouble shooting. Another important element in maintaining effectiveness is being alert to blocks, barriers, and internal problems which minimize a feeling of effectiveness and may hinder the actual effectiveness of the whole effort. Volunteers and agents have to be sensitive to those factors or situations which minimize the effectiveness of an effort and try to counteract them.

Keeping Volunteer Activities Efficient

Volunteers like to be part of something which works smoothly with a minimum of effort on everyone's part. There are many suggestions in the literature on how to increase efficiency.

- The last chapter emphasized the importance of **organizational structure and flow charts showing which tasks affect which other tasks and where divisions of work and deadlines need to be agreed upon.**
- Use **job descriptions** so that the particular tasks expected from a specific volunteer role are clearly defined and agreed upon by the volunteer who is carrying out the tasks and with the agency or others who will be involved.
- Provide a copy of an **agenda** for a meeting in advance so that more people will have their thoughts in order and be able to enter into discussion more rapidly.
- Follow some form of **parliamentary procedure** when a meeting is in process rather than letting it dissolve into many little discussions with no sense of community or order.
- **Start meetings on time and have an agreed upon stopping time.** One of the small banes in a volunteer's life is rushing to get to a meeting and then having to sit around for half an hour before it finally gets started.
- Have a **communication system** so that people are aware when they need to communicate to others and the most effective way of doing so. For example, some groups may want to provide the County Extension Office with a telephone answering system so that volunteers can call in and leave messages when the office isn't open or a particular agent isn't available. This becomes especially timesaving if the telephone lines to the Extension office are often busy during office hours.

- Delegate, and make **delegation of work and responsibility** clear and understood by everyone. Don't keep people hanging around waiting to ask a question because only one person can answer it, and many people have questions all at once.

Clear Instructions. When a task is complex, someone needs to have figured it out in advance and worked out a set of directions which others can review, see if they should be amended, and then follow. Wherever possible, someone should have developed a plan before people start to work. It is annoying to "cool your heels" while the person in charge is still thinking things through. It is also annoying to have to stop and restart two or three times because insufficient thought was given to problems, barriers, and consequences.

If the strategy is one of a team thinking things through together, both the leader and every volunteer needs to be aware of and accept that strategy and be prepared to do their part. If not, if one person or a small core is responsible for working out details, the thinking things through should be done in advance wherever possible.

There is a long list of specific things which can add to the efficiency of a volunteer program. However, many of them are basically similar in that they are procedures which help give "order" to heterogeneous groups of people working on complex and interlocked tasks.

Many people associate efficiency with "order", good preparation, and moving smoothly ahead. Being alert to where disorder is likely to occur and being prepared helps to increase the efficiency of an operation. Although those in charge have special responsibilities for "order" and "efficiency," perhaps these concepts need to be discussed with the total volunteer force so that their view of importance and reaction to various procedures introduced to increase the feeling of order can be secured and taken into account.

Building Enjoyment into Volunteer Activities

Perhaps the least has been written about maintaining enjoyment in volunteer activities, and yet it is this element which both strongly influences effectiveness and keeps volunteers continuing to serve.

Reinforcing the Positive. What helps a volunteer enjoy an activity?

- for some, a sense of orderliness and efficiency increases enjoyment.
- for some, there is clear evidence of effectiveness such as the pleasure of seeing joy on someone's face because of a volunteer's effort or knowing how excited and pleased someone was because the volunteer helped them solve a problem or start thinking about something they hadn't thought of before.
- for some, it comes from knowing they have gained in skill and knowledge,
- for many, enjoyment comes from people relationships.

Setting a Congenial Climate. Enjoyment is influenced by human contacts and in the humanness which is embedded in the volunteer situation:

- Use smiles and call people by the name or nickname they prefer to be called. Most prefer being on a first name basis. However, a few may prefer to be called Mr., Mrs., Miss, or Ms.
- Give each person full attention and respect by encouraging them to share ideas and listening to what they want to say.
- Show that someone else is sincerely interested in them.
- Use a touch of humor. (Don't waste half an hour telling stale jokes, but, as appropriate, insert "one-liners" which aren't put-downs or offensive).
- Provide an opportunity to talk with others as they work without a coordinator frowning and being concerned about waste of time.

- Arrange for appropriate food and drink during rest breaks.
- Hold mini-celebrations for tough tasks done or work completed.
- Encourage people to take a real interest in other people's well-being.
- Develop a feeling of esprit de corps, a sense of belonging to a group where everyone is equally important.
- Minimize "moodiness" on the part of key people. The moods of a team leader or other central person, when allowed to show, can affect the whole crew. Irritability may have the most effect, but evidence of sadness or a key person being worried or ill can distract volunteers from the task at hand because they care about the key person.

Eliminating Negatives. Part of establishing a good climate is being alert to emerging problems between people and finding ways of dealing with them. Some need to be dealt with promptly; others need to be left alone to disappear by themselves. The key individuals working with volunteers need to monitor and make decisions about when to deal with an emerging problem and the kind of action to be taken. Some situations are:

- dealing with a volunteer who bothers other volunteers (i.e., talks too much, deliberately pesters, is insensitive to people with other value systems or cultural backgrounds);
- dealing with two people bent on filling the same leadership role ("noses out of joint," hurt feelings, two views of what should be done);
- dealing with people who make commitments and don't keep them;
- dealing with the well-meaning person who has taken on a task or role without the time or ability to complete that task or role well.

Incidents like these are likely to crop up unexpectedly in any volunteer program. Agents and key volunteers who have both wisdom and experience are able to draw on their resources to come up with the right answer. Others may want to consider eventualities and discuss possible actions with others.

Remember, that regardless of how annoying a person's behavior is, he or she still is a person and a volunteer and needs to be understood and dealt with in a way that is fair both to the other volunteers and to him or herself.

Providing "Perks" Uniformly. Some would say that some of the perquisites (perks) in the list below are necessities. Others would consider them luxuries. Regardless of how they are viewed, volunteers enjoy appropriate "perks," and all volunteers need to be treated equally in regard to "perks" such as:

- Sufficient space to do good work. This is important if the work is active and it is being done at the Extension office or some other public building. Each volunteer needs appropriate space to do good work. Some tasks need quiet. Others need "spreading out" room.
- A safe place to leave things. In particular, women who are involved in active activities need safe places to leave purses. Everyone needs a safe place to put an umbrella and/or coat.
- Volunteers who work frequently from the same room or building appreciate at least a part of a shelf or a desk drawer which they can consider their own. Ideally, volunteers who serve from the Extension office or a community building should at least be able to share one desk among two or three volunteers.
- Paper, pencils, pens, and other minimal equipment needed to complete the work.
- Supplies for demonstrations or a prior agreement that the volunteer will secure the supplies.

- Special identification--title, name badge, name of the volunteer position listed in news releases. Sometimes volunteers like sun visors, jackets, or other clothing which visibly tell the public that they are on duty and acting in a particular volunteer role.
- Special opportunities to learn and develop new skills, opportunities to take on new challenges.
- Opportunities to be in on new things. People like to know things ahead of other people. Sometimes casually sharing something "new" from a completely different program gives volunteers a feeling of being an "insider."
- Spontaneous words of appreciation, praise, or recognition of something especially well done or something tough that the person has survived successfully.

Striking a Balance

Much of the literature of volunteerism stresses good management. It is based on an assumption that efficiency results in effectiveness. Much of the literature on management of volunteer programs is transferred from the world of employer/employee and views volunteers as being similar to employees. If it considers enjoyment at all, it may assume that all people enjoy things which are highly efficient. In the world of employment, it is easy to assume that if people are being paid, the extent to which they enjoy their work is of only moderate importance and not management's responsibility.

However, volunteer and paid staff relationships are different. Most volunteers continue to volunteer with a particular program because they enjoy most of their experiences with that program. Thus, those working with volunteer programs are challenged to find the best balance among the three key elements. That may involve some tradeoffs. Balance is often needed throughout activities.

Let's look at an example. Here are three ways that a committee meeting might start. To which one would a majority of volunteers respond best?

Scenario one. The Agent/chair says, "Welcome. Today we will be reviewing what each team has been able to get done. Our agenda for today is as follows.....Will you please address yourself to the first order of business.

Scenario two. The Agent/chair says, "Welcome. We have an especially interesting agenda today in that we will be seeing what's been completed so far. I'm aware that most of you have faced some difficulties and overcome them nobly. But before we get to the first item on the agenda, let's take a minute and each share something especially important that has happened in our life recently."

Scenario three. No formal call to order, everyone starts talking together about things which have been happening in their life and the agent/chair is listening, or is talking a good deal about a new grandchild. Finally someone says, "Let's get this show on the road."

The first scenario is most efficient. The third is most human. The second balances efficiency and enjoyment.

Or take the example of how a committee reports to the chair or Agent. The busy person may find written reports most efficient because the notes are there at hand and can be reviewed if necessary; the chair/Agent can read a report more rapidly than listen to it; it can be read whenever the chair/Agent can fit it into his or her schedule. On the other hand, the person presenting the report never knows that the chair/Agent even read it. There is very little human interaction involved. Discussion and sharing is difficult via paper.

Sometimes efficiency can block effectiveness. Assume, for example, that a volunteer coordinator insists that any volunteer answering the telephone must learn the caller's name and get a precise definition of the problem before giving any information. Such a procedure introduces orderliness, helps the volunteer get a good diagnosis, and appears to be a very efficient procedure. But what does the volunteer do when the caller isn't willing to cooperate, becomes quite angry about it, and hangs up. The program has been ineffective in this particular instance.

In Conclusion

There are many things to be considered in establishing a good working situation for a volunteer. It is not easy for people to work together as a team. People differ in their needs. Both paid staff and volunteers need to recognize that each individual needs to get a maximum feeling of effectiveness (both personal and group), efficiency, and enjoyment in a volunteer situation. These three are not achieved automatically but take thought, planning, and consideration of individuals as individuals.

VOLUNTEER TASKS

Every successful program involves a variety of specific tasks. For the purpose of this chapter, *a task is a specific definable activity which can be separated out but is essential to some overall program or project.* For example, the activity of preparing and mailing a newsletter to clientele involves a good many specific tasks from deciding upon content through putting the completed newsletters into the mail.

Sometimes key volunteers carry out all of the tasks themselves. Sometimes they share some or all of the tasks with volunteers. Some agents make a mental division between their activities which they consider volunteer programs and other activities which they consider their own programs. It is easier for such agents to see involving volunteers in a variety of tasks in volunteer programs than it is for them to think of involving volunteers in specific tasks in something they consider to be their own program. For example, if the newsletter used in the previous example were a newsletter put out by the Extension Homemakers Executive Board, it would be fairly easy to view the various tasks as appropriately carried out by volunteers. On the other hand, if it were a newsletter which focused on the latest research and was designed for a specific clientele, one would be less likely to think of asking volunteers to take on some of the same tasks.

That may be a misleading distinction. Although some programs involve large numbers of volunteers, the use of one or two special volunteers can be very helpful in the kind of programming which agents usually consider their own "solo" programs.

This section:

- looks at some of the specific tasks which are needed in most programs, whether the program primarily involves volunteers or is primarily an agent conducted program.
- selects and discusses a few of those tasks in more detail.
- presents some basic assumptions about volunteer ability.
- identifies advantages and disadvantages of working with volunteers.
- suggests an approach to analyzing tasks and recruiting volunteers.

Kinds of Tasks

Tasks can be sorted in many ways. For the purposes of illustrating various kinds of tasks, we will divide them into tasks which:

- are general rather than program specific;
- directly involve teaching or extending information;
- support a specific program.

General Tasks. There are a few tasks which are general and not program specific. Examples of such tasks include:

- keeping bulletin racks full and neat;
- maintaining an inventory of current bulletins;
- maintaining an interesting bulletin board or display near the Extension office;
- developing general promotional materials for the Extension office--signs, flyers, video spots.
- developing a once or twice-a-year privately published newspaper which includes all Extension volunteer programs;
- serving on an overall Extension Advisory Council;
- assisting with need analysis or evaluation studies which cover more than one program.

As you read the first few items on the list, you may have automatically thought, but that's the job of our secretary. That is fine if your office has plenty of secretarial support. However, in some Extension offices the secretary is more overburdened than the agents, and volunteer help within the office may be as important as volunteer help which directly assists with specific programs.

Teaching/Extending Information to Other People. Extension is unique in relation to most other agencies and institutions that work with volunteers in that the greatest share of Extension tasks either involve teaching others or sharing Extension information with others. (There isn't a great deal of difference in those two functions. However, some volunteers are more comfortable in thinking of themselves as sharing information rather than teaching).

Examples of teaching/information dissemination tasks include:

- on a one-to-one basis answering specific questions by phone;
- on a one-to-one basis in a face-to-face situation;
- conducting and discussing demonstrations;
- by informally sharing information with friends, neighbors, and people in social situations as the opportunity arises;
- in a group setting;
- through exhibits and displays;
- through media presentations;
- teaching other volunteers how to teach.

Dealing with specific questions. Planned one-to-one teaching can range from several Master Volunteers manning a telephone on a shared basis to a retired Extension agent or especially knowledgeable Extension cooperator covering the phones while the current agent is away on vacation. The task can range from volunteers who cover simple questions across the full range of a program to specially selected professional experts who, on a voluntary basis, deal with the questions which are beyond the background of the Extension agent.

Demonstrations. A Master Gardener program in New Mexico had a special day-long program where several of the gardeners presented short, individual demonstrations.

Informal sharing. This activity can range from planned activities like asking each person at a meeting to take a fact sheet to someone else and explain its importance to providing opinion leaders in each neighborhood with a packet of Extension reference bulletins so that they are better prepared to answer their neighbors questions (for example, the latest bulletins on pesticides and seed varieties).

The national study of volunteerism found that volunteers were most likely to share information with one or two others and were least likely to train other volunteers to teach. Agents, on the other hand, were more likely to think of volunteers as teaching than as sharing information on a one-to-one basis. Agents may have been thinking primarily of assigned tasks, while volunteers may have indicated what they do regardless of whether it is an assigned task.

Group teaching. The activity ranges from giving testimony to one's own experiences on a panel at an Extension meeting to arranging and giving a full training meeting to a group in one's own neighborhood.

Exhibits and displays. Such displays can be used in a variety of ways in a variety of locations. The size can range from a small open notebook that can be set up on any table to large displays for tents or sheds. Booths and action displays can be especially effective. Preparing exhibits and displays involve several specific tasks and different skills. Some volunteers are excellent at planning. Others are excellent at the cutting, sawing, nailing, painting, etc., involved in preparing the display.

Media presentations. They can be used one time only such as an untaped live radio or television presentation, or they can be taped and used several times. Whether it is a series of taped messages designed to help people increase their understanding or change an attitude or whether they are videotapes, such presentations provide teaching materials which help others learn at their own pace and the time of day that is convenient to them. Volunteers are doing fine work in planning and producing such materials in cooperation with Extension.

Teaching Others How to Teach. It is no longer necessary for an Extension agent to directly train every volunteer. Experienced volunteers can do an excellent job not only teaching others but modeling how others should teach clientele. In addition, volunteers who become skilled in planning booths and exhibits, using video equipment, or in scripting audio programs can also help other volunteers build similar talents.

Supporting Programs In addition to the tasks directly involved in dealing with clientele and helping them secure and use information, there are many, many tasks which volunteers can perform that prepare for and support that teaching. Those tasks can be clustered in a variety of ways. Examples of such tasks include:

Providing a setting for education

- Coordinating educational events
- Working on community projects

Carrying out specific tasks related to a program

- Needs Assessment
- Program Planning
- Arranging for speakers and supplies
- Promotion
- Recruitment
- Evaluation
- Office Assistance
- Supervising/guiding other volunteers

Other support tasks

- Providing funds/facilities, supplies
- Preparing program materials
- Maintaining communication channels as an officer
- Serving on advisory groups
- Parking cars
- Providing first aid
- Providing food service
- Preparing reports

Providing a Setting for Education. Either the teacher has to go to people individually (which is very time consuming) or some way has to be devised to bring people to the teachers. Well-designed and coordinated educational events, whether they are tours, demonstration days, special fairs or shows, or other special events designed to catch the attention of the public, focus attention on the topic and draw people. Community projects demonstrate how information/education can be put into practice to benefit a community. Both projects and events are a lot of work and involve a good many separate tasks which need to be well-coordinated. Volunteers with management talent often enjoy working on these special events and community projects.

Specific Program Activities. Volunteers can be involved with any of the specific tasks involved in making a program or project a success. Two which are least frequently thought of include:

- Promotion/recruitment--the one suggestion for improving Extension programs which was given most frequently in interviews in 12 counties across the United States was that more needed to be done to make people aware of Extension programs. This can be a very important task for volunteers. Promotion takes at least two forms--impersonal and personal. Impersonal means include designing and distributing posters and flyers, preparing news releases, etc. Personal means include calling people and inviting them to meetings, announcing future meetings at other events, and encouraging people to take part.
- Evaluation--too often evaluation is thought of only as something which should be done by professionals. Volunteers have a stake in the program also and can carry out all of the work of an evaluation with the help and guidance of an agent.

Other Support Tasks. In addition to specific program functions, there are a variety of other support tasks which help make a particular project or program a success.

- Supplies, equipment, places--it is too easy to forget that some people are willing to provide supplies and equipment even though they do not themselves take part. Such supplies, equipment, locations for demonstrations and meetings are extremely important. Just as it is important to ask people to volunteer, so it is important to ask people to donate.
- Preparing educational materials--putting together the right group of samples, finding the example of a stunted ear of corn, taking the pictures for a slide series, preparing materials for a demonstration: all of these kinds of activities take agents' time. Volunteers can be very helpful if they are brought in as partners.

Skill in involving the right volunteers at the right times can make the difference between a mediocre program which reaches 50 people with only moderate impact and a program which reaches 500 people with tremendous impact.

Underlying Assumptions

The list of tasks is based on the following assumptions.

- You will attempt to match the best possible volunteer with the task that needs to be done. At the same time, you will try not to overwork a few volunteers or to underuse the skills and talents of those who have special abilities.
- Some of the tasks outlined in the previous pages require special background knowledge, skill, or interest on the part of the volunteer.
- Basically, in most counties there is at least one potential volunteer able to do each of the programming tasks as well or better than an Extension agent can.
- However, few volunteers have the time and energy to take on many of the tasks for a long period of time.
- If those tasks are organized in such a way that the volunteer can fit them into his or her schedule, he or she is going to be willing to help.
- Effective involvement of volunteers in specialized tasks requires developing a pool and reference list of people with special abilities, talents, and interests, with notes concerning the amount of time and the timing which is most convenient for them.
- Although you try to match volunteers to tasks, you will not lock them into a particular task if they tire of it or show the ability and interest in changing to other tasks.
- Building and maintaining that pool of specially talented volunteers also means developing a system through which volunteers share their talents and develop "backups" in each task.
- When there does not seem to be a volunteer available with a particular skill, the Extension agent can help a willing volunteer develop needed skills. Skill is built by having the opportunity to use what skill one has and then learning from the experience.
- In most instances, you are not asking a favor but are providing an opportunity for a volunteer to develop or use special skills and abilities.
- Volunteers can be asked as individuals without title and label. However, their assistance should be recognized and good performance complimented.

Disadvantages and Advantages of Arranging for Volunteers to Carryout Tasks

Perhaps you are convinced that you could involve one or more volunteers in helping you get ready for the next meeting you conduct. For example, you could consult someone experienced in

promotion/publicity for new ideas and help in getting people to come to the meeting. You could arrange for someone to prepare the illustrative materials or demonstrations which would bring the lecture to life before people's eyes. You could involve volunteers in preparing coffee and cookies to provide the setting for an informal discussion after the meeting. You could line up someone to tabulate the end of session evaluation sheets.

But will you? What are the disadvantages and advantages of sharing programming tasks with volunteers?

Disadvantages

- Oftentimes, it may seem like it takes more time to line up the volunteers and get them working than it does to do it yourself.
- Sometimes the volunteer won't do things exactly like you expect, and you will have to adjust.
- It is possible to ask the same few volunteers to do too many things.
- Sometimes your personality and that of a potential volunteer are incompatible.
- You have to plan farther ahead.
- You either have to be able to crystalize and communicate your own thoughts or draw ideas from other people or both.

Advantages

- Involving more people in putting on a program usually results in bigger crowds in attendance. (They tell relatives and friends and their interest is contagious).
- The more closely involved clientele are in teaching others, the more likely they are to heed the information and use it in their own lives.
- You are helping people build their own talents and satisfactions in addition to expanding and improving programs.
- Using volunteers means much more can be prepared and done than one person can possibly handle. A relatively dull 45 minute lecture can be turned into an exciting presentation by the use of volunteer-prepared visuals. A one-meeting program can be turned into a series of news releases, displays in various locations, and hot-line follow-ups with the help of volunteers.
- If you can work well with volunteers and help them to believe in what you are doing, you are building a strong support group.

There are both advantages and disadvantages of involving volunteers in specific programming tasks.

Most of us probably are not strong enough to cope with four or five volunteers doing different things in relation to one of our programs. However, usually we can involve the help of at least one volunteer on at least one of the tasks--probably the task we like least or have the least time to do.

Involving Volunteers on Different Tasks in One Educational Event

Assume that you are working on a major educational event. How should you and a steering group go about setting it up and involving more volunteers?

- First Develop an outline of all of the activities that have to be completed between the start of the program and the final closing of it.
- Second Divide those activities into specific tasks. Identify how each task relates to each other task. What has to get done before something else can be done? What has to be going on at the same time that something else is being done?

- Third Identify the kinds of skill, talent, energy, and interest needed for each task.
- Fourth Determine the number of people needed to carry out that particular task. Determine where they need to be (i.e., all at one place, or two or three in each community).
- Fifth For those tasks where you need specially skilled volunteers, review who you know. Then, think of the people who would be likely to know others in their community, and ask them to suggest people.
- Sixth Ask the volunteer to take on the task. Work out a clear agreement as to starting and ending time and a clear understanding of the task.

Make whatever adjustments are needed. Remember that tasks need to fit the life space of the potential volunteer, both in the amount of time required and the timing of the work. Sometimes a task will need to be divided. At other times, a volunteer may prefer to take on two tasks because they relate closely.

- Seventh Arrange for overall support, supervision, and coordination. Each volunteer should have someone to turn to if he or she runs into a problem or has a question.
- Eighth Take time to check volunteers as they complete their tasks and comment on the work and thank them.

In Conclusion

Absence of volunteer assistance isn't often caused by a lack of volunteers. Usually it is because we haven't realized that a volunteer could be of help and gone out and found someone; or it's because we put our own time, efficiency, and talent above helping others to develop their potential and allowing others to have the satisfaction of doing something well on an important program.

HELPING VOLUNTEERS TAKE A SHARE IN OWNERSHIP

"Why don't they speak up? Why don't they take a more active part in suggesting things? Why do they always wait for me to tell them what to do?" Building partnerships with volunteers whether they be from other agencies or organizations or whether they be individuals acting on their own, involves partners feeling and acting upon a sense of shared ownership of the program. Sometimes, however, we are puzzled because people do not act as though they feel they have that share of ownership.

Establishing shared ownership is more than saying words. It means acting in a way that shows that those words are reality. Although there may be a broad dimension of ownership, shared ownership also involves some very specific interpersonal relations. A small repetitive action can speak louder than hundreds of words.

There may be a variety of reasons, most of which come from the agency setting, that hinder volunteers from acting upon a share of program ownership.

Past Relationships. Volunteers' views of the kind of behavior expected of them stem from their past experiences. Those experiences may have been with you or with some other agency. If the past experience has led them to expect that the agency person expects to retain complete control of a program, most volunteers will be hesitant to challenge that control. If they see changes that might be made or have suggestions for other activities, they will make them very tentatively to the agent for the agent to approve or disapprove.

Key Volunteer Behavior. Volunteers' views of expected behavior is also absorbed by the current signals from the agency person. Volunteers read unintended as well as intended signals. To what extent do you signal them that you want to be in complete control of a particular program? Or do you consistently signal that volunteers are part owners? Unfortunately, we often vacillate and leave volunteers very confused. Signals are given in a variety of ways.

1. **Behavior in relation to ideas and suggestions about the program.** Shared ownership means that all the partners can express their ideas about where the program should be going and how it should be getting there. It is not the sole prerogative of one partner to design the program and to expect others to carry out that design.

Encouraging people to come up with ideas. Can you slow down long enough to give people a fair chance to think something through and come up with ideas? Or do you usually ask for ideas and if none are forthcoming within 20 seconds rush in to present your ideas? Or worse still, do you present your ideas first, and then ask if anyone has any other ideas?

When you are working with an individual or group which isn't used to making suggestions or creating ideas, or when ideas are needed relative to a rather complex problem, do you use techniques which stimulate thinking and create an appropriate environment? Brainstorming and nominal group techniques are frequently used in small groups. When working with just one or two others, you might say--"Let's each take a notecard and list everything we can think of that might work, and then let's share those ideas."

Do you avoid throwing too many problems or parts of problems out at once? It is difficult for people to attend to what someone is saying and also be thinking up new ideas at the same time. Yet some of us are afraid of silence and, rather than creating a pause in discussions so people can think, keep right on talking.

Hearing those ideas. Do you make it very clear that other people's ideas are welcome? Do you give positive feedback that you really have heard and understood the ideas? Or does it look like you are brushing them off? Do you, the chair or whoever is in charge, show some reaction to ideas that are given? Reactions include:

- acknowledging the idea "John, that's a possibility we really need to look into."
- clarifying the idea "Jane, I'm not sure we really understand. What do you mean by....?"
- listing the idea "Put that on the blackboard so we don't forget it."
- enlarging upon the idea "That's a good start. How can we take it further?"

It is most difficult to hear and understand ideas which are drastically different than our own. Usually we have a certain mind set and it takes longer to interpret and value an idea which comes from some different perspective.

Avoiding negative signals. How do you feel when someone begins to frown when you are making a suggestion? The frown probably only means that the listener is concentrating hard or has a slight headache, but the speaker often reads it as a lack of approval or support for the idea. Showing tenseness, slight irritability, frowning, all both keep people from presenting ideas and make it clear that you really don't want to share control with anyone.

Using tact when evaluating ideas. Only a few ideas will be acted upon. Some ideas shouldn't be acted upon. But how do you help a partnership to evaluate ideas? First, do you keep things equal by applying the same evaluation process to the ideas you suggest as well as to the ideas that others suggest? Do you give each idea full attention, or do you rush in--or let the group rush in--with comments, like, "I don't think it will work." "We did that last year." When such comments are appropriate, they need to be carried further rather than being used to close off consideration of the idea--"It didn't work last time, but let's think about how it might be made to work now," or "We did that last year. Do we want to do it again this year? What are the advantages of repeating?"

What are the disadvantages?" Few agents would call someone else's idea "stupid." But sometimes the way we react to an idea conveys that impression even though we don't use the word.

Part of creativity is coming up with new ideas. Yet how do we generally react to ideas which come from a different perspective than our own? Do we hold off a few seconds and try to examine it through the speaker's eyes rather than being blinded by our own perspective?

Showing that ideas are being used. Examine the track record in terms of what ideas related to a program actually got put into practice. How many were yours? How many came from someone else? Although few partners actually keep score, most are aware of the track record.

If all the ideas that are acted upon come from the same partner, others eventually notice and stop making suggestions. Sure, maybe your ideas are better than others, but can you help other people make their ideas better without taking ownership away from them?

In some instances, it may involve helping people see why an idea can't be used at a particular time.

Showing that ideas are being used for important things. Partnerships with volunteers are quite a bit like partnership relationships in marriages. Partners are quick to catch on if you only permit them to have their way on little things but keep control of the big ones in your own hands.

Shared ownership is often easier when the coordinator is not an "idea person." It is easier for all partners to get a share when everyone starts at base zero and have about the same speed and capacity for coming up with ideas.

2. Behavior related to program development functions. Ideas may be about specific activities, or they may involve the key functions in the program development process. To what extent do you share the following decisions with volunteers in regard to their programs?

1. need analysis?
2. setting short and long range goals?
3. deciding upon activities and how they will be carried out?
4. determining resources needed and how they will be secured?
5. evaluating activities?

This doesn't mean that all volunteers in the program need to spend hours with you working through each of those steps. It does mean that the "leadership team" should be involved and that other volunteers should be aware of what is going on and be able to make suggestions.

A first reaction may be that this is the role of someone who is trained as an educator. But take a good look at your volunteers. How many are present or former teachers? How many currently are working, or in the past have worked, with an agency or business and were involved in the same functions in their occupation? Too often we mentally reduce all volunteers to the lowest ability of any in the group and overlook the past experiences and abilities of some of the volunteers.

But assuming that you do not have people whose schooling or experience has involved making program decisions, the tasks are not that difficult. Can't you restate the tasks avoiding educational jargon and get others involved in thinking?

The coordinator has to be sure that Extension can be comfortable with the program that results if Extension is going to be associated with it. But that does not mean that the Extension agent has to plan the program.

- 3. Behavior in regard to coordination and management.** Who gives out assignments? Who sets up time schedules? Who makes sure supplies and other resources are available? Who makes sure that the right person has the right communication at the right time? Who takes all the questions as they come up? Some agents feel very proud when they answer "I do." Other agents are equally proud when they can say, "Why that's the volunteer who coordinates that program;" or "we take care of that in our leadership team--three volunteers and myself." Some people enjoy coordination and management and are very good at it. Others neither enjoy it or are good at it. Part of sharing ownership of a program is sharing direction and finding those particular volunteers who are skillful in coordinating and managing programs.
- 4. Accommodating people's preferences.** People differ in the tasks they most enjoy. There is a tendency to keep the thing one really likes to do and to try to pass other tasks out to others. It's fine to do this part of the time, but occasionally acting on one's own preferences keeps other people from gaining experience with a particular part of the operation. Also, among partners this works fine if people complement each other, but if all partners like doing the same thing and dislike doing another thing, it isn't fair if one of them continually retains the favored activity.

5. **Consistency in overall attitude.** To some degree establishing a partnership in which others take ownership and carry a great deal of responsibility involves a consistent invisible base of your own beliefs about the ability of others and the appropriateness of volunteers' sharing the ownership of a program. Either if your belief in the appropriateness of shared ownership or your belief that others can and will do a good job wavers, visible signals will be picked up by volunteers.
6. **Establishing an appropriate environment.** Often, the setting in which meetings are held and the kind of atmosphere that is established affects partnerships. Coffee and a relaxed atmosphere sometimes do things which cannot be done in a formal setting.
7. **Helping partners gain confidence through reflection.** Partners taking on new tasks are concerned about their ability and performance. They can be helped to gain skill through reflecting upon what they have learned as they took on new tasks.

Starting New Programs

Most of the guidelines in the previous sections apply whether a program is new or ongoing. However, new programs give new opportunities. It is important that such programs get off to a good start.

Ground Level Involvement. If you want to develop a real partnership, whether it is with other professionals, or with lay people, try to get potential partners involved at the very beginning. It is more difficult to get others to buy in after part of the work has been done.

1. Get together with a potential partner or partners informally to explore the idea of starting such a program.
2. Plan the need analysis with them.
3. Co-conduct the first meeting.

The longer people see you in complete control, the harder it will be for you to bring others in. If they see that you and one or two other people have worked together from the very first thinking through of an idea, they will be more likely to feel that the program really is group owned.

The more decisions which have been made, the more difficult it usually is to get other people to buy in as full partners.

Setting a Climate for Partnerships in Group Endeavors. People have to know each other and trust each other before they will work well together. Many quite different situations arise in programs in which Extension is a partner. Sometimes:

- no one knows anyone else, but there is no past feeling of animosity or tension;
- no one knows the others personally, but there is a recognition of differences between agencies or organizations with which people are aligned;
- some know each other very well; others are complete strangers;
- all except one or two know each other;
- everyone knows each other, and there are tensions from past experiences;
- everyone knows each other and are very used to working together.

In all cases, other than the last, it is not enough just to plan an agenda for the meeting. It is also extremely important that you review various strategies for building group cohesion (bonding). Remember, working teams don't just spring into being. It takes time for relationships to develop. Special bonding activities can set the stage, put everyone on an equal footing, encourage sharing, and signal that discussion is appropriate. The activity might be as simple as everyone's describing his or her favorite hobby, or finding two people in the group with whom he or she shares a common view about the importance of the program the group is considering.

In Conclusion

Although sometimes the wrong potential partners attempt to team up to deal with the wrong problem or program, in most cases blocks to volunteers' taking more ownership and responsibility for a program come from the agency and agency personnel than from the volunteers.

ENCOURAGING CREATIVE APPROACHES BY VOLUNTEERS

Whether volunteers serve as individuals, as Master Volunteers, or as part of a group, it is easy to become trapped in a rut of routine and begin to fall behind in reaching and helping people. Some volunteers interviewed in the national study of volunteerism demonstrated a dynamic moving forward with the times. Others indicated that they were concerned about volunteer programs which seemed to be trapped in a stagnant pattern.

Helping people learn techniques for breaking ties with the past and looking at tasks and programs creatively benefits individuals, communities, and Extension programs. As one expert says, we need to "encourage people to use neglected creative capacities in order to tap the most potent economic stimulus of all: "idea power".

When commenting on the need for vision and creativity in today's leaders, another authority said in order to keep pace, "we need the capacity to see connections, to draw inferences that aren't obvious--that are unprecedented." We must also foster indigenous leaders with the ability to see around corners, peer into the future and act on their own intentions.

Considerable attention has been given to encouraging creativity in business organizations. Some of those suggestions may be relevant to volunteers.

Old Habits Die Hard

Before we discuss how we can nurture creativity and innovation, let us review an all-too-familiar list of behaviors that "make it unattractive and difficult for people in the organization to take initiative to solve problems and develop innovative solutions." Rosabeth Kanter imagines this set of "Rules for Stifling Innovation" hanging on an executive's wall in a segmentalist organization, right next to the philosophy and goals (Kanter, 1983). We've adapted them slightly.

1. Regard any new idea from participants with suspicion - because its new, and because it's from volunteers or members rather than the top brass.
2. Insist that people get your approval before they act, and make it hard for them to get that approval.
3. Ask groups or individuals to challenge and criticize each other's proposals. (That saves you the job of deciding; you just pick the survivor).
4. Express your criticism freely, and withhold your praise. (That keeps people on their toes). Let them know you can get along without them.
5. Treat identification of problems as signs of failure, to discourage people from letting you know when something isn't working.
6. Control everything carefully. Make sure people count anything that can be counted, frequently.
7. Make decisions to reorganize or change policies in secret, and spring them on people unexpectedly. (That also keeps people on their toes).
8. Make sure that requests for information are fully justified, and make sure that it is not given out too freely. (You don't want data to fall into the wrong hands).
9. Assign the task of implementing threatening decisions you have made. And get them to do it quickly.
10. And above all, never forget that you already know everything important about this program.

Such behavior at the top of an organization is likely to inhibit the most creative of spirits. These rules illustrate segmentalism in action.

So how do we unleash the human creative potential in the new integrative organizations? What have we learned from both research and the new organizations which are serving as experimental prototypes?

Involve Individuals

Research has shown that creativity is essentially an individual act (McGrath in Merritt, 1985). To illustrate in order to foster that creative spark, many group approaches to idea generation (such as nominal group process and futuring) start with the individual working alone, generating as many ideas as possible in a specified time frame. The individual later shares the ideas, offering the group members opportunities to piggyback on them and create new combinations. The task of review and evaluation is carried out in a later stage, often with a different group of participants (Johnson et al., 1987). To test this finding in your own experience think about when and where you get your best ideas. Although creative flashes happen to individuals, often times when least expected, groups offer a number of strengths in the development and implementation of innovative change. The diversity of the group adds talent, skills, abilities, attitudes and personal networks that when combined may result in the effective division of labor required for complex tasks (McGrath in Merritt, 1985).

Individual Autonomy and Dignity

Conscious promotion of two characteristics in group interaction will liberate creative potential - they are individual autonomy and dignity.

Benefits of individual insights are heightened and the problems of manipulation, co-optation, and tokenism avoided by encouraging the practice of self-selection of tasks and roles. A sense of accomplishment comes from engaging in action, not from being acted upon. Once a person "buys into" the problem and participates in the generation of alternative choices for solutions, the likelihood of accepting personal responsibility for change and momentum for action is created.

Is There Agreement That Change Is Needed?

Before you give people the assignment to generate ideas for change, ask yourself: How much do you really want to change the direction of your organization or volunteer program? Even though the organization or activity may have become over-routinized, stagnant, or trivial, there may not be a real drive or need for change. Sometimes it is just not good enough to continue an extension of the trends or to succumb to the mercy of the winds of group fad or fancy. Be certain that real change is what you seek. You may want to correct a few things that bother but not to make any major changes. If so, beware of being overly creative.

Being Sure There Are Divergent Ideas

If leaders are interested in covering followers' genuine concerns - rather than in merely getting them to respond to agendas already framed by others - steps need to be taken to expand the perspective and lift barriers to inventive group exchange. Research has shown that the higher the degree of shared beliefs and attitudes (group norms), the more likely the group is to support the status quo rather than to reframe the questions in new terms or generate creative solutions.

When working with a homogeneous community, however, the "group think" pattern can be effected by encouraging dissent, insisting upon wide information searches, and requiring full consideration of an array of alternatives. For instance, in order to address that hurdle for change, new ideas can be generated in a homogeneous organization by planting someone in the gathering to stir up some controversy to challenge the conventional thinking of the members who share a deep, long-term association and tend to think alike.

One obvious way to gain fresh insight in any situation is to recruit group members with varied backgrounds and values, thereby generating a range of views and ways to articulate needs. While posing new problems in value clarification and goal setting tasks, not to mention the difficulties in such recruitment, pluralistic groups are not likely to settle for the status quo.

Social psychologist, Joseph Graft, recommends guidelines which will help to organize your group for increased creativity and innovation.

1. Require a wide information search (reward such behavior).

2. Encourage, reward and, indeed, require dissent in the group.
3. Make a broad search for alternatives (preferably by people other than those who will evaluate and choose).
4. Charge some group members with the task of representing positions other than their own (Merritt, 1984).

Controversy

Bringing in diverse ideas and diverse interest groups and deliberately avoiding homogeneity is apt to lead to controversy. One of the keys to creativity is being able to deal (and help groups deal) with controversy.

The first meaning of the word controversy listed in the dictionary is: a discussion marked by expression of opposing views. The second meaning, however, is too often the one that flashes to mind - a quarrel or strife. In my experience, most people are nurtured to avoid controversy at all costs, to back away from open discussion of issues which are value laden. On the other hand, some families and educational entities encourage debate and teach methods of positive use of conflict and ways of disagreeing without being disagreeable.

It is essential in a pluralistic and fragmented democratic social system to provide for full communication, orderly confrontation, and conflict resolution when addressing community change. The coordination and blending of the energies and interests of disparate subgroups is a creative substitute for the imposed hierarchical controls of autocratic systems (Schlindler-Rainman and Lippitt, 1984). We need to revise our insistence upon win/lose results and negative connotations we have about the idea of compromise.

When discussing developmental processes of organizations or groups and their implication for a general theory of leadership, Burns found the central process involved is one of conflict and choice. In his words, "Such conflicts are the main 'motor' or condition for upward movement. They are worked out and movement is spurred not simply by reasoning about higher modes of thinking but by day-to-day exposure to concrete choices that reflect moral conflicts" (Burns, 1978). It is my contention that if the issue is not controversial, then the question is not likely to call for a creative response. It is at the point of "felt difference" that the new alternatives are generated. There are group processes designed to guide those conflicts of values, beliefs, and opinions into win/win responses. The sharper the conflict, the larger the role of leaders tends to be.

Risk Taking

Willingness to be controversial and take risks are important attributes of creative individuals or groups. One researcher calls for leadership that "triggers release of followers from controls which may have been holding them back from being creative, taking risks, and broadening their horizons" (Bass, 1985).

Graft also advises leaders who favor innovation to develop a reinforcement system that does three things to encourage risk taking:

- (a) reward people who try innovation, whether or not they succeed;
- (b) insure against losses (blame) if the innovation fails;
- (c) insure against losses even if the innovation succeeds (Merritt, 1984).

Let me reiterate McGrath's point on the importance of rewards to creativity. Reward the dumb off-the-wall ideas as well as the brilliant insight. One may well lead to the other. Reward the failed idea as well as the successes; they both require risk. Applaud the risk taker.

Structuring for Creativity

The following exercise may be of interest to you and/or your group to determine practices of your organization which support or inhibit creativity. The key for checking your responses is given on the last page of this section.

Structuring for Creativity in Organizations

Analyze your organization on key points which inhibit or support creativity. Some statements are positive and some negative. Ideally you would use this tool with other leaders/members of your organization and compare perspectives.

| | <u>Rarely</u> | <u>Occasionally</u> | <u>Often</u> |
|--|---------------|---------------------|--------------|
| 1) Established practices of the organization are questioned. | — | — | — |
| 2) Selection of officers/committee members is primarily based on their willingness to adapt to the organizational status quo. | — | — | — |
| 3) The organization's leaders are interested in and connected to the external environment of the community (i.e., other community organizations, government agencies, social and economic entities). | — | — | — |
| 4) Leaders/followers are uncomfortable about challenging the system. | — | — | — |
| 5) Competing organizations seem to be more open, flexible, and responsive to their membership. | — | — | — |
| 6) Members/volunteers are encouraged to share their talents and skills, including the development and selection of the roles they will perform. | — | — | — |
| 7) Problems are dealt with as quietly as possible and with only insider involvement. | — | — | — |
| 8) Leaders require the search for multiple options for action before proceeding to the evaluation stage of decision making. | — | — | — |
| 9) The organization is aware/responsive to the changing needs of a dynamic community. | — | — | — |
| 10) Unusual ideas are pursued to determine their viability for the purposes of the organization. | — | — | — |
| 11) Aspiring leaders follow the patterns set by current leaders. | — | — | — |
| 12) Creativity is rewarded even if the idea/innovation does not prove successful. | — | — | — |
| 13) Risk takers in the organization are allowed to develop their own roles/job descriptions. | — | — | — |
| 14) Unsolicited suggestions for change are regarded with suspicion. | — | — | — |
| 15) Communication throughout the organization between leaders/ followers and subunits is encouraged. | — | — | — |
| | Formal | Informal | None |
| 16) The organization has procedures for the generation of new ideas. | — | — | — |

Establishing a Climate for Creativity

The following characteristics of an environment for creativity are taken from interviews with people involved in research and development in industry (Amabile, Teresa M. and Stanley, S. Gyskiewicz) but could also apply to local problem solving. The characteristics are listed in the order of frequency in which they were mentioned in the interviews. Are these same qualities important to you in your community organization? As you think about the most creative experience about which you have personal knowledge, do these same categories apply?

Organizational Environment for Creativity

| | |
|---|--|
| Freedom | freedom in deciding what to do or, more frequently, <u>how</u> to do one's work; a sense of control over one's own work and own ideas; a freedom from having to meet someone else's constraints; a generally open atmosphere. |
| Encouragement | management enthusiasm and support for new ideas and new ways of doing things; an absence of destructive criticism and excessive fear of evaluation. |
| Resources and Time | access to appropriate resources, including facilities, information, funds, and people; sufficient time to solve problems in new ways. |
| Recognition | appropriate, constructive feedback on one's work, along with appropriate recognition and rewards. |
| Challenge | a sense of challenge arising from the nature of the problem, a sense of pressure arising from outside competition or realistic time urgency. |
| Other Features of Project Management | ability to set clear overall goals while allowing operational freedom; ability to gain political support for the project, shelter the group from outside pressures and distractions, and serve as a good role model; ability to match the right person to the right job; ability to foster good project-team communication. |
| Other Features | a generally cooperative and collaborative atmosphere within and between divisions with good communication throughout; a good mechanism for considering new ideas in the organization; neither an overemphasis on tangible reward <u>nor</u> an insufficient, unfair distribution of rewards and recognition; a minimization of red tape and formalized procedures; a minimization of political problems within the organization. |

Characteristics of a Creative Volunteer

The interviews with Research and Development Scientists also identify some traits of creative people which apply in volunteer situations as well as in industry. Again, the items are given in the order in which they were mentioned in interviews.

| | |
|-------------------------------|---|
| Intrinsic Motivation | being self-driven, excited by the work itself, enthusiastic, attracted by the challenge of the problem, having a sense of working on something important, and a commitment to the idea; <u>not</u> being apathetic; not being motivated only by money, recognition, or external directives. |
| Ability and Experience | having special problem-solving abilities and tactics for creative thinking; having talent and expertise in the particular area; having broad general knowledge and experience in many fields; being highly intelligent. |
| Risk-Oriented | being unconventional, unafraid to take risks, attracted to challenge; being flexible and willing to do things differently. |
| Social Skill | having good rapport with others, being a good listener and a good team player, being broad-minded or open to others' ideas; having political savvy. |

Other Qualities Individual: having persistence, curiosity, energy, and intellectual honesty; being naive or unbiased by preconceptions about the problem.
Group: a positive group synergy arising from the combination of individual members abilities and personalities.

Key For Scoring The Exercise

Place an X in the blank under the appropriate column. Note that the questions are divided into positive and negative columns for quick analysis purposes.

| <u>Positive</u> | | | <u>Negative</u> | | |
|-----------------|---------------------|--------------|-----------------|---------------------|--------------|
| <u>Rarely</u> | <u>Occasionally</u> | <u>Often</u> | <u>Rarely</u> | <u>Occasionally</u> | <u>Often</u> |
| 1. | — | — | 2. | — | — |
| 3. | — | — | 4. | — | — |
| 6. | — | — | 5. | — | — |
| 8. | — | — | 7. | — | — |
| 9. | — | — | 11. | — | — |
| 10. | — | — | 14. | — | — |
| 12. | — | — | | | |
| 13. | — | — | | | |
| 15. | — | — | | | |
| 16. | — | — | | | |

TRANSACTIONAL AND TRANSFORMATIONAL LEADERSHIP

Everywhere the Implications of Volunteerism in Extension research teams traveled, interviewers met many volunteer leaders who promoted high standards of performance and accomplishment. They inspired participants with whom they were working to standards beyond the follower's own expectations. The contributions of these volunteers seem to exemplify the prototype of a model of leadership, known as "transformational leadership." This is a leader/follower relationship that engages the full potential of the individual, elevating followers into becoming self-actualizers, self-regulators, and self-controllers.

Understanding Leadership

Political historian James McGregor Burns, who first used the term transformational leadership, describes it as an open, responsive-to-the-follower approach that focuses on values, mission, qualitative thinking and shared power.¹ Since Burns, many other researchers have begun to articulate the need for a broader view of leadership. They call for a new way to think about leader/follower relationships, exploring the countless "behind the scenes" acts that form public opinion and determine our political, social and economic choices.

There is greater awareness that acts of leadership occur in the home, school, and church as well as the town hall and presidential cabinet. It is recognized that top elected officials receive their directions and inspiration from leaders who hold no titles but influence change by raising aspiration levels of followers and placing these legitimized demands before political leaders.

Rethinking the relationships of leaders and followers can be especially useful in the context of the Extension/volunteer partnership. Agents and volunteers are presenting most of their educational offerings through organizations which meet on a regular basis. The Implications of Volunteerism in Extension Study found that volunteers share and influence others to use new information, develop skills, change attitudes, set goals, and solve problems. It also found that one of the most important contributions volunteers make is the impact on the lives of the individuals with whom they interact -- the social-psychological benefits to the followers (Steele, 1987). To more clearly understand these relationships will not only contribute to enhancing an already highly beneficial partnership but will also serve to motivate increased volunteerism through appreciation of the importance of these leadership roles. The achievement of common goals through the leader/follower relationship in

collective action is the heart of a democratic society. The interactions range from an exchange between two individuals to the mobilization of nations to achieve fundamental change in society.

The appropriate leadership approach is dependent upon the nature of the task environment, including personalities and abilities of leader(s) and follower(s); authority lines of the organization; and the social, economic, and cultural characteristics of the larger community in which the organization has an integral position.

This paper will examine the dynamic relationship between leaders and followers that are shaped by the values and motives of the people involved and the context in which interaction takes place. After a brief statement about accepted notions concerning authoritarian/directive leadership and some of the paths that have been pursued in research, we will follow with the typology of Burns, describing and illustrating with community examples two basic leadership models:

- Transactional
- Transformational

Traditional Leaders

Authoritarian, top down, ruler-ruled relationships historically grow out of the fundamental need of people for order and security. Obedience to fathers, philosophers, and kings seemed a fair exchange for survival. Even in a more democratic age, most business and governmental institutions have been organized on a hierarchical, directive, analytical model. Built on economic cost-benefit assumptions about motivation and productivity, "leadership [has been] mainly a matter of how and when to give directions" (Bass, 1985). Many of today's complex societal problems and opportunities, however, no longer respond to concentrated power in a select few, but require the talents, resources, and dynamics interaction of leaders and those being led.

Although a heavy handed authoritarian style of leadership has much less acceptance today in most situations, it is important to note that leaders often use the traditional directive approach, sometimes appropriately so. It is especially efficient for short-range, technical matters which lend themselves to the application of preferred means to known ends. For instance, when everyone wants to "just get on with the job," followers/volunteers look to someone in the group to assign tasks and provide order to the project. Or perhaps the followers/volunteers lack the necessary knowledge/skills and need strong direction to achieve success. In other words, there is a proper fit between the needs of an organization and the needed leadership style.

Research Lines

Leader/follower research has progressed from **trait** to **situational** theories and to **contingency** themes. It has found leaders approaching decisions using **directive** and **participative** behavior, **task** emphasis or **relational** focus. The task/relational research,

for instance, has found leader-structuring (directive) behavior most effective when the task is unclear or difficult. If the task is boring or distasteful, however, the considerate leadership style is more effective. Some have studied how the needs, attitudes, and expectations of followers for leader behavior affects success. Single task research has shed some light on how leaders can be more successful. For example, researchers Vroom and Yetton, who have studied effective decision making, offer rules for leaders to consider in various situations.

1. Other things being equal, autocratic decisions are less time-consuming.
2. If there is insufficient structure and information, aid and advice must be solicited.
3. If acceptance of the decision is lacking, the leader may gain acceptance and commitment through participation (Vroom and Yetton in Kellerman, 1984).

And, of course, we intuitively know from our own experiences that often different leadership approaches are required to achieve desired results in subsections of a given project. The bottom line is that no single style of leadership is universally best across all situations and organizational contexts.

Important as the insight offered by the countless lines of leader/follower research, no one in a community organization could be expected to read, not to mention absorb, it's "gems" of wisdom. No wonder Burns referred to an "intellectual gap" and called for a new general theory which would "grasp the essence of leadership that is relevant to the modern age and could [perhaps provide agreed upon] standards by which to measure, recruit, and reject it." He presents a new way of thinking about leadership that clarifies what leaders do and adds insight for the selection of the approach that will yield the best results for a given task (Burns, 1979).

In order to understand more clearly what is meant by transformational leadership, let me begin with "transactional leadership." It is the other side of the leadership coin and more easily recognized because it describes most everyday human interactions.

Transactional Leadership

We all have met and can name some very effective transactional leaders -- individuals with a good eye for opportunity, ability to persuade and negotiate, and willingness to reciprocate with those who will contribute their involvement and loyalty for rewards. The old phrase, "I'll scratch your back if you scratch mine," comes to mind. But, it is important not to think of this approach to leadership only in a prerogative sense. As Burns describes it, "Such leadership occurs when one person takes the initiative in making contact with others for the purpose of an exchange of valued things. The exchange could be economic or political or psychological in nature: a swap of goods for money; trading of votes; hospitality of another person in exchange for willingness to listen to one's troubles" (Burns, 1978, p. 19). On close examination, it is apparent that we all practice transactional leadership, and these exchange actions are the essence of what makes social systems function, comprising most everyday living interactions as well as contributing to many "earth shaking" decisions. Deciding who will take out the garbage in exchange for the use of the family car is a social exchange process, a barter in which both sides gain and neither side loses (except, of course, there is a loser if the car comes home with a dented fender). The leader (parent) satisfies her follower's (teenager) private needs by engaging her in a relationship of mutual dependence. The sophisticated power brokering of legislative bodies whose members have essentially equal power and well-honed techniques of bargaining, reciprocity, and payoff is another example. Not only do legislators influence and barter for support on legislative matters with each other, their very legitimacy as leaders is grounded in a transactional relationship with the electorate. Voters offer their involvement and loyalty for legislative-mediated rewards. The leader's effectiveness and longevity depends on the voters' perception that the official is trustworthy, competent, and able to protect and promote the interests of their constituencies.

Much of Extension programming is conducted in partnership with volunteers. They help to develop and deliver Extension programs to greater numbers and more diverse clients. In exchange, the volunteers have opportunities to gain new knowledge, develop skills, and achieve social-psychological benefits for themselves and their families. This transactional relationship is illustrated by two examples from the volunteer study.

Case 1. Motivated by a fondness for dogs, the wife of a road construction manager answered an advertisement in the newspaper. The County Extension youth agent was looking for volunteers to help with a dog obedience project. This initial response was the beginning of a life-time of volunteer leadership, reaching hundreds of young people, spanning two states. Everyone associated with this transaction were winners. The youths learned to appreciate and handle their pets; Extension was able to reach many more people with their programs; the adult volunteer, previously isolated by her husband's work that demanded mobility, found community with the local youths wherever she moved.

Case 2. The Commanding Officer of the Air Force Base urged his officers to contribute public service to the Albuquerque community. One senior officer spotted an advertisement from County Extension Office, calling for participation in the Master Gardeners program. In exchange for instruction in horticulture, the participants were required to contribute forty hours of volunteer time training others. Coming from an Iowa farm background, the eager volunteer had been disappointed in the results he was getting in his efforts to landscape his home grounds. The Master Gardener program offered a win/win contract. He would learn to raise plants in weather and soil conditions strange to his experience and at the same time meet the public service requirements. In return, Extension had an enthusiastic volunteer to provide leadership for the educational program.

How does the transactional model explain the relationship of leader/follower in a group? Very much like the individual case. The group bestows the power and prestige of office -- the status, authority and control of resources -- in exchange the leaders perform the tasks of maintaining order and conducting the affairs of the organization (Kellerman, 1984). Transactional leaders identify and clarify for the followers the requirements for performing their role(s) and task(s). They build the confidence and motivation to complete the task and arrange for adequate rewards to attain the desired outcomes.

As Burns put it, "the object in these cases is not a joint effort for persons with common aims acting for the collective interests of followers, but a bargain to aid the individual interests of persons or groups going their separate ways" (Burns, 1978, p. 425).

Professor of Organizational Behavior, Bernard Bass, extends the concept to supervisory-subordinate interactions in general. In a transactional relationship the lead person:

1. Recognizes what it is we want to get from our work and tries to see that we get what we want if our performance warrants it.
2. Exchanges rewards and promises of reward for our effort.
3. Is responsive to our immediate self-interests if they can be met by our getting the work done.

Once we recognize that much of the interaction we have as leaders is a transactional relationship with followers, it will be possible to appreciate the importance of rewards (the other half of the bargain) to motivation and to the successful completion of the task. We will also identify those situations when another type of leadership is called for to achieve the desired change. Transforming change requires a leadership approach that is inspirational, concerned with ideas rather than process, and will heighten the expectations and engender excitement of the followers.

Transformational Leadership

Once again, we turn to Burns for a definition of transformational leadership. "Such leadership occurs when one or more engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality. Leaders address themselves to followers' wants, needs, and other motivations, as well as to their own; thus, they serve as an independent force in changing the make-up of the followers' motive base" (Burns, 1979).

Transformational leaders "think of themselves not as a solo act but as part of a mutual interactive process of creation" (Nicoll in Adams, 1987). Burns referred to this relationship as a "shared trusteeship" (Burns, 1979). Followers are not simply passive observers but provide the need, interest, and as Nicoll states it "allow initiators to break a trail for them" (Nicoll in Adams, 1987).

This trail blazing role of a leader with vision, self-confidence and inner strength is to engage followers to reach a "greater awareness of the issues of consequence" (Bass, 1985). In other words, the transforming effort is more than achieving incremental change, more than management of trends or routine organizational functions and programs.

When discussing transformational leadership, we are not concerned about first level wants such as food, safety or security, but rather upgrading of the aspirations of followers to take on greater responsibilities, to become self-directed. Only followers themselves can define their own "true" needs. People comprehend, evaluate, and choose on the basis of culture, ideals, values, knowledge, and the imagery of the individual. Their choices are influenced by friends, relatives, teachers, politicians, ministers, and other opinion makers who present competing claims and opportunities. Transformational leadership is grounded in "conscious choice among real alternatives" (Burns, 1978, p. 36).

Some of Burn's concepts are rooted in Maslow's theory of the hierarchy of needs. Leadership-inspired conscious choice can help individuals in groups rise to the occasion and leap levels of attainment to the highest order.

As experience of World War II conscientious objectors serves to demonstrate the validity of Maslow's theory. Ten carefully selected young men, chosen from one hundred volunteers, were systematically starved in a study at the University of Minnesota. The purpose of the experiment was to determine the effects of food deprivation on the human body and to discover the most effective way to regain good health so that at the war's end, war-torn Europe could be rehabilitated. Each of these healthy, intellectually keen volunteers were political activists, serious students, and were involved in long-term relationships. As the experiment progressed and the participants neared starvation, they all lost interest in everything except food. Starting with their political concern, they no longer participated. Next, they dropped their girlfriends, and finally failed in their classes. Their days were filled with thinking about food, visualizing their next morsel, and making scrapbooks with pictures of food cut out from magazines.²

Although the transformational experience is focused on self-actualization, it should not be assumed that other needs are not fulfilled. As followers begin to realize their full potential, they are more able to pursue their more basic self-interests.

When raising less consciously articulated needs in the organizational context, the transforming leader draws on ideals, values, myths, legends, and fantasies to imagine a new view of the situation. The culture of the organization is changed, and followers are aroused to extra effort, engaging their full person. They are inspired by the leader with new images of what a renewed organization will be like.

Bass found that transformation of an organization can be achieved in any one of three interrelated ways:

1. By raising our level of awareness, our level of consciousness about the importance and value of designated outcomes, and ways of reaching them.
2. By getting us to transcend our own self-interest for the sake of the team, organization, or larger polity.
3. By altering our need level on Maslow's (or Alderfer's) hierarchy or expanding our portfolio of needs and wants (Bass, 1985, p. 20).³

We used each of these cases to illustrate transactional leadership that then later developed into situations that called for transformational leadership. The volunteers rose to the occasion.

Case 1. The leader of the dog obedience class recognized and nurtured the especially keen animal interests of several of her young followers, giving them opportunities to learn animal care in greater depth and to lead and teach the younger members of their groups. She cherishes letters she receives from two of these young people who are now veterinarians and in their turn are working with the young animal lovers of their communities.

Case 2. The volunteer leaders in the Master Gardeners program in Albuquerque have led the officials of the city to recognize the need to develop a training program for the city workers who trim the trees of the city. Years of butchering the trees was stopped and new improved techniques replaced old methods, all due to the transformational leadership efforts of volunteers trained by the horticultural program of Extension.

A personal transformation led a young innovator to alter the level of consciousness of many in his community and become a strong competitor of Tru Green.

Case 3. Inspired by an Extension sponsored workshop that featured organic growing practices, a young Philadelphia area man had a vision for a new business venture. Talking the idea up with friends, family and business contacts, he led his associates to a new appreciation for low or no chemical use, substituting natural organic material for the more toxic substances. The landscape and lawn care business is now flourishing, creating twenty-plus jobs, developing and promoting a more environmentally conscious option for grounds care.

The last case presents a consummate leader from the Extension professional ranks.

Case 4. When writing about the trail blazing role of the transformational leader, a well-rounded leader came to mind from the interviewing experience of the volunteer study. A person in his middle fifties, this agent has his finger on the pulse of the entire community. He practiced each type of leadership approach, matching the style in each case to the needs of the situation. Almost always you would find him in the background at public events. He most nearly resembles a "Texas politico," hail fellow well met, seeing that people are energized and achieving common goals without looking for personal credit. His projects were wide-ranging. The interest of the mayor was engaged to help develop a county park system with some deeply involved high school youths. One of the youths later came back to the community to become the Park Commissioner. It is a common occurrence to witness the agent in exchange negotiations between political leaders (a U.S. Senator frequently breakfasted with him in a local diner) and community constituents with special concerns. His leadership and work on the local health system resulted in multiple partnerships that spread to other community development efforts. What is special about his leadership is that he does what all Extension agents do, and he does it very well.

Conclusion. The James MacGregor Burns call for rethinking of the leader-follower relationship (Burns, 1979) has resulted in a proliferation of writing on the subject. But it has also done much to clarify and recognize the importance of those leadership acts that do not get written about in the headlines nor noted in the history books. If we more thoroughly understand the dynamic relationships between leaders and followers, we can enhance the existing partnerships and readily identify those opportunities to unleash the human potential of ourselves and those with whom we have shared interests. In the bargain, as Burns put it, we should also be more able to develop "standards by which to measure, recruit, and reject" those who seek our support to be leaders.

FOOTNOTES

1. Burns contends that by focusing only on top elected officials, scholars have developed a distorted view of leadership. This limited vision of leadership needs to be corrected if we are to effectively govern our complex society. He writes, "As leadership comes properly to be seen as a process of leaders engaging and mobilizing the human needs and aspirations of followers, women will be more readily recognized as leaders and men will change their own leadership styles" (Burns, 1978, p. 50). Men and women who practice transformational leadership will assist followers to envision higher goals, reach their potential, and integrate change into organizations and communities (Miller in Hancy and Knowle, 1988).
2. First hand account told to the author in 1949 by participant James Graham.
3. It is interesting to note that empirical research by Alderfer underscores Maslow's hierarchy, but observed it could be simplified into three levels (safety and security, love and affiliation, and esteem and self-actualization).

CHAPTER 18

HELPING VOLUNTEERS LEARN AND DEVELOP

This chapter looks at ways of helping volunteers to increase their ability:

1. How Extension can contribute.
3. Learning by doing.
4. Group instruction.
5. Evaluation as a tool of learning.
6. A study of leadership.
7. Helping organizations and leaders learn and grow.
8. Examples of leadership development programs.

Psychologists suggest that most people have "growth needs" of gaining knowledge and understanding. All communities need knowledgeable and skilled citizens. Thus, the development which takes place in volunteers can be one of the most important results of a volunteer program.

Extension is in a unique position among agencies which offer volunteer programs in that education is central to its mission and, as a result, most volunteers who work with Extension have opportunities to learn and grow. This chapter starts by looking at help to volunteers, and concludes with a study of leadership and a paper prepared by Dr. Boyd Rossing of the Department of Continuing and Vocational Education, University of Wisconsin - Madison.

HOW EXTENSION CAN CONTRIBUTE

Extension's investment in activities which help volunteers learn and develop skills and abilities should be three-fold:

1. to help volunteers be better prepared to carry out their volunteer role or tasks in a particular program.
2. to maximize their contribution as volunteers within their community; that is, to increase general skills which can be used in other volunteer situations.
3. to foster volunteers' own individual growth and development to benefit themselves, their employers, and society.

Areas of Learning

Extension can help volunteers learn and develop in a variety of areas including:

- Mastery of skills needed in carrying out volunteer roles such as ability to organize people and events, ability to coach and guide others, ability to share information orally or through print or mediated efforts.
- Developing more generalized abilities, such as leadership, decision making, listening and speaking, and management abilities.
- Better understanding of the problems and resources of their community, county, state, nation, and world.
- Mastery of subjects underlying Extension programs in agriculture and life sciences, community and resource development, youth development, and home and family.
- Ability to use subject matter from the Land-Grant university and USDA to diagnose and solve problems which occur in real life situations.
- Developing assurance, poise, and self-esteem.

- Positive attitudes toward their own abilities, ability to learn, and toward the future.

Learning and development of skill and ability can come about both through educational opportunities designed specifically to bring about growth and through providing opportunities to "learn by doing" and then to learn from reflecting upon what was done.

In working with volunteers, Extension professionals need to recognize that volunteers often differ in terms of their own confidence and their attitude toward formal learning settings.

Confidence in Self

People vary in how confident they actually are and in their willingness to be truthful about that confidence. Volunteers who are underconfident need to be helped to build greater assurance and confidence. Those who are overconfident need to be helped to better identify possible lacks and problems and be better prepared for difficulties.

The teacher/volunteer leader may want to make it very clear that he or she understands that people differ in how confident they feel in various situations. Even the most self-assured person lacks confidence in some areas; and even the person with the least self-confidence usually will become very confident in the right setting.

Attitude toward Learning and Formal Learning Settings

People respond to new learning experiences based on expectations built up from previous experiences. Some adults have had very pleasant experiences in their formal schooling. They related well to their teachers and were able to excel sufficiently often that their views of their own ability were not damaged. Others had painful experiences which left them feeling inept and uncomfortable when placed in a traditional learning situation. They enter a new learning experience very uneasily, looking for signs of the "bad" experiences and ready to withdraw if they appear. Even when the learning involved is "heavy", those in charge need to make the situation pleasant and enjoyable as well as productive.

When Something Is Needed, Does It Always Have to Be in a Group Setting?

Some people assume that all instruction needs to be done in group settings, but volunteer time is precious. Some potential volunteers have real difficulty fitting in time both to attend instructional sessions and to carry out their volunteer tasks. A group instructional session should not be set up automatically.

Plan with the volunteers in terms of whether that is what they really want or whether other means might be used. For example, straight information transfer of content can be done as well through audio or videotapes, accompanied by written guides and supplemented by interaction with a coach or mentor. Group sessions are especially valuable when they are used for discussion, and sharing, and interaction between participants and instructor and among participants. Some of the best learning occurs in the actual work situation.

LEARNING BY DOING

One of the great strengths of Extension is the great number of activities which permit volunteers to actively participate and that volunteers have the opportunity to translate knowledge into action and to use and improve skills and abilities. Sometimes such learning is built in, and the volunteer role is planned both to help the volunteer grow and to reach and help clientele. Sometimes individual growth is unplanned and serendipitous. After talking with volunteers and Extension staff, it appears that there is considerable variation in terms of the extent to which work with volunteers includes planned growth experiences. Four different situations appear. The tasks and activities can be:

- **coordinated with "instruction" in such a way that the actual tasks provided the opportunity to apply and practice that which is involved in the instruction.** For example, a workshop on "Wielding the Gavel--Strategies for Club Presidents" is open only to current presidents and vice presidents of organizations who have immediate opportunities to apply

what they learn. Or, instruction about how to probe to determine the real problem underlying the questions asked by clientele comes just before the volunteers go on their first stint of telephone answering duty.

- **predesigned and guided in such a way that maximum growth occurs.** The tasks are deliberately set up to provide kinds of experiences needed to help the specific individuals grow. The kind of challenges arranged may differ for each individual. The coordinator is very aware of how each volunteer is progressing and provides support and guidance. A kind of mentoring takes place.
- **not predesigned, but some attention and guidance is given to stimulating learning and skill building.** Coaching or mentoring takes place, but the coach or mentor deals with what happens by chance rather than preplanning that the volunteer will have certain specific experiences.
- **done in order to achieve certain program goals without regard for whether the volunteer learns from them or not.** Often Extension personnel get so caught up in the program and volunteers getting things done that they do not have time to consider the extent to which a volunteer gains new learning and insight from the activity. Once a volunteer is doing a good job, we keep them at that particular task without letting them move on to greater challenges.

Even when no effort is made to guide learning before or during the actual completion of volunteer roles and tasks, agents and volunteer mentors can help volunteers reflect upon and learn from their past experiences. Some volunteers automatically do reflect and consciously learn; others need guidance in learning from experience.

The Extension agent or volunteer who coordinates the work of other volunteers who wants to help people learn from experience should consider him or herself a coach rather than a manager or teacher of volunteers. The coach is performance-centered. The coach formally instructs the team, either as a group or individually at times, but is more likely to teach at the beginning by demonstrations and/or videotapes of good performance. Later, as the team is experienced, the coach replays the last game with the team; and the team identifies strengths and weaknesses. The coach concentrates on performance from the beginning of the season until the very end.

GROUP INSTRUCTION

Extension agents are most aware of helping volunteers through planned instructional programs. Extension tends to call such programs "training". However, some educators believe that you educate people and train dogs.

Three Areas of Volunteer Instruction

Three areas of group instruction are involved for most volunteers.

- Subject matter content.
- Roles and tasks of working with that content--how to demonstrate, how to answer questions, how to handle a video camera.
- How to work with people.

Some of the techniques which have been particularly helpful in helping volunteers build skills in particular tasks and roles and in working with people are listed below. Greater access to video cameras and playbacks are making it much easier for volunteers to observe themselves and others carry out a task and then to discuss that performance with others.

- Orientation videotapes or demonstrations showing various styles of carrying out roles or tasks and stressing positive activities or steps involved.
- Role playing in simulated situations.
- Problem solving and other simulation activities.
- Sharing experiences in a group--what they encountered, how they handled it.
- Analyzing videotapes of volunteers in action.
- Coaching or mentoring; working with an experienced volunteer.

All May Not Need Instruction

The national study of volunteers with Extension found that a fairly high percentage of volunteers had no training the previous year. In discussion it became apparent that some of those respondents may not have needed additional training.

- Some volunteers come to Extension experienced and very proficient from work in other volunteer programs.
- Some have built expertise from past educational or life experiences which exceeds the knowledge of Extension personnel.
- Some are doing tasks which only need a five-minute orientation. The volunteer only needs to be clear in terms of what is expected and what the limits might be to the particular task and role.
- Some have been doing the same thing for several years and tire of coming to meetings aimed at new volunteers.

Both tasks and individuals differ and, thus, it is important to determine who needs what instruction for what tasks.

Planning Instructional Sessions from Which All Benefit Is Challenging

Most Extension personnel and key volunteers have a firm image of what constitutes a good instructional experience for volunteers. Some have images built from their own educational experience--often, they relate back to college experiences and use the "blank slate approach." They assume that the volunteers know nothing about the content that the agent is presenting. They assume that the agent's main role is to provide information as efficiently and effectively as possible.

However, conditions are changing. People are changing, and our understanding of how adults learn is increasing. We are much more aware of differences among people. Even though 15 volunteers of about the same age are gathered for education about a particular volunteer role or task, those 15 people are different individuals.

Within even a small group, there is likely to be considerable variation in:

1. knowledge of the topic.
2. preferred way of learning.
3. understanding of own needs and what he or she needs to learn.
4. attitude toward learning.
5. confidence in his or her own ability.

Instruction needs to be flexible enough so that individual differences are accommodated and yet there is assurance that accurate information reaches clientele.

Differences in Knowledge of the Topic

Many volunteers of today have greater knowledge about a specific subject or problem area than did volunteers of thirty years ago.

- The formal educational level is higher. People have completed more schooling and been exposed to more areas in that schooling.
- People usually volunteer in some area where they already have some background.
- Volunteers often have years of work or life experience in the specific area.
- Volunteers are more likely to be learning from print sources and from electronic media than they were some years ago.

Volunteers are seldom blank slates when they begin work on a specific program. As a result:

- There is considerable range in what volunteers already know and are able to do and considerably greater challenge to the teacher/leader.

- Volunteers may become irritated if the teacher/leader treats them as though they don't know anything.

One of the volunteers interviewed in the national study on volunteerism who had recently retired from a high level government job said, "At least Extension acknowledged that I probably knew how to answer a telephone properly without putting me through intensive training."

- those planning educational programs for volunteers must be able to deal effectively with the diversity.

Teaching for Quality Assurance

Extension has to be sure the program is protected. Even though we recognize that volunteers may have a good deal of knowledge, we can't assume that volunteers have the right knowledge.

- It is important that Extension subject matter be transmitted accurately. "Liability" has become a serious concern hovering in the wings of most educational activities.
- Volunteers often must be able to integrate information from two or more disciplines appropriately and relate that information to a specific question or problem.
- Volunteers must be able to apply information and deal with application in varied situations.
- Volunteers need to diagnose a problem correctly and apply the right information. This takes more thinking than simply recalling a piece of information.
- The suggested applications of that information must be appropriate.

How does one assure quality and yet not waste volunteer time and insult their intelligence? Let's look at two quite different views of how to instruct volunteers.

Typical Training Approach. A typical "training approach" like the following assumes that no one knows anything about the topic.

1. The teacher establishes what is to be taught.
2. Volunteers are recruited.
3. The teacher treats them just as though they are the learners--clientele who know very little about the subject.
4. The learning objectives are the same as learning objectives for clientele.
5. Content is covered in lectures, films, videotapes, and handouts.
6. Experiences of learners are ignored or brought in occasionally to add human interest.
7. Volunteers are tested to see that the content has been absorbed.
8. It is assumed that because they have been exposed to the content, they will automatically share it correctly with others.

In some instances, especially where risk and liability is high, each volunteer has to be absolutely accurate and not go beyond set limits. In such instances, the "traditional training" concept may be best. However, it is more palatable if the teacher:

- makes it clear that he or she knows that some of the group know some or all of the material to be covered; but to be sure that everyone has it in hand in the same way, it is necessary to take the whole group through the specific program.
- indicates that as we learn from our own experience and as we recall other educational experiences we have had, sometimes our recall is spotty. Because some people will either not have been exposed to or not remember some of the material they will need to cover, it is very important to ask questions about any part you don't understand.

Such an approach helps volunteers realize that the teacher respects the volunteer's expertise but is giving everyone the same content to be sure that all are at the same point in their knowledge and understanding. When this approach is used, it is best to be sure that the level of the content is right

for the majority of the volunteers. . Pretesting in advance or talking with a few of those who will become volunteers to see what they now know and believe is extremely important.

Targeted Review An alternative which is less likely to belittle the volunteer is the targeted review. This approach assumes that most volunteers know something but that everyone doesn't know everything and not all know the same things. The review approach aims at pulling much of the essential information from the group rather than giving it to them. The teacher is concerned with:

1. assessing the accuracy and effectiveness of what volunteers currently know and are doing.
2. recognizing the range in differences in the group--how much each individual knows, believes, and follows.
3. reinforcing appropriate knowledge and skill.
4. correcting misinformation or encouraging more effective or efficient ways of doing things.
5. helping increase insight in terms of the application of knowledge and the understanding of skills and abilities.
6. developing the right blend of confidence and interdependence (i.e., what the volunteer should cover and what should be referred to an expert).

Techniques helpful in such a procedure include activities like the following:

- Identifying the goals for clientele with the volunteers and as a group listing where volunteers need to be accurate in order to help clientele reach those goals.
- Helping volunteers identify what else they need to have in hand in order to help clientele reach the program goals.
- Suiting the method of review to the situation, using discussion, quizzes, problems to be solved which will determine whether people know and can use the content. The teacher needs to be especially alert to the difference between "knowing" something and having integrated it into his or her belief system. For example, a volunteer may know the way the experts say something should be done but still may believe how his or her parent did it is better.
- Comparing indigenous knowledge (what is currently believed in the community) and expert knowledge and reconciling differences. If the teacher never lets the indigenous knowledge surface, he or she never knows what the competition is until it is too late to deal with it. (For example, canning apples with aspirin was the in thing in some communities a few years ago. However, unless the agent gave volunteers a chance to tell about this procedure, she would never know that the procedure was widespread).
- Reviewing content with volunteers and exploring it sufficiently so that each is comfortable that he or she not only knows the content (or knows where to find it) but can deal with questions and applications which may come up. For example, have the group list and describe or demonstrate any skills that are involved.
- Using impromptu demonstrations or show-and-tell by the volunteers in areas where several volunteers already know the information and having volunteers cover as much of the information as possible. The teacher's role is reinforcement and being sure the other volunteers recognize and accept volunteer's contributions as authentic. Teacher's comments might include, "Yes, that's right." "You match the bulletin very well." "That's an especially important point. Did you all catch it, or should we repeat it?"
- Being tactful and firm in correcting inappropriate information. The teacher's comments might include. "That was what was stressed a few years ago, but there has been a change that many people aren't aware of. What we really should be saying is....." "I'm not sure that you said what you meant. Actually it is important that people....." "This is an area where there is a lack of consensus. For now, the specialists at the University suggest we will be helping people more if we say...."
- Providing examples or problems so that volunteers recognize different life situations. In one situation a recommendation may be excellent. In a different situation, the same recommendation may be irrelevant or even dangerous.

Depending upon the volunteer's specific teaching responsibilities, the volunteer may need to be able to do much more than repeat a particular piece of information. He or she may need to diagnose a problem and then select from among three or four possible pieces of information which fits the particular situation. For example, when Master Volunteers respond to questions or problems asked by clientele, they have to be sure they are answering the right question.

In other instances, the volunteer has to be able to show how a piece of information applies differently in different situations and help clientele adapt the ideas to their own settings without embarrassing them.

Simulation, role playing, taped or written exercises, interactive problems, and discussing real experiences, all help volunteers go beyond the "simple" knowing of information to skill in using information. Remember that practice and discussion takes more time than lecture but that people usually understand an area much better as a result.

- Covering any areas in which the majority are not schooled through lecture, teacher's demonstration, video, etc. In some instances the unknown content will be the bulk of it, and teacher-dominated approaches may be from half-an-hour to an hour at length with opportunities to ask questions. However, for many subjects, the teacher-presented material will be "cameos" of ten minutes or so when it is apparent something has surfaced that the group does not understand.
- Encouraging people to ask questions both of the teacher and of each other and to offer comments. Be sure to keep the climate open to questions. Avoid such things as looking at the clock or checking your notes while someone is asking a question or brushing questions off with an abrupt or flippant answer. If you don't understand the point of a question, help the person to clarify. Don't be afraid of questions. If a group is shy at first, various techniques can be used to get them interacting with you such as:
 - buzz groups (identifying questions in small groups and then raising them with the total group).
 - submitting a question or comment on a card.
 - role playing a press conference where you are a visiting expert and they are reporters asking you questions.

Differences in Preferred Teaching Methods

Another area where research is showing substantial differences in adults is in the area of the kind of teaching methods learners prefer.

Involvement. Some learn best by listening and thinking. Others need to discuss new information with others. Others learn by testing theories and applying common sense.

Role of Experience. Some excel in viewing direct experience from many perspectives and are looking for insights from actual occurrences. Others prefer to learn by trial and error and believe in self-discovery. Others are more interested in what the expert thinks and disregard their own experience.

Reality. A few people deal best with concepts and theory and are able to convert them to reality without help. They can cut through to the heart of reality and go for the key points. Most people need to have concepts and theory illustrated with real life examples. Some are only comfortable with reality and are uncomfortable with concepts and theory.

Processes. Some people learn best by following written directions. Others learn best by seeing someone else demonstrate, still others, by working through the process themselves under someone else's direction. Some are more confident when they have access to all three.

Reading, Hearing, or Seeing. Some people learn best through reading. Others through listening. Still others learn best by seeing the content brought to life in a slide presentation or videotape.

What does this mean to you as a teacher? Assume that you have some of each in a group of volunteers, and you are planning a two-hour instructional session. You have three choices:

- Plan for varied experiences so that everyone will have a few minutes in the kind of learning situation they prefer. Such an approach often is stimulating and holds interest because people aren't doing the same thing for the whole time. However, unless the teacher is skillful in moving from one activity to another or can explain why various methods are being used, the person who is very lecture dependent may become confused and frustrated.
- Attempt to determine what the majority prefer, and use those methods and approaches.
- Use the teaching methods with which you are most comfortable, but do so in a way that everyone enjoys them regardless of preferred method.

Amount of Learner Control of the Instruction

Currently adult education experts are placing a great deal of emphasis on sharing control of the teaching-learning situation with the learner and letting learner-recognized needs guide what will be emphasized. That has both advantages and disadvantages in this situation.

First, not all volunteers want the same amount of control. Some volunteers have learned to sort out the skills and content areas they are lacking, based upon past experience. Others are completely unable to do so. They aren't aware that they don't know as much as they think they do or are unaware of all of the relevant material there is related to a particular topic. Still other are extremely dependent upon an authority figure and feel it is inappropriate or irrelevant to decide what they want to know. They would rather put the full responsibility on the teacher to teach them what they should know. Thus some want to be the teacher to control the teaching-learning activity; some want to control it themselves; and some want to control some things and have other things controlled.

Secondly, the element of learner control is somewhat different when working with volunteers in that volunteers are not learning for themselves but are learning in order to teach others. Thus, they can't stop just with what they feel will be valuable in their own situations but have to be prepared to share what is valuable to a variety of other people in a variety of other situations.

Therefore, the amount and kind of shared control in the learning situation is one that has to be developed in each situation. With experienced, keen thinking volunteers, they can do much of the suggesting of agendas for meetings and can share in providing part of the instruction. On the other hand, beginning or highly dependent volunteers may not feel comfortable making suggestions, and you will have to help them learn to diagnose their needs and make suggestions.

In Conclusion:

Developing the kind of educational opportunities which will be of major value to volunteers both in terms of preparing them for their work in a specific situation and broadening their knowledge, skills, and abilities is challenging.

1. It is important to think of individuals and then to see how the differing needs of individuals can be met both through independent and group activities.
2. Coaching may be more important than training. Involving volunteers to guide and help other volunteers can make both mentoring and coaching available as volunteers need it.
3. The amount of training needs to fit the background of the volunteers and the difficulty or newness of the task.
4. There is no one way to best help volunteers prepare and develop. A sensitive Extension agent interested in helping people learn and improve can make volunteer opportunities both very satisfying to volunteers and an enjoyable way of improving knowledge and skill.

MAKING EVALUATION A TOOL OF LEARNING

How can you make evaluation a meaningful tool when you are working with volunteer partners in new kinds of programming? This paper looks at three separate dimensions of such evaluation:

- evaluating problem or issue-focused programs.
- examining the effectiveness of the partnership.
- forming partnerships with volunteers in doing program evaluation.

But first, because evaluation means different things to different people, we will propose a fairly broad construct of evaluation.

Developing a Common Construct of Evaluation

The academic world often views evaluation as a study using scientific methods to gather and organize information. The lay world often views evaluation as informally judging merits of a program based upon experience and/or attempting to answer the question, "What good did the program do?" For partners to work effectively in program evaluation, they need to come to a mutual understanding of what is meant by the term.

The following concept of evaluation may help partners come together in their views of what evaluation should be.

- Program evaluation is the mental process**
 - which interprets evidence through reflection and discussion**
 - **in relation to statements** of what constitutes program quality or sufficiency of results (criteria)
 - **to reach conclusions** or form judgments about programs.

Many Kinds of Evidence

This mental process of interpreting evidence can occur:

- through listening to evidence provided by two or more people debating the merits of an approach or alternative approaches.
- through reflecting upon evidence directly acquired through observing, listening, and talking with those involved informally.
- by examining information available as part of the program such as number of people participating.
- through reflecting upon actual experiences and comparing what occurred with criteria for what should have occurred (reflective analysis).
- by studying evidence specially collected in a formal study.

No one kind of evidence or means of dealing with evidence is automatically better than any other. Formal evaluation studies may not be of any more value to a partnership than is reflecting informally on what was seen or experienced in the program. For additional information to be helpful, the partners have to have the information at the right time and in a form which they can use. Therefore, do not limit your concept of evaluation to formal studies.

Three Forms of Evaluation

In most program situations there are three forms of evaluation. All involve intensive mental activity and should include thoughtful attention to criteria, but the three differ in the kind and extensiveness of information used.

The form or forms of evaluation used should be mutually meaningful to the volunteers.

1. **Reflective analysis ("evaluating").** This level of evaluation occurs most frequently. The emphasis is on the mental processing of information secured through experiencing, observing, or thinking about information which is readily at hand. Partners should arrange plenty of time to reflect together and discuss their views of what is happening.

Often Extension agents have so much pressure placed on them for proof of results of activities in the formal studies mode, that they overlook the value to volunteers of taking a few minutes to think and talk about what people actually are experiencing. Key volunteers are more likely to realize the importance and use this kind of evaluation.

2. **Semiformal evaluative activities.** Such activities include review by a steering group, use of end-of-session reaction sheets, hearings, or systematically talking to a few people, or other simple and easy means of collecting information or triggering discussion by people who have acquired firsthand understanding of the program which is being examined.

When volunteers are not sure that the people they are hearing from actually represent everyone, they may want to do some simple data collection either from everyone or from a random sample to be sure that they are not just hearing from the complainers or the "Pollyannas."

3. **Formal evaluation such as studies.** Studies takes the greatest investment of resources and should be undertaken only when there is a good likelihood that the value of doing the study is likely to be larger than the cost of the study.

Key volunteers can carry out formal studies. Recently Wisconsin's Extension Homemaker Council and Extension Family Living joined in a study of potential Homemaker Club members and the Council followed up with a companion study of the current Extension Homemaker membership.

We will be directing this section to the first form--reflective analysis--and will speak to the more formal kinds of evaluation in the last chapter.

Partners should be sharing together in reflective analysis. They can improve the accuracy of that analysis through using simple evaluative activities. (Much of the information will apply to formal studies, but this paper is not directed specifically to the completing of formal evaluation studies).

General questions can be used to start people thinking about the program. You might use questions like the following.

How well did things go? Why do you feel that way?
What do you think we've accomplished? What was most helpful?

What are we doing well? What do we need to improve?
Are we getting what we need to do done? If not, what more should we do?

What have you learned from what you are doing?
If you were to do this again, what would you do differently?

What are the best parts of what we've done? What are the not so good parts?

How could we make this easier?
How could we get more done with less work? with less time?

What good did it do? Can you give some examples of how the work was valuable to some one?

These are not easy questions for people to deal with. Much of the time there will be a silence. Give people time to think. However, if no one comes up with a response you may need to use a nominal group technique. For example, you may need to divide the volunteers into twos or threes and give them three minutes to figure out their answer to a question.

Or you may want to use a brainstorming technique which has everyone simply say the first thing that comes to mind in response to a question and then the group goes over those phrases and begins to talk about how the question really should be answered.

Frameworks for Reflection

As volunteers reflect upon activities two evaluation frameworks may be of value to them. One is the Bennett model which is used extensively by Extension. This model (with an additional category at the beginning and end) says that there are several kinds of information which need to be examined about a program:

- NEED** Why are we carrying out this program? How much have we accomplished according to why it was needed?
- INPUT** How much have we invested in the activity? Did we put enough time and effort into it to get the kind of results we wanted?
- ACTIVITIES** Did we use the right activities? Did we carry them out well?
- PEOPLE REACHED** How many people did we reach? How many did we help? Did we help the ones that most needed it?
- REACTIONS** How did people react to the program? Did they really like it? Were some not very enthusiastic? If so, why?
- LEARNING CHANGES** Did most people learn the things they needed to know? Did they understand what they needed to do?
- PRACTICE CHANGES** How many people made use of the information? If there were practices involved, did they carry them out correctly?
- END RESULTS** How were other people benefited by what the people who took part in the program did?
- VALUE** Who benefited from the program? How helpful was it to them?

Each area can be examined separately, but when a program is completed it can be very useful to consider how the areas fit together. For example, how much was accomplished according to what needed to be done? Were the learning changes and practices taught the ones that were most needed? Did they really accomplish things which were helpful to people? Did we invest enough time and energy to get the kinds of results we wanted?

A second framework that seems simpler, but puts less emphasis on education uses only four categories.

- CONTEXT** Who are the people the program is meant to help? What do they already know? What do they most need to learn or do differently? What factors in their own lives will help them to learn? What factors have to be overcome before they will try new things?
- INPUT** What kind of information and program will be most useful? What should we do? How much time should we spend?
- PROCESS** What teaching techniques will be most effective? How much time should we spend with each person?
- RESULTS** What do we expect to accomplish?

The questions which illustrate the last model are posed as planning questions, while those in the Bennett model are posed as reflection. Either model can be used for planning or for reflection afterwards. It's just a matter of how you ask the question.

Kinds of Questions. A question about the same subject can be phrased in different ways. For example, if you were reflecting upon the need for the program, you might ask:

| | |
|--------------------|---|
| Descriptive | What needs did the program meet? |
| Evaluative | How well did the program meet the need? |
| Comparative | Did this program meet the needs better than the other one we were thinking of developing? |

Criteria Are Essential

For evidence to be useful, the partners need to have some common understanding of the basis they will use in interpreting the information. They need to agree upon the criteria which will be applied in judging the program. How much does each feel should result from their efforts? How does each define quality in a program? Often partners hold different views and it is through discussion that each grows in understanding.

Criteria is a jargon word that is hard for some people to understand. It may be better not to use it, but again to work from questions.

For example, when people list their answers to a question, the answer set criteria for volunteers to aim toward. How will we know we've done a good job?

When people really show they appreciate the information.

When people appear to understand it, that is they can discuss it with us and their comments or questions make sense.

When we've figured out what information really fits their problem.

Or as a group you can develop criteria for specific tasks. For example, when answering people's questions in an information booth, what specific things should you do?

1. Listen carefully.
2. State the question again to be sure you understand it.
3. Ask another question or two to be sure the person is asking for the right information.
4. Look as though its a very logical question, even though you think its dumb.
5. etc.

Volunteers may be more used to thinking of criteria as guidelines for their performance rather than as criteria. However, regardless of the terms used, it is important that there be an agreed upon feeling of what is "good" for people to work toward that "good" program.

Forming Conclusions and Identifying Implications

The same piece of evidence or participation in the same situation can mean different things to different people. People have different views of reality. The sharing of those views is important. Thus discussion of various interpretations and points of view gives a greater understanding. After, and as a result of the discussion the group should come to a consensus and develop one statement about how they would answer the question, or what kind of judgement they would make against the specific criteria.

Being Realistic

Some volunteers will be perfectionists and want everything exactly perfect. You may have to work with them to relax a bit; or at least, you may have to work with them so that they aren't critical of others who have good standards of work but who aren't perfectionists.

The quality expected has to match the amount of time and energy people have to invest. I.e., if there is unlimited time and energy, striving for perfection may be fine. But most volunteers have limits and thus one strives for the best that can be done with the time and energy that is available.

Learning From Evaluation

Taking part in reflective evaluation which helps people think back on what was done and what was accomplished and examine benefit and value helps people develop a process which they can use in learning from whatever they do. It will help them better understand reasons for difference levels of performance and will help them develop mental skills.

Evaluation as a reflective activity also can help volunteers better understand the clientele they are trying to help. As they think about why someone didn't do something they were encouraging them to do, recommending to them, they better understand the kinds of barriers some people have to overcome in order to use information.

Reflective evaluation can help them determine when to use different techniques with different people. When to tell someone and when to draw the answer out of the other person by a series of examples and questions.

It helps people develop their skills of analysis and synthesis--skills of taking things a part and skills of taking a lot of clues and assembling into a finished answer. It can help them clarify and communicate reasons. These skills can be useful to them in many areas of life other than in evaluating volunteer programs.

EXTENSION'S IMPACT ON LEADERSHIP DEVELOPMENT

Most leaders are volunteers, but not all volunteers are leaders. Some volunteers content themselves with carrying out specific tasks without guiding and leading others. However, most volunteers sometimes engage in leader roles. The following Wisconsin study conducted by Dr. Boyd Rossing of the Department of Continuing and Vocational Education tells how some key volunteers who are leaders in various groups see their role and Extension's contribution.

In October 1983 the Wisconsin Cooperative Extension Service initiated a statewide evaluation of the impact of Extension programs on the development of leadership in community organizations. The purposes of the evaluation were to:

1. Increase understanding of leadership development within and across Extension program areas.
2. Improve leadership development programming through clarification of clientele, objectives, methods and outcomes.
3. Account for the impacts of programs serving community leaders.

Over the next two years the primary focus of the study was to clarify the scope, extent and nature of leadership development programming in the Wisconsin Cooperative Extension Service. Analysis of planning and reporting records, discussions with staff and informal surveys led to the following general assessment:

1. Leadership development is defined both broadly and narrowly in Cooperative Extension. Broadly defined, leadership development refers to any programming directed at existing or emerging leaders which enhances their ability to lead others effectively. Narrowly defined, leadership development refers to programming which increases skills and attitudes in carrying out leadership processes.
2. Leadership development efforts are found in all Cooperative Extension's program areas, but approaches vary significantly with respect to the primacy of leadership development and to the educational methods used.
3. There is little consensus among practicing CES staff with regard to the definition or place of leadership development in their programming.
4. Some CES leadership development programming is systematically defined, supported and implemented. The majority of CES leadership development (until recently) has been informal rather than systematic.

In November 1985 planning for a state-wide survey of Cooperative Extension's leadership development impact was initiated. The study was completed in November 1987. This report presents findings of that study.

Study Objectives. The objectives of the study were to:

1. identify the backgrounds and motivations of leaders;
2. document changes in leadership skills, perspectives and activities;
3. determine Cooperative Extension's contribution to those changes;

4. document impacts of leadership on leaders, groups and communities;
5. provide information for future leadership development programming.

Study methods. The study focused on a sample of community leaders who had recently held a leadership position assisted by Cooperative Extension. A set of positions was selected that provided reasonable, though not complete, representation of Cooperative Extension's work with community leaders. The leaders included in the study were:

4-H Camp Counselors. Older 4-H members who held counselor positions in 4-H camps during the summer of 1986.

4-H County Leader Association Officers. Adult leaders who served as president or vice president of selected County Leader Associations.

County Extension Homemaker Council Presidents. The individual serving as president of the council in selected counties.

Forage Council Board Members. Active members of the Forage Council in selected counties.

Cooperative Board Members and Managers. Board members and managers of rural cooperatives around the state. Each person had attended a Leadership and Management Workshop series co-sponsored by Extension.

Lake District Commissioners. An office holder of a lake district commission, selected from the statewide roster of contact persons.

Town Board Supervisors. The town board chair and one other town board supervisor from selected town boards in counties where Extension provides government education programming.

Senior Citizen Club Officers. Club officers from 3 counties who participated in a leadership development program provided by Extension.

A sample of approximately 50 leaders was selected for each leader group. Names were drawn from the best available records, in some cases from statewide rosters, in others from county office records. A smaller number of senior citizen leaders was selected due to the small size of the program in which they participated. In each case clientele were selected from counties or from program rosters where there was clear indication that the leader's group had been assisted in recent years by Cooperative Extension. Whenever possible, leaders were selected to represent different parts of the state.

A mail questionnaire was sent to each of the 344 leaders. Completed questionnaires were returned by 81%. In addition, a smaller geographically stratified group, usually 20, was selected from each of the original samples of leaders. These leaders were contacted and interviewed by telephone to provide other information in addition to the mail survey they completed. Among the 155 leaders so contacted, 91% completed a telephone interview. The data collection was carried out between April and June, 1987.

Findings Backgrounds, Experience and Motivation of Leaders

The leadership positions selected for the study provide a cross-section of many of the community leadership roles in rural communities. Leaders of some groups are concerned with considering and deciding on matters of law and legislation. Others are closely involved in planning and guiding programs or activities for members and others are concerned about financial efficiency and results. Some of the groups operate according to legally established rules and procedures, others are quite informal.

Generally the leaders included in the study:

1. were relatively active in community organizations.
2. were among the more active participants/leaders in their organization.
3. had periodic to frequent contact with Extension.
4. had above average education for their communities.
5. exhibited a wide range of occupations, ages and gender across groups but a fair amount of homogeneity within groups.

6. varied widely in their tenure in office across groups and within groups.
7. found the leadership position to be somewhat, but not greatly, new or different from previous experiences.

Despite the diversity of leadership positions in the study three main reasons for serving in the position were cited by many leaders: **to help or serve others** (69%), **to accomplish something** (53%) and **to learn things** (47%). These were cited frequently by persons in nearly all of the leader roles. 4-H camp counselors were most likely to serve **to meet people and make friends** (73%). Most cooperative leaders serve also to **advance my interests** (67%).

Findings: Extension Assistance and Programs For Leaders

To determine the specific types of assistance or programming provided by Extension to leaders in their leadership position they were asked to check any of the 8 possibilities listed in the mail questionnaire. The three main forms of assistance or programming Extension provided were **providing information the leader could use in their role** (64%), **assisting the leader in the on-going performance of the role** (57%) and **advising the leader on how to carry out the role** (51%). These were common forms of assistance in nearly all of the groups. Camp counselors (63%), cooperative leaders (77%) and town officials (56%) were also likely to have received **group instruction related to the leadership role**.

Several Extension programs had been offered around the state and to most or all leaders in relevant groupings in the survey within the past 3 years. Over half of the leaders in each group had attended the programs offered for them. Ratings of the quality of programs were between 3.7 and 4.5 on a 5 point scale. The programs were:

1. Leadership and Management Workshop Series. Annual one day programs for cooperative directors and managers.
2. Shared Leadership Programs. Two hour workshops for teams of Extension Homemaker leaders and Extension Family Living professionals.
3. Hatching Your Leadership Potential. Four 1/2 day workshops for Senior citizens and Expanded Food and Nutrition Education Program Assistants.
4. New Official Workshops. One day workshops for newly elected local officials.
5. Conducting the Annual Town Meeting Workshop. One day workshops for town officials.
6. Lakes Convention. Annual 2 day conference of citizens and professionals concerned with lake management.

Findings: Changes in Leaders

Changes in four aspects of leadership were examined in the study: organizing and relating skills, planning and directing skills, leadership perspectives and community participation. Leaders were asked in the mail survey to rate their current skill, attitude (perspective) or activity level for 25 items on a 5 point scale. Then they were asked to rate their level on the same items at a designated time in the past. Remarkably, statistically significant positive changes between pre and current mean ratings were shown across the total sample on every item.

The first dimension, organizing and relating skills exhibits the highest degree of positive change of all dimensions for Extension Homemaker presidents, cooperative leaders and lakes leaders ranging from a mean improvement of 0.8 to 1.0. The second dimension, planning and directing skills, shows neither highest or lowest amount of change for any group. Thus steady but not exceptional growth occurs in this area for all groups of leaders. Leadership perspectives is the third dimension. This is the area of greatest growth for 4 of the leader groups: 4-H counselors, 4-H officers, forage leaders and town supervisors. The last dimension, community participation, shows the smallest positive change for every group except forage leaders.

Mean current ratings by leader groups consistently exceed 4.0 only in the area of leadership perspectives (5 of 7 groups). Mean current ratings of organizing and relating skills and of planning and directing skills are below 4.0 in nearly all groups, showing room for improvement. Though ratings of current community participation are in the 3.5 range, this reflects above average participation for the communities of the sample leaders.

The pattern of ratings varied from one leader group to another. By and large the amount of change and the current ratings of 4-H counselors were high. They perceive themselves as having grown and as performing well in recent assignments. Current ratings of 4-H officers and Extension Homemaker presidents tend to be more moderate, but they also note considerable growth. Forage leaders exhibit the lowest current ratings and moderate amounts of leadership development. For cooperative leaders the pattern is one of modest current ratings and a combination of exceptional growth in leadership skills combined with only modest change in perspectives and participation. Lakes leaders show moderate to high current ratings but only modest growth. Finally, towns officials present a moderate level of current performance and moderate amounts of growth.

These results are very encouraging. Some caution is in order, however. The results are based on recollections of leaders which can become haloed over time. Also these results show self perceptions and do not tell us how others would rate the changes in these leaders.

Extension's Influence on Changes in Leaders

A major concern of the Leadership Impact Study was to determine whether and how Extension influences the development or growth of community leaders. Leaders were asked to rate the importance of contacts, information or programs provided by UW-Extension and by other organizations. Extension was consistently rated as a more important influence than other organizations. Extension's influence was most important to leaders in the area of leadership skills and least important in affecting changes in their community participation. Experience in the leadership position, however, was rated higher than the direct influences of Extension or other organizations for changes in leadership skills and perspectives.

In the telephone interviews leaders were asked to select areas in which they changed and then to describe how, if at all, Extension influenced the change. Across the four leadership dimensions between 10 and 20 percent of the leaders said Extension did not influence their leadership changes. Among the remaining 80-90% the results indicated that Cooperative Extension contributes to leadership development in three important ways:

1. Providing and or encouraging leaders to assume leadership positions and thereby gain valuable leadership experience.
2. Providing educational programs, advice and information for leaders
3. Serving as informal advisors and models leaders can observe, emulate and/or learn from.

Marked differences were shown between leader groups with respect to the predominant form of Extension influence on leader changes. The major Extension influence on leadership changes for each leader group were:

4-H Counselors and Extension Homemaker Presidents: Experience in the Leader Role

4-H Officers: Experience in the Leader Role and the County Agent

Cooperative Leaders: Meetings, Workshops, Convention

Forage Leaders: The County Agent

Lakes Commissioners: Meetings, Workshops, Conventions and Extension Information

Town Supervisors: County Agent and Extension Information

Senior Citizen Officers: Extension in general and Meetings, Workshops, Conventions

Benefits and Drawbacks

Assuming a leadership position usually carries both rewards and costs. To better understand outcomes of leadership for leaders themselves we asked each to cite both benefits and drawbacks experienced in performing their leadership position. By a large margin the most common benefit of the leadership experience was **increased leadership skill**. This benefit was cited most often by leaders in all groups. Other benefits cited frequently included **meeting and interacting with people, increased knowledge, learning about and helping the organization, self confidence, helping others and accomplishment and satisfaction**.

The most common drawback experienced by leaders was attempting to carry out their job using **inadequate leadership techniques or procedures**. Other common drawbacks included **too much responsibility for the time available and personal difficulties**.

Leaders were also asked to rate the importance of benefits and drawbacks. Seven of the eight groups rated benefits 4.2 or higher. Drawback ratings of all groups were 3.5 or lower. Thus the importance of benefits outweighed drawbacks in every leader group.

Impacts of Leaders and Their Groups

To determine impacts of leaders on their groups they were asked (in telephone interviews) to rate the success of their group and the importance of their own leadership efforts to the group's success. Ratings of group success ranged from 3.8 to 4.2 for all groups except forage councils (3.6). Ratings of the leader's contribution ranged from 4.4 (lakes commissioners) to 3.6 (Extension Homemaker, forage and cooperative leaders).

Leaders also cited things their group accomplished in the previous year. Leaders in almost all types of groups reported accomplishing a variety of special projects. Over 70,000 people benefitted from the projects cited for the groups in the study. These projects ranged from water quality studies, to hay auctions to babysitting services to a 4-H ambassador program. At least 10,000 people benefitted from accomplishments in each of 5 other areas. The prevalence of these other accomplishments varied by the nature of the group.

The incidence of other accomplishments was closely tied to the nature of the leader's group. The most prevalent accomplishments of 4-H camp groups and Extension Homemaker Councils were improved member relations and learning activities. Accomplishments of 4-H executive boards centered on financial gains and organization maintenance. The chief accomplishment of forage councils was conducting educational activities. Notable accomplishments of cooperative boards included acquiring new equipment, buildings and staff. Town supervisors cited a wide range of accomplishments with none clearly predominant.

Cooperative Extension's Future Leadership Development Role

A final objective of the study was to provide information to guide future leadership development programming. Leaders were asked to rate their level of involvement in the community, to indicate their interest in further leadership growth, and to advise Cooperative Extension on audiences, methods and content to emphasize in any future leadership development programming. Most leaders (66%) felt their level of involvement in community groups and projects was about right. Nearly all leaders (95%) wished to strengthen their leadership. Over half (54%) wish to do so in more than a few areas.

Across all leader groups 79% indicated Cooperative Extension should be involved in assisting, educating, and or developing leadership in Wisconsin organizations and communities. Leaders, without exception, selected audiences in their own category as the top group for Extension to serve for leadership development in the future. The educational methods recommended most often were class, workshop, group session; experience in projects or groups; printed information, reading materials and professional advice or consultation. Half or more of the leaders recommended continued emphasis on planning and directing skills, organizing and relating skills, leadership attitudes and community participation opportunities. Half of the forage, cooperative, towns and lakes leaders recommended inclusion of technical information. Town supervisors (50%) also recommended a public policy emphasis.

Leaders also offered a wide range of comments regarding Extension's future leadership development role. The commentary of some leaders focused on the general value of Extension's efforts to assist and develop community leaders. Some felt Extension should maintain the status quo in its programs. An equal number thought Extension should continue and intensify its leadership education.

Some leaders, especially 4-H counselors felt Extension should be sure to encourage and assist youth in their leadership development. Other leaders offered suggestions regarding approaches and activities Extension should emphasize. Some leaders stressed public relations efforts to help persons see the value of Extension's efforts in leadership development. Town supervisors and other leaders suggested that Extension act as a resource and consultant to leaders. Forage and lakes leaders thought Extension should network more with other organizations.

Conclusions

The Leadership Impact Study produced a large body of data across a diverse set of respondents. Several major conclusions regarding leadership development and impacts can be drawn.

1. Leaders in all types of community groups that are assisted by Cooperative Extension experience positive changes in their leadership skills, their leadership perspectives and their community participation during the course of serving in leadership positions. Their growth is greatest in leadership skills and leadership perspectives and least in community participation.
2. Leaders consider their current performance in the areas of organizing and relating skills and planning and directing skills as okay but not good (below 4). They rate their leadership perspectives as moderately high (above 4). Their level of participation is above average (above 3) for their community. Leaders thus perceive room for improvement primarily in the area of skill development.
3. The ratings of current performance and the amounts of growth shown by leaders vary from one group to another.
4. Cooperative Extension is rated as a more important influence on leadership development of community leaders than other organizations.
5. Cooperative Extension influences leadership changes in most leaders. Extension has its greatest influence on changes in leadership skills, followed by changes in leadership perspectives. Extension influence is least in the area of changes in community participation. Extension's influence is recognized most, by leaders, in the area of planning and directing skills.
6. Cooperative Extension contributes to leadership development in three important ways:
 - a. Providing and, or encouraging leaders to assume leadership positions and thereby gain valuable leadership experience.
 - b. Providing educational programs, advice and information for leaders.
 - c. Serving as informal advisors and as models leaders can observe, emulate and, or learn from.
7. Cooperative Extension provides different types of assistance and education for different clientele and clientele accordingly benefit from Extension in different ways.
8. Leaders benefit from leadership experiences and Extension programs in many ways. The most common benefit cited by leaders is increased leadership skill. The greatest drawbacks are inadequate leadership skills or tools and time limitations. Leaders rate benefits as considerably more important than drawbacks.
9. Leaders contribute to the effectiveness and success of their groups in important ways. The perceived contribution of leaders to their group varies across different groups and leader positions.
10. Groups and organizations served by leaders accomplish significant benefits for their members and the broader community. The accomplishments vary considerably in line with the different purposes of various community groups.

HELPING COMMUNITY GROUPS AND LEADERS SUCCEED AND GROW

This guide is intended to assist you in working to help groups and their leaders in any of three ways:

- helping the leader to be more effective in the group and to develop more broadly as a leader in the community
- helping the group respond to their leadership in ways that promote group success
- helping the members of the group perform more effectively in the group and, in some cases, develop more broadly as a leader in the community.

[Although originally written to Extension agents, the editor has taken the liberty of indicating that many of the suggestions apply to a key volunteer who is especially prepared in and interested in helping groups improve leadership. Thus there is some tampering with Dr. Rossing's original text.]

Priorities

Before undertaking any effort to influence the workings of a community group an agent [key volunteer] might well consider his or her relationship to and goals for the group. Perhaps the first consideration is the agent's view of the value and importance of the group's community agenda. How closely do the goals of the group correspond to the agent's educational priorities?

This will certainly be a consideration in deciding how much time and energy to invest in helping the group prosper. A second consideration is the importance of the group as a vehicle for individuals to learn about group processes and leadership, irrespective of the specific goals the group is pursuing. This consideration will weigh in especially if leadership development is a high educational priority for the agent. Third, the agent may also wish to consider her or his relationship to the group from the standpoint of support for the agent's community program. The agent will want to be sure her leadership and group building activity enhances rather than jeopardizes support for her broader agenda in the community.

It is best to look at these three considerations in both a short and long-term sense, e.g., what could I do, and what effects would I have in the next four weeks versus the next four years? If the agent gives a little thought to the importance of his or her contributions to a given group within the larger context of the agent's priorities and relationships, the effort to build group and leadership effectiveness will not create unanticipated problems later on.

What Focus - Leader or Group?

Based on your contacts with and relationship to the group is it most appropriate for you to relate primarily to the leader(s) of the group or primarily to the group as a whole? For example, if an officer has contacted you and asked you to assist her in leading the group, your primary relationship would be to the leader. On the other hand if some members of the group have asked you to assist, be careful about quickly aligning yourself with the leader(s). As you work with the group you may find that your initial focus, e.g., leader or group, does not offer the best position for improving the situation. For example, you've been asked to assist the leader, and you learn later that the leader is both ineffective and resistant to change. If that situation arises, you will have to decide whether to continue with limited results, withdraw, or negotiate a new relationship.

In addition to assisting the leader(s) and/or the members of the group to perform better in their current roles, you may also wish to help them consider new roles in the future. For example, officer's in one group may aspire to higher offices or enter into other groups or arenas with your encouragement. By the same token, you may help members of the group assume greater leadership within the group or take on new roles in other groups.

Effective Consultation

As you work with the group members and/or leaders, a few general principles of effective consultation bear attention.

1. Remember that the problems of the leader and/or the group belong to them. Your role is to offer to help them solve their problems not to assume responsibility for the problem yourself.
2. Listen and observe carefully. Be as sensitive as possible to what people are telling and showing you and asking you to help with. Show them you are grasping what they want you to know and do. Ask questions to gain a fuller understanding.
3. Only when you understand their situation should you suggest alternative solutions. When possible, offer more than one suggestion and let them choose.

4. Offer to assist in putting the solutions in place and in evaluating the results.
5. Stop helping when 1) the person(s) have acquired the skills to solve the problem, 2) the problem is solved, or 3) your help is no longer wanted.

If you wish to truly serve as a positive catalyst for group and leadership development a generally effective approach would have three parts: 1) diagnose the current character of the group and its leadership; 2) clarify your own views of leadership in relation to what the group needs and expects; 3) undertake those group/leader building activities that best fit the situation.

Understanding the Community Group

Groups are dynamic, they do not stand still. Members, leaders, purposes, issues, and ways of doing things change from time to time; quickly for some groups and slowly for others. Thus, sizing up the current status of the group with a view to what preceded and what may follow is essential. Three key ideas should be applied.

First, what is the culture of the group. This may be easy or difficult for the agent to identify, depending on how much a part of the culture he is himself. The culture of the group refers to the habits, emotions, values, and beliefs that guide how members behave in the group. The culture defines what members of the community as they participate in this group define as appropriate things to do, say, believe, or feel, e.g., "how things are around here." These patterns are often unquestioned; people have simply picked them up through informal socialization.

The agent [key volunteer] should note key aspects of the culture that affect how the group performs and how leadership is exercised. Interventions that fit the culture will be accepted much more readily than those that depart from it. Interventions that are new to the culture or that conflict with the culture will require careful planning to achieve success.

The concept of group life cycle is a second key idea for diagnosis. Groups tend to evolve somewhat predictably over time as they experience different developmental challenges. When a challenge arises, the group's energy will tend to focus on that challenge to the neglect of other group needs. Four challenges all groups face at one time or another are 1) participation; 2) power; 3) structure; and 4) task performance. New groups typically experience these challenges in sequence. Older, continuing groups experience the challenges in new forms as members come and go, priorities change, size increases or decreases, etc.

Briefly, the essence of each challenge is as follows:

1. **Participation:** Who feels included/not included in the group? Who takes part in the group's activities?
2. **Power:** Who exercises influence in the group? What contests for influence exist? Who are leaders in the group?
3. **Structure:** What patterns have been established that define roles, assignments, ways of doing things, formality/informality, etc.? How clear and accepted are they? What is expected of leaders and members?
4. **Task Performance:** What priorities are evident in the task activities of the group? What are the results of the group with respect to tasks the group undertakes?

The agent [key volunteer] should make note of the current status of the group with respect to each of the four concerns. In what ways is the group effective or ineffective in achieving a functional resolution of each concern? Which concern is occupying most of the group's attention now.

A third idea that can guide your diagnosis is that of readiness. As groups face various tasks the members' and leaders' readiness to deal with them will vary. Readiness refers to the willingness and to the ability to face the task's challenge. For any given task, members and/or leaders may have

high readiness or low readiness or be somewhere in between. Naturally, groups tend to perform best and to resolve challenges most effectively when they are at a high state of readiness for dealing with that task. When readiness is lower, someone must exercise appropriate leadership to help the group deal with the challenge.

Leaders and Leadership

The first diagnosis focuses on the group as a whole with some attention to who the leaders are and how they behave. The second focuses more directly on leaders and leadership. It is important to clarify your own views of what leadership is and should be, to consider the leadership activities and expectations of the group, and then to consider what you can/should contribute toward enhancing the group's leadership.

Some of the views about which you and members/leaders of the group may agree or differ are:

1. Leadership is/should be centralized in one or a few designated persons versus leadership is/should be distributed across all members of the group.
2. Leadership involves influencing the group in ways the leader chooses versus leadership involves influencing the group in ways that support achievement of group-defined goals.
3. Leadership involves engaging group members in group activities, whether willingly or unwillingly versus leadership involves engaging group members in willing participation in group activities.
4. Effective leadership has certain characteristics regardless of the situation versus effective leadership approaches will be different, according to the circumstances of the situation.
5. Effective leaders have certain qualities that are natural to their personality and are relatively fixed versus leaders can/do learn and acquire the qualities necessary for effective leadership.
6. Leadership in community groups is primarily concerned with accomplishing tasks and maintaining the group versus leadership in communities is primarily concerned with setting directions, building confidence, and inspiring commitment.

Where do you stand on these questions? What views of members and leaders of the group are evident in what they say and do? How will you reconcile your views with those of the group as you seek to strengthen the group and its leaders?

Group/Leader Building Activities

Several approaches, methods, or tactics may be used to assist leader and/or group development and performance. All of the approaches presented here emphasize an educational role for the agent [key volunteer], including both informal educating as a model and advisor and more formal education via instruction.

There may be occasions where you will depart from an educational role and take a direct role in leading or serving the group. It is generally best to minimize this type of activity because an agent can easily become consumed in directly leading or serving community groups at the expense of multiplying his or her impact through education. The primary justification for direct action by you should be as a temporary expedient to get a group formed or to overcome a critical crisis. The goal would be to resume an educator role and to replace the direct action of the agent with someone else as soon as possible.

The educational methods of leader/group development fall into two categories: leader-related and group/member-related.

Leader-Related Assistance

Agents [key volunteers] often form relationships with the leader(s) of a community group. This is quite natural as the agent, serving as a resource person to the group, may be called in by an officer

or may meet with the officer before and/or after group meetings to discuss progress and plans. In groups where you have a long-term relationship, you may identify persons with leadership interest and ability and encourage them to seek or accept leadership positions. Tactics you can use to help leaders perform better and develop further employ a combination of observing, modeling, listening, suggesting, helping, linking, and instructing.

Observing. This method is the foundation for the others. It means paying attention to what the leader says and does inside and outside the group meetings. From this, the agent can note strengths and limits of which the leader may not be aware. As the relationship builds, the agent may informally contract with the leader to observe her actions in the group and offer feedback later.

Modeling. The way you behave inside and outside the group provides an example for others. How you raise a question, suggest a process, or draw out other members can serve as a model for the leader in the group. Outside the group your approach to planning ahead or to reflecting back on group problems and progress can also provide an indirect example for the leader.

Listening. Leaders often need a sounding board, someone who will listen as they bounce their ideas off the listener. This helps the leader to think situations through and clarify his or her options, intents, and decisions. The agent [key volunteer] can be an ideal person to help leaders in this way because he has a neutral position, has listening skills, and can offer knowledgeable reactions.

Suggesting. This is the approach educators tend to use most in advisory roles, sometimes before sufficient observing and listening. The value of this method is that the agent can bring a wealth of ideas to the leader regarding ways to think about situations and ways to act in situations. Some suggestions may be directed towards the leader's role in the group and how he might foster better results. Other suggestions could focus on the leader's development inside or outside the group, e.g., on how the leader might use information, experiences, or contacts to increase her ability and/or use her abilities in new ways.

Helping. While suggestions you make to a leader may be received positively, the leader may not be ready or able to use the suggestion on his own. In such cases, the agent can initially help the leader use the suggested tactic. For example you suggest a group participation technique, you might demonstrate it for the leader, offer to co-lead it the first time, or attend the meeting as an observer and make occasional suggestions.

Linking. Just as the agent [key volunteer] can be helpful to the leader in processing ideas and actions, other community members can play a similar role. Thus a sixth method is to help the leader link up with another person or group of people as a support system to help in meeting his leadership challenges. The support person(s) may be simply friends or a spouse, peers (persons in leadership positions in other groups), or mentors (persons with greater leadership experience and know-how). You can point out the value of such linkages and, in some cases, help in the initial contacts.

Instructing. Sometimes your informal advice and assistance are not sufficient to help a leader overcome a problem. At other times, you see an opportunity for the leader to grow further through organized instruction. In these cases you may arrange or provide a structured learning experience for the leader. Possibilities include furnishing self-instruction materials, conducting a series of one-to-one sessions, or referring the leader to a class, workshop, or other program. In addition to considering organized instruction as a way to enhance current performance, you should encourage participation in leadership education as a way to further the individual's overall leadership development and advancement.

Group-Related Assistance.

Sometimes agents [key volunteers] are asked to assist the group as a whole to work more effectively. At other times, you may offer such assistance when noting recurring problems. Or you might assist the leader in using an activity to help strengthen the group. It is even possible that the agent would propose a group-building activity to counteract the negative effects of poor leadership.

When you concentrate on group-building, the approaches are similar to those used to help individual leaders. They once again include observing, modeling, listening, suggesting, helping, linking, and instructing.

Observing. Observation and feedback provides a powerful way for groups to develop. When participating in any group, an agent [key volunteer] should be a keen observer of what goes on in the group. Observations can be collected and recorded informally or through a systematic procedure and structure (many observation tools are available). In effective groups, it is important that members of the group pay attention to the group's processes. You can be helpful in strengthening the group's self-awareness by offering to share your observations. The agent [key volunteer] can also enlist member(s) of the group in observing and reporting on the workings of the group. The goal is to help the group become more conscious of its processes, to identify dynamics that limit effectiveness, and to institute better working procedures. A second goal of observation is to note group members who demonstrate leadership potential. These are individuals you may wish to encourage to seek or accept leadership positions in the group or elsewhere in the community.

Modeling. When an agent [key volunteer] joins a group and takes part in deliberations, the example he or she sets can serve as a model for other group members. Consciously or not group members pick up on the behavior of others, particularly effective, successful behavior. They are especially likely to notice the actions of a competent agent. Over time, some will seek to emulate the ways the agent [key volunteer] handles herself in the group.

Listening. Members of groups as well as leaders often need a sounding board. Once again, you can provide an outlet for member(s) to air some of their concerns about the group. By listening and focusing, you can help group members clarify their concern and possibly develop approaches to resolve it. The challenge for the agent [key volunteer] in performing this role is to retain as neutral a position as possible and to leave responsibility for resolving the concern in the hands of the group member(s).

Suggestions. An agent [key volunteer] brings valuable knowledge to any community group. This includes not only information about problems in the community the group is addressing but knowledge of ways to strengthen group functioning, leadership, and problem solving. An agent [key volunteer] should stand ready to offer these suggestions as the group's needs indicate. Suggestions might include: group structures or group exercises, group procedures, group problem solving methods, or group evaluation approaches.

Helping. Groups should assume as much responsibility for deciding and acting as possible. Thus, if you suggest a group structure or approach and the group has the ability and willingness to use it, you need offer no additional help. However, if the group is not ready to apply the suggestion on its own, the you should help in implementation. You might help devise the procedure, or co-lead the exercise, or observe and react to the group's initial efforts.

Linking. Effective groups are well-linked to other resources in the community. An agent is usually knowledgeable of community resources. The agent [key volunteer] can be especially helpful to community groups by pointing out other resources, by describing advantages of linkages, by facilitating contacts or exchanges of information between groups and, in some cases, by facilitating intergroup partnerships.

Instructing. Community groups usually concentrate the limited time they can claim from group members on activities that meet the group's primary purposes and needs. Thus they focus on action, socializing, information exchange, or whatever engages their primary interest. As a result some groups are reluctant to take time for instruction. For such groups, you might help them see ways to fit mini-learning experiences into their ongoing agendas. Other groups regularly build instruction into their schedule because they recognize its value.

The agent [key volunteer] is, of course, a valuable source of instruction for any community group. In addition to providing instruction on technical matters, the agent [key volunteer] is able to instruct or arrange instruction on group, leadership, and problem solving processes. Agents [key volunteers] should help groups recognize the value of periodic planned instructional activities and should help the group acquire them. In addition to instruction for the group itself, you can help members access other educational resources and opportunities in the larger community.

EXAMPLES OF COMMUNITY LEADERSHIP PROGRAMS

The twelve site visit counties in the study provided examples of leadership development programs offered by Extension. Many of the programs helped people develop skills in leadership and provided knowledge of problems in specific areas. Programs were offered at county, state, and regional levels. Some were of a wider geographic scope but focused on a particular commodity.

County-wide Leadership Programs

County leadership programs were found in Leelanau County and Harrison County.

New Horticulture Leaders. At the suggestion of the Horticulture Society--an organization comprised of county cherry growers--a two-year agricultural leadership program for cherry growers was developed by the agricultural agent in Leelanau County, Michigan. As one said: "The time was right; there was a new generation of growers." About thirty participants who were 25-35 years old took part. Some were couples. The program focused on leadership skills and marketing. A trip to the state capitol and visits with legislators were part of the program, as was a trip to California to observe the fruit industry.

Those who participated perceived great value in the program. Some gave specific examples of how they had benefited, but one said:

"It helps in ways you probably don't even realize."

A loan officer for the farm credit system explained how he had used the information in his job:

"I found it helpful on the job for having a better understanding of the food chain and some of the economics of developing a pricing structure. I used that in my projections for what kind of income to expect. I feel more knowledgeable in talking with the growers. I now have a real understanding of the whole process."

Another told how the program had changed his views:

"You can sit back and pick up some leadership styles and put labels on them. I'd like to say it has cultivated my interest in becoming more outgoing, more leader-oriented. I think it has helped me. It has increased my level of confidence. I am more comfortable dealing with people."

Another told how he used the skills as a director on the Soil Conservation Service Board:

"Those leadership skills helped me as a director to do what needed to be done. From the budget hearings, it became apparent that the county board was recommending zero for soil conservation. We called together a group of growers, and we showed up at the budget hearing. It became unanimous that soil conservation would get their money."

Another told how the program gave her confidence to become elected to the school board:

"I've been involved in small things like secretary of our church. A year ago I decided to run for school board. It's the biggest help there is. It's been excellent for me to learn to be in the public, speaking to the public. I didn't know how to work with people very well before. It's been a real education. I don't think I would have done it if I hadn't felt that I had some skills which I developed from leadership training."

A cherry grower who had been active in statewide cherry groups and continued his activities on the State Cherry Committee said:

"Even though I was active on a statewide basis before the Ag Leadership program, I have been able to be a much better participant because of my involvement in the leadership program."

County Leadership Committee. In Harrison County, Indiana, there was an active, county-wide Community Development committee which had functioned for a number of years. The group was started by an agent in the county. It was formed using the reputational leadership approach to identify key leaders. As needed, the group comes together and discusses an area where there appears to be problems. They document and examine the problem, calling on outside specialists as needed to help them find solutions. Among the projects the group has worked on are attracting industry to the county, retaining a community hospital, initiating the development of an outstanding park system, and promoting tourism. The group's current project is looking at the disposal of waste and a sanitary landfill.

As one interviewee said:

"You never know the impact of the group's work until later."

Others commented:

"The study group made a difference. We have a nice industrial park with several nice industries. It is there because of some of the meetings we have had."

"In the past, I jumped to quick conclusions on issues; but after getting involved with people, I can see that you don't open your mouth until you think about the issue. There are always two or three sides to an issue."

"I saw the study committee as a means of self-improvement. I think it has really been a learning experience."

"You get a broader knowledge of the community as to what's going on and changes that need to be made."

Multi-County and State Leadership Programs

Leelanau County had both a multi-county and state leadership program for women. These programs were developed and sponsored by Extension.

Expanded Horizons and PALS Leadership. The Expanded Horizons Leadership program was developed for women in Leelanau County and a neighboring Michigan county. The program focused on leadership, communication, running for local office, and the impact of government on the family. Some women in the county also attended PALS, a state program on leadership. This program focused on local, county, state, and federal government; how to bring about change; and how to establish a networking system.

Those who participated explained how these programs gave them confidence and the skills to become more active in community life:

"I'm not afraid to try anything. I'm not afraid to ask. Things can be done, can be changed. You don't have to be afraid to speak up."

"For effective communication, we had a professional. He taught us how to hold ourselves in front of a crowd. Everytime I have to get up in front of a group, those little tools he taught us come back to me."

Another told how she had run for office:

"The PALS leadership program gave me the confidence to run for office. I went out and ran for county commissioner and got elected. I was the first woman Vice Chair."

Another woman described how the program benefited her:

"It was very educational to see all the agencies and people involved in government. I feel like I can stand up in front of people. I have done a few things on the local level. I worked on starting "Friends of the School" for our public school. We had a huge auction and raised over \$5000 for a school library. I felt confident enough in myself that I could do this. Whether I could have reached that point without the program I don't know."

Regional Programs

Participants in the New England Rural Leaders program and the Family Community Leadership program were interviewed.

New England Rural Leaders Program. One of those interviewed in Piscataquis County, Maine, told how he became aware of the New England Rural Leaders (NERL) program through an article in a newspaper. The program was sponsored by Extension in several New England states. The purpose of the two-year program was to develop leadership skills for people in rural communities. The young man said:

"NERL helped a lot. It showed you how to get things done; organizational skills. It has helped my public speaking. Not that I'm a good speaker, but I'm not nervous any longer. I really enjoyed it. I've probably used it in ways I can't pinpoint."

Family Community Leadership Program. Six western states participated in a six-year program partially supported by a Kellogg Grant. The program, which was initiated by Extension Homemakers, focused on public policy, leadership development, and issues related to the family. Extension faculty in each of the six states assisted in the coordination of the program. The curriculum drew from both Home Economics and Community Development. The program featured regional training for the representatives of each state, as well as programs within the states. The program was designed to encourage individuals and families to become involved in community decision making. After training, volunteers shared the training with others in their local communities.

A feature of the program was a board of directors at the regional level comprised of Extension Homemakers, other community volunteers, and Extension personnel. Each of the six states also had a board of directors. These boards were the policymakers for the program.

The Kellogg Foundation has recently expanded the program. Each state may now apply for funds to implement the Family Community Leadership program in their state.

Several women who were interviewed in Bernalillo County, New Mexico, and one in Columbia County, Washington, had participated in the program. Each of the women used what they had learned in the program in ways that suited their interests and their community situation.

A woman from Columbia County learned about the program through a political newsletter. Having been active as a volunteer in her community, serving on the church board and the library board, being an officer of AAUW, and being active in fund raising for an ambulance, she applied for the program. She attended one state training meeting - a very intense week. In return for the experience, she has done conflict resolution workshops for women's clubs in the county and programs for Extension Homemakers in neighboring counties.

One of the women in Bernalillo County who participated in the program said she found every aspect of what was offered valuable. She used what she learned by doing programs for Homemakers in the county. She also used the information informally in her activities by suggesting the use of some of the principles she learned. She combined what she had learned with her interest in the New Mexico Quilter's Association. Because of the skills she gained in public speaking, she does speaking for the group. She also developed materials and a program for all the committee chairs of the organization. She said the program increased her self-confidence and helped her to understand the flow between the leader and the group.

Another woman from Bernalillo County explained how she used what she had learned to develop a neighborhood association when residents of the neighborhood became concerned about development in the area and how it would affect the environment. She also described how some who lived in the mountains in the county became concerned about how development would affect the water table:

"I happen to know that some of those who attended have had the same things come up and had to work with city or county government on an issue. They have a lot of dealings with the county on who is developing land and how much will be developed. It affects their daily lives."

Those who participated in the program described other benefits:

"I've learned a lot about being involved in an organization."

"For me, I got more benefit out of the experience of working with a group. I probably wouldn't use the political aspect as much as working with a group, organizing a group."

"I thought it was really interesting. I had not been very involved in political things before. It made me start thinking. We were learning something that could apply to any group situation when you were attacking a problem."

Commodity Leadership Programs

Participants in a tobacco leadership and agricultural forestry leadership programs were interviewed.

Tobacco Leadership Program. In Harrison County, a young man who raised tobacco and beef and also worked off the farm, described the Phillip Morris Young Farmers' Leadership Development Program. The program is sponsored by Phillip Morris and Extension for tobacco growers. It focuses on communications such as public speaking, using mass-media, and lobbying elected officials:

"A lot of what we learn is centered around politics. We were learning how to approach state senators and how to get connected with lobbying groups. We have communication with other people--how to get them to tell you what they have on their mind. We've worked on how to remember what you've read and how to gather information. One day, we had someone from the media speak on how to talk to reporters."

Another part of the program will be visiting Washington, D. C., and touring other tobacco-producing countries. The gentleman told how he valued the program:

"Others think they're too busy; they can't take the time to get away. I've taken off work. When I work in town, it is over \$100 a day; but I'm just more interested in that leadership meeting than I am in the money. I'm a little bit crazy."

Agricultural Forestry Leadership Program. A young man interviewed in Columbia County, Washington, described his experience in the Forestry Leadership program. The purpose of the program is to study county, state, and national government as well as forestry. Participants applied, and thirty were selected. All expenses are paid by a private foundation. During the two-year program, participants attend classes three days a month at the state university or other colleges. Ten days are spent in Washington, D. C., and Atlanta, Georgia. A trip overseas is also scheduled.

Leadership Gained through Ongoing Extension Programs

In addition to special leadership programs, some of those interviewed described how participation in Extension Homemakers and 4-H programs had helped them develop leadership skills. Whether it was serving as an officer in a local 4-H or Homemaker club, on a committee for a fair or special activity, or of a county Homemaker council, leadership development and self-confidence resulted. Often these benefits occur almost unconsciously as individuals assume responsibilities for various roles that are a part of their community life. Often, leadership develops as members participate within the structure of the organization. Local club officers move on to county offices; then some serve as district officers. From that level, some move on to state and national positions. A number of those interviewed revealed how this process had allowed them to develop self-confidence and leadership skills:

"I've seen a lot of ladies in the community develop leadership skills. I don't think they would have done so had they not been in Extension Homemakers."

"I've developed a lot of leadership skills I didn't know I had as an Extension Homemaker. If somebody had told me I would be doing this five years ago, I wouldn't have believed them."

"4-Hers help with the community bloodmobile and cook-offs. This teaches them how to be organized and how to help others."

"4-H gives kids good leadership opportunities. It promotes growth, and so many kids don't get that in their normal home and school experiences. I think that's important for kids."

"For those individuals in 4-H, life is better-quality. They can impart the leadership that they gain in other areas. I have seen that with 4-Hers in the way that they are leaders outside of 4-H."

Participation in Agriculture programs also influences leadership development. A farmer noted:

"I served at some time or other on probably every committee Extension has had. I chaired a lot of those committees. I felt it did me a lot of good. I developed my leadership because then I moved into leadership in Farm Bureau and a lot of other things."

One of those interviewed described how Extension helps farmers to develop leadership:

"I think Extension recognizes the interests of a lot of the farmers in the community and asks them to serve on committees. I think Extension has done a lot to encourage people to participate in programs that are of interest to them and that help develop their leadership."

VALUE OF LEADERSHIP PROGRAMS

Leadership programs are of value to those who participate, the community, and Extension.

Value to Clientele and/or Volunteers

- Individuals develop leadership skills.
- Individuals gain knowledge about a specific subject.
- Individuals gain social benefits as they interact with others.
- Individuals gain pride and self-satisfaction as they develop and use leadership skills.
- Individuals gain economic benefits because of contacts, knowledge, or ability to bring about change.

Value to the Community

- The community has a pool of knowledgeable and skilled individuals to help precipitate needed change.

Value to Extension

- Extension has a fund of available volunteers with knowledge of a particular area who have the leadership skills necessary to promote change and growth.

These programs demonstrate that programs on leadership can have an impact in helping people to improve their skills and confidence and to take a more active role both in community government and in community organizations. While many leadership programs have been on a national level, the impact of the Agriculture Leadership program in Leelanau County, Michigan, suggests that the development of such programs at a county level would be of considerable value.

Strong community leaders both acting in partnership with Extension and standing on their own are essential to strong communities. They are equally important in isolate rural areas and in population dense communities.

Leadership can be developed and enhanced. Some people need help in communication skills; others need help in assertiveness or in how to tactfully receive suggestions from others. Some people need more information about local problems, concerns, and trends; others need to see how the local community affects and is affected by state, national, and international issues. Some need to improve process skills related to group problem identification and solving or planning strategy to insure successful action.

Extension can do a great deal to help volunteers build needed leadership skills.

Because of the value of leadership programs, the following recommendations are made:

- Each county should have an annual program which helps local leaders build community leadership skills. The program component might focus on process skills, outlook and trends, problem analysis and solution, or a combination.
- Specially funded national, regional, and state leadership programs should be continued. However, because of cost, the number of people who can participate in such programs is limited; states should develop additional curriculum units for use in counties and communities.

CHAPTER 17

LOOKING TO THE FUTURE

This final chapter looks toward the future:

1. In summary.
2. Factors affecting change.
4. Balancing benefits to individuals and the broader society.
5. Making decisions and developing strategy.
4. What if Extension can't?
5. Roles of key volunteers.
6. Helping volunteers understand issues programming and strategic planning.
7. Evaluating the results of issues programming.
8. Changing directions with volunteers.
9. The future is up to you.

This book has described volunteer activities with the Cooperative Extension Service across the United States in the first half of the 1980's. It is based on the first study of such activity which looked at volunteering in all of Extension's program areas in all fifty states. As the book is being written, however, changes are occurring in the Cooperative Extension Service which may affect partnerships with volunteers. This chapter looks at possible changes and discusses strategy for dealing with change.

IN SUMMARY

The many and varied partnerships between Extension Agents and volunteers located through the national study of the implications of volunteerism in Extension were truly impressive.

The study found that:

- Volunteers work with Extension in a variety of ways. The three main patterns of relationships between volunteers and Extension are:
 - cooperation with community groups such as agricultural commodity groups, 4-H clubs and 4-H Leaders Councils, Extension Homemakers, and a variety of other community organizations.
 - cooperation with other agencies and the volunteers who work with those agencies.
 - activities which involve individuals working directly as a part of Extension programs, such as Master Gardeners, work on large educational events, short term projects, partnerships in applied research and demonstrations, and work on a variety of individual assignments.
- Volunteers are involved in as many as eighteen different tasks. However, the most frequent tasks directly or indirectly involve education, helping other people acquire and use information. Many volunteers who work with Extension teach groups or work informally with individuals. Many volunteers help people convert information to action in community projects or plan and oversee large educational events.
- The various activities can be grouped into four major categories: policy and planning, teaching, conducting large educational events, or carrying out special assignments, regardless of the kind of volunteer program or relationship to Extension.
- There was substantial evidence that key volunteers who guided the work of other volunteers were very effective in the partnerships.
- The partnerships between Extension and volunteers has tremendous value to the people they reach, to communities across the United States, to Extension, and to the volunteers themselves.

- There is a considerable degree of consistency in the importance of the work of volunteers and in many volunteer activities, regardless of whether the county is very rural or very urban, whether its main income comes from agriculture, or whether there is no farming in the county. In addition, most counties have some unique partnerships and programs.
- The study staff, the national advisory committee to the study, and the Extension agents and specialists who studied the data saw many potentials for continuing present volunteer partnerships and expanding various programs to do more in each county and to reach out to more people.

At the close of the study, the major conclusion was, "Right on! Keep going the way you are going! And yet, even as data was being collected, Extension budgets were falling and some states were going through a major "downsizing." "Downsizing," seems to be a term created by budget officials which somewhat masks the fact that, in the process, many counties lost agent positions and states lost specialist staffs which lessened Extension support to support to volunteer programs. And, as the final reports were released, some key Extension administrators were caught up in new programs and new strategies of protecting budgets and had little interest in exploring the value of volunteer activities.

Changes have already occurred in some counties and states. More changes are likely to occur. Key volunteers must be alert to the potential to change, understand reasons underlying suggested changes, and decide upon the strategy they will be use in their county. How much will be added? What will be dropped? Will Extension work with volunteers be permitted to evaporate? Will it be strengthened?

FACTORS AFFECTING CHANGE

Volunteers have helped Extension adjust to society over the years, and Extension has helped volunteers look into the future and help their communities adjust. It is a mutual situation. Adjustments often mean change and decisions about what will continue and what will be dropped.

Extension in many counties has faced four major changes:

- 1. More people interested in the kinds of programs and services that Extension has been providing.**

Greater interest in present programs comes about because of (a) changes in county population; (b) greater awareness that Extension has resources for nonfarm as well as farm families; and/or (c) success of Extension programs.

In some counties, population change has meant a decrease. And marked decreases have resulted in changes in services available both from Extension and other agencies with a greater need for Extension programs to fill the gap. In other counties, there has been a major increase in population, especially in areas around cities.

Master gardeners and urban horticulture, an expansion of 4-H projects beyond those directly related to farming, the Expanded Food and Nutrition Program for low income families, and stronger community development and family centered programs all have attracted more clientele.

In the years when Extension staff resources increased, volunteers and Extension developed more and more programs which are liked by clientele and found to be beneficial. For example, 4-H expanded from being primarily conducted in community clubs, to other forms which include intensive special interest programs, and enrichment programs carried out in conjunction with the school system. The number of projects and activities expanded to include a large number which were not farm related.

Home Economics or Family Living Education reduced its emphasis on skills such as sewing and cooking and gives much more attention to family relationships, child development, family financial matters, and nutrition. Nutrition has "come alive" as an area of concern because of the considerable emphasis in the press on the relationship between nutrition, heart disease and cancer.

Agriculture and community development expanded into areas in addition to direct work on food production. In total, the scope of Extension's program offerings adjusted to changes in population distribution and needs of people extensively and expanded substantially with the help of volunteers during the period from 1950 to 1980.

2. **Reduction in the number of paid Extension positions serving that county and in the number and kinds of specialists providing program support from the Land Grant campus.** As the federal government attempts to balance the budget, there is very little possibility that federal funding for Extension will increase. In some communities, state and county funds have also decreased. In all instances, there is great competition for available tax dollars. So rather than a "growing" environment, Extension, in many locations, has undergone stringent reductions.

Some counties carefully considered how these decreases would affect programs and found ways of continuing and expanding programs. Others simply let some programs deteriorate or disappear completely; if there isn't an agent, they simply don't have the program. Some counties are almost completely dependent upon Extension decisions. In other counties, volunteers take part ownership of some programs and work with Extension on adjustments.

3. **A major change in Extension staff and key volunteers.** Most of the Extension agents and specialists who joined Extension immediately after World War II are retired or retiring. This is the generation of Extension staff who linked to the previous generation who saw Extension become established with volunteer help. The retired generation of Extension faculty were well-versed in the practice adoption process and understood the importance of working through volunteers in order to reach clientele.

In some states the retirees have been replaced by specialists, administrators, and agents who see the role of the Extension agent as direct teaching patterned after the role of University professors. Some agents and specialists have no understanding of why working with volunteers is important. And, even more important, some key administrators who could be encouraging staff to form and work in such partnerships, consider work with volunteers of low priority or, at best, that volunteers are people to be "used" in disseminating research. Or the pressure for fiscal management on the part of budget offices at the national and state level have made some administrators so management conscious that they are unaware of the changes that are taking place in work with volunteers.

Just as Extension staff who understood volunteer partnerships have retired, so the volunteers who were most active in those partnerships have aged and left their volunteer service. Some of the interviewees spoke of volunteer activities "in their parents'" time or when they were younger. New clientele usually respond to the lead of the agency rather than trying to change that agency.

The erosion of understanding of what volunteers working with an agency can accomplish is equally or more important than the lack of understanding on the part of professional staff. Changes in Extension staff only affect that agency and its programs. An eroding rather than a strengthening of volunteering, and of the abilities of volunteers, will affect the whole fabric of democracy and the American way of life.

4. **Greater emphasis on specific problems and issues which affect a sizeable number of people in the greater society, but may or may not be the problems or needs that Extension's traditional clientele are most likely to recognize.**

For example, farmers may be most interested in Extension's directing its programs exclusively to helping farmers increase profits. The broader society, on the other hand, is becoming increasingly concerned about food safety (chemicals and bacteriology) and effect upon water and soil. Society has changed from being primarily a farm and rural dominated society as it was when Extension began to being primarily an urban society complacent about an abundant, relatively inexpensive food supply drawn from all over the world.

In addition to the expanded 4-H program, 4-H staff will be devoting considerable attention to programs devoted to youth at risk.

Extension Home Economists have become much more active with other agencies related to ensuring adequate child care provisions for working families, attempting to reduce child and spouse abuse, and in programs helping an aging population remain safely in their own homes.

The reasons for Extension administration's espousing of a focus on societal concerns will be presented in a later section of this chapter. It was very clear from the sample of counties visited that Extension-volunteer partnerships can do a great deal in this area as well as in the traditional programs which focus on the needs of individuals.

Thus, as the Cooperative Extension Service and its key volunteers move toward the next century, there are tremendous challenges--many and different program opportunities, fewer paid Extension staff members, and, in some cases, Extension staff who do not know how to extend their own efforts through partnerships with volunteers.

BALANCING BENEFITS TO INDIVIDUALS AND BENEFITS TO A BROADER SOCIETY

Extension has demonstrated that it can meet the individual needs of information-aggressive traditional clientele. It also has demonstrated that through volunteers it can reach and help other individuals with their recognized questions and problems. In the past, Extension has also demonstrated that it can deal very well with major societal problems. New programs are showing that it can continue to adjust to such problems.

In some instances, the two coincide and one program emerges. For example, Extension staff and volunteers in Clinton County were working on research to help the apple industry respond to a challenge of the use of chemical back when we visited the county three years ago. The Home Economist in Martin County and the County Nurse were regularly holding meetings for families with diabetes. Individuals within the county were recognizing the same kinds of needs that were being expressed by the larger society, and Extension and volunteers were programming to the joint needs.

However, there were also evidences of tension.

Agriculture. In many counties, farmers are very used to calling the Extension office with a variety of questions ranging from "What is hay selling for today?" to "What kind of a weed do I have?" In some counties the Agricultural agent's phone rings from 5:30 in the morning until 10:00 at night moving from the office to his home phone when it's past office hours. The individualized attention of the agent is greatly appreciated. However, so much of the agent's time is taken up with this individualized service that he or she is not able to organize applied research projects on such problems as the effect of agricultural chemicals and the degree to which farmers can reduce or replace them without affecting profit.

Family Living. In some counties, there is a tension between Extension Homemakers or other women's groups who thoroughly enjoy lessons on herb cookery, bread making, and clothing construction. Such areas meet needs for constructive creativity but are not essential to maintaining today's families. During the 1950's, it was very acceptable for Extension Home Economists to invest quite a bit of Extension's time in teaching such programs to adults. Some Extension Homemakers remember those days with longing. However, many Extension Home Economists have turned to direct teaching related to nutrition, financial management, and strengthening families.

4-H. Current 4-H club programs primarily attract middle income kids from families who are supportive enough to give time to the maintenance of the club through taking leadership roles. 4-H is a great activity for such youngsters. It has tremendous life skill development and preventive value. Regardless of the number of 4-H members in a county, the full slate of projects and activities can be a very demanding program both for Extension and for volunteers. But there are a lot of kids that 4-H is not reaching and serving. 4-H volunteers and Extension could well use their experience in how to help kids learn in programs which would help these kids. One of the greatest tensions at the state and federal level is why tax money should support 4-H when other youth groups make out O.K. without tax dollars.

Community Development. In some counties, community development has focused on local community planning and strengthening of organizations and leadership. Currently there is a major press within Extension for a concentration on programs which focus on economic development and rural revitalization.

(Some readers may have noticed an ambivalence in terms of the extent to which community development has been discussed in various chapters. There is a tremendous difference across the states in terms of whether or not this is a separate program area. Some states, like Wisconsin, have four program areas, and community and resource development specialists and agents constitute one of those four program areas. Some states have community resource development specialists but no specialized agents at the county level. The specialists work with Agricultural agents and Extension Home Economists. Still other state Extension administration's believe that community development is the responsibility of Agriculture, Home Economics, and 4-H and have no separate entity.)

If Extension continued to have unlimited resources and continued to believe strongly in partnerships with volunteers, there would be no question but what Extension with its volunteer partners could excel both in helping people with individual needs and with meeting societal concerns.

Advisory groups and planning committees will continue to be challenged to decide what amount of Extension resources should go into programs which directly benefit individuals and programs which are directed toward the needs of the greater society. Examples of opportunities for such alternative program investments occur in all Extension program areas.

MAKING DECISIONS AND DEVELOPING STRATEGY

More people wanting help from present programs, new emphases on issue programs, and reduction in Extension budgets means much greater demand than Extension staff can meet. Advisory groups and county Extension staff are continually faced with strategy decisions. There appear to be several choices.

- **Drift.** Stretch and accommodate those individuals and groups which press the hardest and say no when you run out of resources. This is the approach that some advisory groups and county staff take. It doesn't require any up-front decisions and is less likely to be challenged.
- **Strategic Planning.** Concentrate your limited resources in a few areas, and drop off some of the things which Extension has traditionally done. This is the "in" approach with many Extension administrators who are expected to follow good management procedures.

For example, when resources first began to tighten up in Wisconsin, Extension Agriculturalists decided to give home horticulture very low priority and to concentrate on Ag Profitability.

- **Expand Volunteer Responsibilities.** An even greater involvement of volunteers offers a third possibility for handling both greater demand in old programs and new program emphases.

Master Volunteer programs could shift much of educational programming on routine Agriculture, Home Economics and Community Development areas to volunteers, thus both expanding help to individuals and allowing agents to form additional volunteer partnerships in new program areas.

4-H Executive Boards taking more responsibility for 4-H activities through Key Volunteers and county volunteer committees can permit the present 4-H program to flourish and yet permit Extension to form new partnerships to reach youngsters who can't currently take part in 4-H and to develop programs of particular value to youth at risk.

Extension Homemakers taking more responsibility for drawing on past Extension projects in skill areas and developing demonstrations, videotapes, and teaching plans could satisfy requests from some members and still permit other members to work with the Extension Home Economist in social concern areas.

New volunteer partnerships can be formed through cooperation with different community organizations and forming action planning and project task forces to work on new issues.

If a county opts to continue to expand programs through volunteer help, a second level of volunteer will be needed. It is essential that volunteers receive adequate support. An individual Extension agent can only provide that support to a few programs at the same time. However, county visits have shown that capable volunteers can move into coordination roles and provide much of the support usually provided by agents or specialists. Key or county-wide 4-H project leaders can provide the direct support and organize the county 4-H activities rather than the Extension agent. The Extension agent advises and supports the key volunteer rather than directly interacting with 20 different 4-H project leaders. Each Master Volunteer program will need a volunteer coordinator or team leader to be sure that promotion and scheduling is well-handled. As a result, Extension staff will support the volunteers who coordinate programs, and the coordinating volunteers will provide the support that the action volunteers need.

Some advisory groups will look at this alternative wistfully but discard it because of myths about there being fewer volunteers because women are working, or people are too busy. In most counties, capable volunteers can be found IF 1) the tasks and programs are viewed as extremely valuable; 2) the work is organized in such a way that people can fit it into their life situations; and 3) some one is persistent in searching for the right volunteer and persuasive in helping him or her understand the situation.

Although there are more demands for volunteers than ever before, the ability of volunteers has increased. More people are capable of handling coordination and preparation of other volunteers because of their own years of experience as a volunteer, their educational background, or their experience in employment. And there are increases in the potential number of volunteers with certain characteristics. For example, the trend toward businesses and agencies' encouraging early retirement adds a substantial number of very capable adults to the potentially available volunteer force.

Each county will need to make its own decisions. Hopefully, volunteers will have an opportunity to affect those decisions.

Programs which have strong, active volunteer support are less likely to be dropped if the volunteers are committed, have a firm sense of the value of a particular program, and can back that sense of value up with convincing evidence.

WHAT IF EXTENSION CAN'T?

Futuring talks about worst case scenarios and best case scenarios. Best case scenarios would indicate more funding for Extension so that decisions don't have to be made. Given the effects of the federal deficit and the possibility of recessions and reduced tax income at national, state and local levels, the likelihood of more funding is slim.

Consider some of the worst case scenarios.

1. No county Extension offices or an office staffed with only one agent with other programs serviced by area agents. This is the case in some states today. Volunteers have had to take on more of the program and to work with an Extension staff member who is less easily accessible by phone or drop-in visit.
2. No field staff, only state Extension specialists. This would take Extension back to the days when Extension started. Volunteers took all responsibility for programming at the local level.
3. Neither agents or specialists; no Cooperative Extension Service. As competition for tax dollars has increased and the power of rural Congressmen decreased, in each federal budget deliberation, questions have been raised in terms of whether the Cooperative Extension Service has lost its usefulness. So far volunteers have been able to influence Congress to retain the Service, but that may not continue to be the case.

Key volunteers cannot slide along complacently. They must be ready to face worst scenarios and, if they believe in Extension/volunteer partnerships, work to keep those scenarios from happening.

The volunteers of the county have other options if Extension has to drop a particular program or can't start a new program. The volunteers who believe that the program is essential in the county have the options of:

- **Finding a new partner by exploring whether some other agency is willing to adopt the program.** For example, a program like Master Gardeners could be developed under the sponsorship of a Garden Club, city conservatory, Chamber of Commerce, Council of Garden Centers, or other group interested in plants or dedicated to the improvement of the tamed natural environment. Full-fledged Master Volunteer programs in a variety of areas could be developed in relation to a library reference department.

Master Volunteer programs need three supporting ingredients in addition to sufficient volunteers:

1) a base of operations where people can reach the volunteers; 2) support and coaching from someone who knows how to teach others both formally and informally; and 3) a credible source of the knowledge that the volunteers are sharing. County Extension staffs have provided the first two and University specialists have provided the third.

Other programs may involve other kinds of support. Special programs for junior high students or for youth at risk might be developed in cooperation with United Way or an United Way agency.

In determining whether to continue a program when an agency has to pull out, volunteers need to examine the kind of support that the agency has provided and see if and how that kind of support can be replaced.

- **Changing the nature of the partnership or continuing the program independent of any agency.** Extension Homemakers, for example, are working toward establishing a national office.

Independent volunteer programs seem to be increasing. For example, at one time Alcoholics Anonymous was one of the few voluntary support groups found in many communities. Now, local support groups are forming to help people cope with many of the life threatening or disabling illnesses. There are countless examples of how committed volunteers have built programs with a minimum contribution from an agency partner.

Independent volunteer programs sometimes reverse the usual procedure and seek "volunteered expertise" from agency personnel. Currently Chambers of Commerce and other groups call on Extension for small amounts of help when planning a process or needing university knowledge on a specific subject.

The typical pattern is for local groups to form a network and share ideas and resources. For example, Master Volunteers, in counties where the County Extension staff can give little support, develop communication links with Master volunteers in counties where there is more Extension support and draw upon the other volunteers as a resource for specialized questions or demonstrations.

Groups who need the kind of instructional session usually provided by an Extension agent or state specialist, could look across the country to those states where Extension personnel are working with this kind of program and arrange for assistance either by directly "hiring" a person from the other state to come and do a workshop, or by encouraging the other state to share programs by satellite, or by asking the other state to prepare some video tapes which the group can rent or purchase.

- **Securing county or city support for a part-time coordinator position.** Most independent volunteer groups realize the value of having one or two key people who are paid to serve as executives or coordinators for the group. Sometimes the volunteers raise money to support part-time positions through various fund-raising procedures. Some are successful in writing grants and securing temporary fundings. Others are able to convince a City Council or County Board of Commissioners that the program is worth some tax support.

However, for there to be any chance of a program succeeding, there must be a nucleus of volunteers who are committed to the importance of the program and committed to making the program succeed. Extension programs have been most successful when committed Extension agents have found the support of committed volunteer partners. The Extension study of volunteerism and other studies and newspaper reports have shown time and time again that committed volunteers who can approach limitations creatively can accomplish a great deal.

Privatization. In some instances, where volunteers are unwilling or unable to continue a program (or start a program) and the program is still needed, a capable, credible, local person is encouraged to start a part-time business. For example, there are a sizeable number of people skilled in specific crafts who are willing to teach courses and charge a small fee. There are a growing number of private farm management consultants who work with farmers for pay. This is a very appropriate alternative when the service or instruction is needed by people who can afford to pay for it. For example, many middle income men and women have enjoyed paying for "Gourmet Cooking" courses conducted by stores or outstanding chefs in the community. Privatization of instruction, however, shuts out those people who cannot afford even moderate enrollment fees.

ROLES OF KEY VOLUNTEERS

So far this chapter has focused on the role of the key volunteer in understanding challenges and helping Extension make decisions. Some volunteers will see other related activities--attempting to influence state and federal administrators, attempting to secure more funds at local, county, state or federal levels. But basically, the main role of key volunteers is that of trying to assist the decision making process through:

- trying to understand changes--why they are occurring, what the effect is likely to be on county people, and what to do about them.
- understanding all Extension programs and trying to consider them with equal fairness when decisions have to be made.
- representing the viewpoints of volunteers and diverse clientele as decisions are made.
- keeping Extension staff aware of the potential of expanding both traditional and new programs through more effective work with volunteers.
- advising and working for the alternatives which they feel will best fit the county situation.

The next sections will deal with other major ways in which key volunteers can play an important role in their counties in helping volunteers and clientele to understand change and to help make changes in such a way that volunteers are protected. In some instances, the wording will look as though it is addressed to Extension agents. However, in many cases we see the key volunteers who are close to the agent and the agent as having very similar responsibilities in these functions.

HELPING VOLUNTEERS UNDERSTAND ISSUES PROGRAMMING AND STRATEGIC PLANNING

As this is written in the spring of 1989, "strategic planning" has been introduced by several state Extension administrators over the past eight years; initiatives and issue programming was introduced jointly in 1988 by Extension administrators in USDA and ECOP, the Extension Committee on Policy made up of Extension Directors elected by state Cooperative Extension Administrators.

However, some county Extension staff, especially those in states which have a long history of "grass roots planning" are having difficulty understanding and accepting the new approaches. Similarly, it may be difficult for some volunteers who serve on advisory committees and program planning committees to understand what lies beneath the focused approach to planning and how such approaches can best interface with local needs.

Leaders among Extension personnel and among volunteers serving on such committees may find the following explanation helpful.

1. How federal and state dollars are secured through program plans.
2. Three major sources of program ideas and how they have developed historically.
3. Why there is a current need for concentrating resources in areas of societal need.
4. How national priorities were established.
5. Problems which need to be overcome.
6. Bringing the three sources back into line.
7. The important role of lead volunteers.

How National and State Planning is Authorized

The general parameters of the areas appropriate for taxpayer investment in Cooperative Extension are spelled out in federal, state, and, in some instances, local law/initiating legislation.

The Smith Lever Act is the main source at the federal level. Section 2 which was in effect as of June 23, 1972 (7 U.S.C. 341 et seq.) says:

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

"Subjects related thereto" has been interpreted to include natural resources, community development, small business development and similar subjects which affect agriculture through affecting the farming environment; and, in the case of youth programming, to view life skill development as a part of Home Economic's emphasis on child and teen development.

The Secretary of Agriculture has delegated his titular responsibility to the Extension Staff within the Department of Agriculture. The general boundaries of the kinds of programs which are expected over the past twenty years have been periodically defined by "scope" reports developed by a committee established by the USDA Extension administrator and the Directors of Extension. Such reports are usually published every ten years or so. They provide historical evidence of the way in which policy changes related to what is appropriate for federal funding under this act.

The law also requires that:

"Before the funds herein provided shall become available to any college for any fiscal year, plans for the work to be carried on under this Act shall be submitted by the proper officials of each college and approved by the Secretary of Agriculture."

Thus, each state must provide one statewide plan with various specific projects, and those plans must be agreed to by USDA-ES before a state can receive federal funding for a specific period.

Most states also having authorizing legislation.

Historical Development of Sources of Ideas for Programs

Within those parameters, three main sources for ideas about what Extension programs should be emphasized have emerged.

- Research/academic disciplines (disseminating research). The campus department and the USDA research branch were historically a main source of what would be emphasized in Extension programs. Early specialists were guided by what Departments viewed as important information for farm families. In the 1930's and 1940's for example, there was considerable concentration

across the United States in introducing farmers to hybrid seed corn and in improved seed/cuttings for other crops which were developed through Experiment Station Research.

The first state plans of work were primarily developed within Departments based upon the best judgment of the research, resident, and instruction faculty as to what areas should be emphasized.

Because of the three integrated responsibilities of the Land Grant University (research, resident instruction, and Extension) and the fact that USDA has three main functions: regulatory, research, and Extension, at both levels researchers and administrators have continued to view disseminating research findings and encouraging their use as a main role of the Extension system.

- Individual's recognized needs (grass roots planning). However, as the Extension service moved to county locations, leaders became much more aware of the vast differences among counties across the country and even within a given state. The people in some counties were much farther ahead in relation to knowing and following recommended practices. Some were much farther behind. Before the advent of television, communities and counties were fairly isolated. As the academic field of adult education developed in the 1940's and 1950's, one of the cardinal principles was that education was much more likely to be successful if programs were based upon areas where people recognized a need for learning.

Thus in many states, during the 1950's and 1960's a good deal of emphasis was placed on each county Extension Service developing an individual county plan based on a careful analysis (involving local people in planning) of those areas where the greatest number of established clientele felt a need for more information.

State plans of work often were a composite of individual county plans. Campus departments assisted counties (influenced decisions about areas which would receive most attention) by directly and indirectly providing information to Extension agents and leaders about areas where they saw developing needs. USDA held annual "Outlook Conferences" which briefed state staff on emerging problems and economic changes. But the county plan was sacrosanct in many states. Each county in consultation with local people established what the Extension agents in that county would focus upon for the next year.

Community development became an important fourth program area with Extension Services in Wisconsin and several other states adding county positions or encouraging other agents to increase programming in such areas.

Because needs among clientele differed greatly, Extension programs at the local level became more and more diverse. For example, in Wisconsin, projects available to 4-H members went from about 20 projects which focused directly on farming and homemaking to more than 50 which included any area which would help a young person learn and develop life skills.

With the help of media and volunteers, county Extension agents and state Extension specialists "stretched" their resources to cover a multitude of subjects each year. Although several states encouraged agents to focus on a least one intensive project which concentrated resources on a specific area for several months, most agents preferred to take the "cumulative" route. They found themselves acting as generalists, responding to a host of local questions and needs. They preferred to cover all areas a little bit each year with the expectation that over a five or six-year period substantial practice change would occur in all areas.

- Societal Needs (problem/issues programming). Societal needs, or the needs of a large group of people or a segment of society, have always been present as one source of programming but has not always been recognized as a dominant direct influence. Research often has been stimulated by major social problems--scarcity of food, need to conserve soil, etc. Grass roots planning often yielded programs which not only met the individual needs of clientele but were directed toward those needs which were held by a group in common. Many counties were fortunate enough to have wise leaders who could influence others on planning committees to see beyond their own immediate needs and to encourage programs like land use and zoning.

And in the middle of the century, farm families still made up the major segment of society; and the programs which were important to farmers also were important to the broader society. However, at times other factors intervened. A major example of where societal needs directed Extension programming occurred during World War II when there was a major concentration of programs related to "the war effort." Then county grass roots planning focused more on "how" to carry out programs than on what programs would be emphasized. Statewide plans focused on the major needs related to the war effort.

Thus over the years, the Extension programs carried in any county or state have been influenced to different degrees by the academic department (research), individual clientele needs, and the needs of the broader society.

Current Conditions

Two major factors are currently affecting the nature of Extension programs and the way those programs are decided.

1. Population and trade shifts mean that farm and rural families not only make up only a small percentage of the total population, but because the broader population is no longer dependent upon the American farmer, a greater share of the nation's food supply comes from other countries.

Rather than dominating American society as was the case when Extension was started in 1914, farmers and rural communities have become a small minority struggling to maintain programs established by Congress and state legislatures.

2. Budgets have to be balanced in order to keep the national economy sound. In doing so, the pool of tax dollars has diminished at national, state, and local levels; and the competition for those dollars is vastly increased. During the 1960's and 1970's a wide variety of clientele in addition to rural families became aware of the advantages of a host of new social programs provided at government expense. No one wants to lose what they have already gained.

There is continuing pressure on Extension to:

1. Show that its programs are important to the American society as a whole and benefit people beyond its direct clientele.
2. Show substantial impact from the money invested.
3. Show substantial efforts on the same major problem areas across the United States.

For example, water purity (both underground and surface) is of keen importance to all Americans. Our health and safety from major illness and disease depend upon the quality of water. Increased lack of purity is a growing problem throughout the United States. The agricultural industry (farming, processing, and packaging) is one source of pollutants. There is pressure on agriculture to find ways of being profitable while reducing the amount of chemicals used. Because of Extension's direct focus on farming, it is logical to expect that the Cooperative Extension Service will be putting considerable emphasis on those practices which will increase the purity of water.

There are very few counties which are not affected by: 1)toxic dumps, 2)industrial, processing or 3) agricultural use of chemicals. So it is logical that influentials at the national level might expect that because Cooperative Extension reaches farmers in all counties, it should be giving a concerted emphasis nationwide to the kind of programming which will reduce agriculture's contribution to water pollution.

However, the leadership within clientele and the general public in counties vary considerably in their belief that educational programs focused on improving water quality should be a high priority for Extension in their particular county. In some counties, volunteers serving on program committees pressed for such programming long before it became a national problem. In others, there is still a debate about who is doing the most damage and a lack of willingness to act at the county level.

As a result, when programming is based only on individual county decisions, and counties recognize needs at varying times over a ten-year period; Extension cannot count on mounting impressive and impactful state and national programs on water quality. Thus, Extension administrators are encouraging counties and states to concentrate some of their resources in water quality and other areas which are of major concern to society in general.

Current Approach to Important and Impactful Programs

A national committee made up of state Extension personnel appointed by ECOP and ES/USDA program leaders studied national trends in terms of problems and concerns and looked at innovative county programs where volunteers had identified societal problems affecting the county and came up with the following nine overall parameters for Extension programs: (Listed alphabetically)

- Alternative Agricultural Opportunities
- Building Human Capital
- Competitiveness and Profitability of American Agriculture
- Conservation and Management of Natural Resources
- Family and Economic Well-Being
- Improving Nutrition, Diet, and Health
- Revitalizing Rural America
- Water Quality
- Youth at Risk

They are expecting that during the next few years, county and state Extension staff will concentrate their efforts in these particular areas. They are also expecting that within these nine areas, Extension staff will concentrate on certain specific areas.

As a second stage, task forces made up of Extension personnel from across the country explored each initiative and suggested areas of special concern or "issues" where, in their judgment, Extension should be concentrating its resources and mounting effective educational programs. For example, the task force on Water Quality suggests that states and counties concentrate on programs in one or more of the following areas:

- Public Understanding;
- Impacts of Chemicals;
- Water Conservation;
- Developing Community Control Strategies.

The Building Human Capital task force felt the greatest emphasis should be given to the following four issue areas:

- Career Preparation and Transition;
- Preparing Responsible Youth;
- Developing Leaders;
- Renewing Volunteers.

The areas identified by the other seven tasks forces can be found in Cooperative Extension System National Initiatives Focus on Issues, USDA, January 1988.

Many states were represented on these tasks forces. For example, the Water Quality Task force was made up of Extension personnel from Florida, California, Oregon, Wisconsin, Iowa, New York, South Carolina, Virginia, North Carolina, Arizona, Maryland, and Louisiana. The Building Human Capital task force include people from Nebraska, Washington, Louisiana, Michigan, Delaware, Idaho, Georgia, Mississippi, California, Florida, New York, Minnesota, and Wisconsin.

The task forces expect that most states and several hundred counties will develop highly impactful programs related to some of the areas identified as issues within the nine programming initiatives.

Concentrating Resources in Order to Increase Penetration and Results

In order to reach large numbers of people and secure action, Extension personnel need to concentrate time, attention, and media resources on specific programs for a period of time. It is not sufficient to hold one or two meetings and write two or three news releases. There has to be a well-designed program aimed at creating interest and securing action.

It is no longer possible to add new resources for new programs. In order to free up current resources, Extension may have to reduce the time and attention given to other areas. That does not necessarily mean abandoning other areas. It does mean that Extension may have to ask volunteers to take more responsibility for some programs or may have to cut back on the kind of information and support provided.

For example, one area which has already faced this kind of reduced attention in some states is that of non-commercial horticulture. Extension administrators realize that the landscaping and growing of ornamental flowers, shrubs, and grasses around homes and businesses is very important to community appearance and to individual enjoyment. They realize also that this is one area where Colleges of Agriculture can visibly demonstrate their value to nonfarm families and individuals. However, this is an area where some states have demonstrated that Master Gardener volunteers can take over the main activities in providing information about the care and nurturing of trees, lawns, and gardens with a minimum of assistance from Extension.

Advantages

There are some definite advantages of state and national strategic planning on high priority areas.

1. Counties have access to better educational materials. More dollars can be invested in multi-county and multistate media materials--videotapes, computer programs, print materials, and other resource material which is very costly when prepared for use in only two or three counties.
2. State specialists can give more undivided attention to dealing with the various ramifications of the specific problem/program.
3. Counties can share designs for programs and key resources.
4. Most commercial media (radio stations, daily newspapers) serve several counties. One coordinated media approach to a problem is more efficient than each county sending a station/paper similar materials. More concentrated emphasis can also be given in statewide and multistate periodicals directed to farmers or other specific audiences.
5. States can share resource networks in areas where there is little research and few states have specialists.
6. There is reinforcement across county and state lines and local citizens feel they are into something big when they hear their cousins in another state talking about the same kinds of programs.
7. The same kind of reinforcement within a county affects local individuals. When they hear the same message from three or four sources and know their neighbors in other parts of the state are interested, there is more stimulation for individuals to take part and to act upon what they learn.

Potential Problems

From one perspective, the idea of concentrating part of Extension's resources on a limited number of areas in such a way that Extension is giving statewide and national attention to a particular area of concern to society sounds very reasonable and has several benefits.

But there are problems which must be dealt with effectively before the process really will work.

1. **The state or national priorities must be real and important in the local county.** The social concern must exist to some fairly substantial degree regardless of whether or not local people currently recognize it as existing. If it's a trend, it must be clear that even though the trend has not yet reached X county, the signs show that it is heading that way. Everyone would agree that it is a waste to put on an intensive educational program on a topic which is absolutely not needed.

2. **Strategic planning and "grass roots planning must be reconciled.** State and nationally initiated programming is viewed by some as violating the adult education principle of reaching people where they are. Some county staff object to top down programming. There are enough instances of past programs sponsored by state and national administrators which failed in the county because local people were not interested, and local Extension agents did not have the interest or ability to create interest. For example, in the early 1980's when there was an extensive energy crunch, Extension developed programs on energy conservation, but many local people thought "this too will pass" and didn't bother to take part in the programs.

For a program to be really successful both Extension agents and local volunteers need to be committed to its importance and enthusiastic that they can carry out programs that will really make a difference. The assumption by many has been that such commitment and enthusiasm is most likely to occur when the idea for the program comes from the people who will have to carry out the program.

Any program process which will result in successful programs has to allow sufficient flexibility for counties that truly do not have a particular problem to choose other concentrations and for those counties who are first to be hit by the next major social concern to begin working on the next round.

3. **Creative people like to think that their programs are unique.** At this stage one of our state Extension committees which is working on our Extension programming process has said, "Let's not start with the national Extension initiatives and issues. Let's do our own analysis of trends. If we get to the same place, fine. If not, we are not concerned." In effect this is the same idea that lies behind resistance at the county level. People do not want the level above them telling them what to do. They want to discover it for themselves and feel it is uniquely suited to their particular county or state.
4. **Some very popular programs will no longer be available from Extension.** One example which has brought about friction for county Extension Home Economists is the fact that for some years now Cooperative Extension administrators are unwilling for Extension to continue to teach crafts and homemaking skills such as cooking and sewing to adults. Experienced homemakers have found such programs relaxing and reinforcing. New Homemakers (men and women) have found the skills programs very helpful. However, for the last several years, Extension Home Economists have been focusing their adult programs on nutrition, family economics, and strengthening families. In some states, Extension Homemakers who have had years of such projects have been resourceful in taking over these areas. Other states have organized Master Volunteer programs in specific areas such as Yarn Crafts (cotton states) so that people could continue to take part in programs they enjoy but not at taxpayer expense.

Certain traditional agricultural production programs which are pretty routine but which farmers enjoy have been quietly disappearing and being replaced by programs which are more controversial and unsettling as farm profitability becomes interfaced with human safety and protection of resources.

5. **Some very key clientele who are accustomed to certain help from Extension will get less assistance and may be bothered by it.**

Answering individual calls from farmers in areas which are repetitive like "What is the cost of hay this week?" or "What is farm land selling for around here?" or "What kind of weed or bug is this?" can tie up the greater share of an Agricultural agent's day yet the farmers who get a quick and specific answer value those responses. The quick answer at the point of need saves the farmer a good deal of time and is greatly appreciated. However, it keeps the agent from dealing with educational strategy on problems which affect a larger number of farmers. Again, Master Volunteers have shown that carefully selected volunteers can screen calls and answer those which do not require the special background of the agent.

One of the special problems which some counties will face may be the affect of broadening Extension responsibilities related to youth programming beyond the traditional 4-H program while still maintaining the county activities and training meetings essential to the traditional program. Several counties have found that volunteers are able to handle both the planning and the implementation of such activities and training meetings. In those counties where 4-H is conducted as part of the school program, volunteers will need to replace agents in at least part of the work with youth. These volunteers need to be former teachers or others with credentials acceptable to the school system.

Most would agree that the present 4-H program needs to be retained and strengthened. It is a very positive, preventive force. However, most also would agree that the present program has some major limitations and that Extension, with the help of volunteers, could be doing a good deal more to help youth. Some of those limitations include:

1. With the exception of about 10% of youth, 4-H is not appealing to youth over 11 years of age. The preteen, early teen, and mid-teen years are years when youth are especially vulnerable to negative forces as they begin to forge their own adult behavior. It also is a time when youth are preparing for the labor force. Thus, an Extension youth program which reaches and helps teenage youth is imperative.
2. There are a growing number of youth at risk in our communities who lack positive opportunities and family models. 4-H usually reaches those youngsters whose parents are able to support their participation and who have the minimal financial resources needed to take part in 4-H programs. Extension has the educational resources to help other youth but has not yet developed the best format for doing so.
3. Strengthening families and helping families better understand and work with vulnerable youth. The whole social problem area of substance abuse, depression and suicide, sexual irresponsibility, and AIDS has reached most communities.

Bringing the Three Sources Back in Line

Strategic planning focused on major problems and societal issues is not new in the history of Extension; but in some counties and states, the three sources of programming have drifted apart.

As indicated earlier, when increased food production and or improvement of the average farm family's living situation were major needs of the society, individual needs of clientele, research/Department, and societal needs lined up very well. But now, societal concerns and problems have moved away from the more easily recognized and acknowledged needs of clientele and some clientele, have become very accustomed to utilizing Extension resources in ways that are very convenient to them.

As a result, Extension is challenged to bring the three sources of programs back into line in such a way that all counties are emphasizing at least some of the areas which Extension has selected as issues for special program consideration.

If you can visualize the three sources of programs as three circles which intersect, special attention should be given to those areas where social concerns and recognized local needs overlap. As you think about it, you may find that that societal needs and individual concerns are not as far apart as you would first think.

Farmers have long been complaining that they haven't been able to get good hired help. So what's really new about businesses starting to worry? With pressure from both sources, perhaps Extension and volunteers working with youth will give more attention to the kinds of youth activities which help prepare youth to be good workers.

Local communities may find that the leaders they have relied upon have moved away or died and that new people aren't replacing them. Developing leadership is just as likely to be recognized on the local level as it is to be a national issue.

Effects of poor nutrition, eroding soil, poorly managed forests, and eroding environmental resources are just as likely to emerge as problems recognized in local communities as they are to have surfaced nationally.

"Good kids" having their lives spoiled by substance addiction, sexual irresponsibility, or other forms of irresponsibility are showing up in almost every extended family in every community.

Local advisory groups and planning committees are challenged both to sort out those prevalent societal trends and suggested programming areas which really are not relevant to their particular communities and to help people recognize that some of the other national trends are important in their community as well as the rest of the country and to accept the fact that programming in some of these areas may be even more valuable than familiar Extension activities.

Key Volunteers Roles

For strategic planning to be successful and for there to be some unified approach to societal concerns or issues, volunteers serving on planning/advisory counsels need to be able to serve individual needs of traditional and new clientele and concentrate some resources in a few areas of major concern for society which go beyond their current clientele. The question should be less one of whether to interface the two but of how much of the resources should go to individual needs and how much to societal needs if local people aren't aware of the issue and how it affects them.

Advisory committees will need to give even more attention to supporting agents in decisions about what activities must be dropped, where volunteers need to take more responsibility, and where agents should concentrate their time. If there is an agreement that agents should not spend most of their time running around "putting out fires", (i.e., answering individuals' questions and requests on any area which is even remotely related to their charge), there needs to be a decision of which areas should be dropped completely or referred to a private-for-hire source or other agency and which should be maintained but by volunteers.

When there is adequate volunteer commitment and support, surprising numbers of impactful programs can be supported by a very small team of Extension agents.

Some communities and counties just don't have such volunteers. But in most counties and communities, the potential volunteers with the kinds of abilities needed, are available but either haven't been located by Extension or haven't been convinced of the importance and value of the role that they can play.

EVALUATING THE RESULTS OF ISSUES PROGRAMMING

Just as Extension is emphasizing programs which focus on societal concerns, so Extension is obligated to show what it accomplishes in these areas. Some will feel that the same methods of evaluation should be used here as with any program. Others would suggest that there are some special concerns about evaluating issues programming.

Evaluating Results

It is challenging enough to integrate useful and efficient evaluative activities into familiar programs, it is even more challenging to develop effective final or summative evaluation in programs focused on serious social and economic problems and issues. "Issue programming", an approach introduced in Cooperative Extension in the late 1980's, offers special challenges because:

1. Such programs have to be dynamic and changing.

One old approach to results evaluation emphasized preset objectives and judged a program on whether the objectives set before the program was started actually were attained. In most serious problem, program, issue statements it is impossible and inappropriate to set more than major goals at the beginning of a program.

Often such programs are "first's". No one has done exactly this program before. In fact, sometimes the knowledge content of the program develops during the program as different disciplines or viewpoints come together in a new synthesis. It is very difficult and often inappropriate to set firm specific objectives in the first program plan. Part of the program often involves helping people analyze the problem or issue.

The program develops as it goes along rather than being completely preplanned, thus evaluation needs to be used throughout to examine progress and keep activities on track. Changes in context and in program need to be documented so there is a clear picture of what was done and why it was done.

New knowledge related to the problem may have to be created either through a synthesis of research/knowledge from several academic fields, or through the synthesis of indigenous knowledge (that held by local people which has not been verified by scientific research) and academic knowledge. Sometimes the information has to be developed on the spot through applied research. In those instances the securing of the knowledge is a major part of the program. Thus a part of examining the effectiveness of the program deals with whether the needed information was secured.

2. The expected results must focus on the problem/issue that initiated the program.

The results examined must fit with the announced goal of the program. Other programs are free to examine results in terms of the main focus of the program. For example, a program designed to help people learn more about a particular subject, to explore and perhaps change their attitudes, or to learn specific skills would examine the extent to which these particular individual changes occurred. However, with problem/issue focused programming results have to be examined in terms of what happened to the problem/issue.

Usually problem/issue focused programs must be strong enough to move a sizeable number of people to action. Often that action is not easy and is resisted by those who need to make it. For example, it is relatively easy to know what constitutes good nutrition and to believe that it is important. The practices which improve nutrition are fairly easy to do physically. It doesn't take much physical energy to push yourself away from the table. However, controlling one's food intake is not easy. For there to be impressive evidence of the effect of a program focused on improving nutritional status, the program has to include factors which help people surmount barriers and consistently use the desired behavior.

Group action, or action by key influentials often is needed. Although individuals can be helped to better their own position related to a serious problem, the problem itself often is not dealt with unless there is concerted action by several individuals. For example, low income homemakers can be helped to manage the little money they have or can be helped to gain abilities which help them earn more money, but low income homemakers can not acting individually combat the various factors which keep them from earning enough money. There has to be group action to deal with minimum wage, employee benefits, discrimination, educational grants and provide GED and other vocational education.

Programming becomes much more complex and evaluation becomes much more complex. There may be hundreds of educational inputs needed to deal with some issues and problems. Often attitude change is as important as knowledge acquisition and use or gaining skill.

The pyramid of educational changes, which lead to practice changes, which lead to group action, which lead to change in relation to a problem or issue situation must be delineated.

Understanding and clearly portraying typical results sequence of 1) learning changes (knowledge gain, attitude and skill development) 2) action (practice adoption, social action) and 3) affect and value of that action (what good did the new knowledge and action do) is crucial. While some other programs can stop with examining whether learning changes have taken place, a program which bills itself as problem and issue oriented should be examined in terms of how well it helps people put knowledge to work in curtailing, eliminating, resolving or solving the problem the program addressed. Although the main emphasis is on the value yielded from taking care of the problem, there should be sufficient evidence of the other two areas to show that the problem resolution didn't come about by accident but that the program really did make a major contribution.

When the program deals with an issue in the sense that there is controversy or one approach to the problem benefits some people and disadvantages others, then the evaluation needs to focus on whether the problem really was treated as an issue with all relevant view points identified and a solution negotiated. It is not enough to report out how many people learned something, or used a new practice unless it can be shown that that knowledge or the new practice had an impact on the problem or issue which initiated the program.

3. Results have to be understood in terms of specific contexts, resource investments and process used.

The CIPP model becomes especially important. This model interfaces examination of the context of the program, the resource investment, process used and product or results produced.

Understanding of the context is essential both in understanding the problem and the degree to which the program made a contribution in relation to dealing with the problem. The most effective way of dealing with the same problem may differ according to the community and clientele. Ag profitability for the large commercial farmer and for the small sustainable farm may be quite different. The focus of youth program needed by first generation Mexican urban emigrants and that appropriate for white rural youth whose families have been in the community for generations may be quite different.

Usually it is not possible to bring sufficient resources into play to make more than a dent in a particular problem. Therefore, it is important to examine the amount of resources invested and judge whether the results were in balance with that investment. It may also be important to examine whether or not sufficient efforts were made to secure needed resources. Were enough professionals and volunteers involved or did a program team try to handle it solo? Did they seek out gifts and grants or volunteer assistance in order to have adequate resources for what needed to be done?

Examining process includes examining the effectiveness of the partnerships formed in carrying out the program. Most serious problems need the cooperation of many groups and agencies. Sometimes that partnership never gets off the ground. Most programs need strong volunteer support. Some professionals are unwilling to take the time to work with volunteers.

Examining process includes looking at the means used to reach and influence people. Usually more than the information aggressive who actively seek agency help need to be reached. Well done media and volunteer networks need to be developed which can penetrate and influence those who do not come to educational programs.

Examining process also includes examining the strength and charisma of the program. Is it developed in such a way that people are caught up and forced to become interested? Is there sufficient repetition of key ideas so that the need for action penetrates and influences the majority of people?

Problem solving or issue reconciling programs usually take more than the usual information transfer approach to programming. Those calling for such programs have to be aware that that information transfer to information aggressive people is not enough and must be willing that staff go further or help other partners to take people further.

In fact, in some situations Extension's most valuable contribution may be that of guidance related to process rather than guidance related to the problem itself. For example, a community organization wants to establish a recycling center. The members of the organization already know the importance of recycling; they may know what bins to set up, but they need help in how to organize an informational campaign which may involve attitude change, in order to get their community to make the effort to recycle materials. In some instances, for example, Extension is in the best position to guide a group through the program development process or to help them develop an evaluation plan. Thus it is important to look at the actual roles that Extension is needed to play in each problem situation. In some it will be knowledge about the particular problem. In others it will be knowledge about the process of organizing community activities and educating indifferent people. In still others it will be a combination of what is usually thought of as content and process.

3. Examination of results and value of programs have to be viewed from multiple perspectives.

Effective programs have to adequately consider individual differences in such areas as relation to awareness of the problem, affect of the problem on the individual, reaction to outside intervention (even on the part of educators), and ability to make changes.

Most resolution of programs/problems benefit some, are neutral to others, and may harm some. Therefore results and value must be viewed from the perspectives of all those involved. For example, twenty or so years ago a report called Hard Times, Hard Tomatoes attacked the Agricultural research/experiment station activity of the previous period because the kind of programming which emphasized large units may have benefited some farmers but drove others who were poorly prepared for other occupations off the land.

4. Problem/issue programming often involves reaching and influencing new clientele while maintaining the support of established clientele.

This is a two fold problem. Unless Extension can build the right volunteer partnerships which reach the new clientele, considerable energy can be invested and it may take a good deal of time to reach and be able to influence those people who are not currently Extension cooperators. On the other hand, often the clientele who are receiving the most from Extension currently are not directly involved in the problems/issues and resent giving up something they are accustomed to and value.

Maintaining support. The major exception to that last statement came with the farm crisis. However, even then many of Extension's established clientele were able to ride out the crisis situation and even improve their overall economic situation and tended to say that the poor managers should be weeded out. In general, the information aggressive people and those who value family togetherness and try to be good parents are less directly involved in and concerned about the problems which trouble society. This group usually is a pretty influential group. It takes considerable skill to change directions in programming and still keep the support of a traditional support base which isn't particularly concerned about a particular problem.

Reaching new clientele. Many of the problems which loom large on society's horizon will involve Extension in attempting to work with new clientele. That is much easier said than done. New clientele have to be wooed. Many are information indifferent or education negative and thus will not necessarily welcome educational programs. Some do not trust any agency. Therefore establishing the right volunteer partnerships is essential. The time and possible difficulties involved in breaking through to people especially those who are not educationally oriented have to be taken into consideration when evaluating the success of a particular program.

5. Views of what constitutes success need to be realistic.

Too often evaluators and those who read evaluation reports are conditioned by the old grade school measure of 100% being excellent, any thing under 75% is failing. Unfortunately, with very serious social, economic, or environmental problems it is very difficult to get a complete solution to the problem as a result of one program effort.

For example, a program addressed to reducing acid rain might succeed in stimulating engineers at two local plants to change the chemicals emitted into the air from the local plants, but will not affect the discharge from plants hundreds of miles away. Programs can make major contributions to helping a group of people deal with a problem, but often can not completely eradicate the problem. Thus it may be important to think realistically in terms of how far a program can get in contributing to the resolution of the problem and what constitutes success in a particular situation.

6. Examination of the overall value of the program is as or more important as looking at evidence of specific results.

Examining value is different than documenting results. When one collects evidence about specific results it is like testing each part of an engine or clock and seeing that each part is O.K. Each part can be adequate but the engine may still perform poorly (wrongness mixture for it) or the clock not keep the right time.

Documenting value is somewhat like documenting something which is beautiful. Value is seldom tangible. It usually deals with what is perceived regardless of what actually occurs. Value may not be captured by usual measurement techniques but emerges when other documentation techniques are used. For example, scientific measurement of a sunset seldom gives the same effect as a good photograph or a skillful poet.

In problem/issue centered program knowing the extent to which people with various view points are aware of and value what has been accomplished is extremely important. Such valuing helps give the complete picture rather than looking at a torn down engine or a clock that has been taken a part.

Economic value is only one way in which value is expressed. Depending upon the kinds of needs involved, social, psychological or environmental value may be as or more important than economic value. Evaluation should look at and for all kinds of evaluation and those using documentation should be able to make the case for the importance of other kinds of value in addition to economic value.

Achieving expected results and being held as valuable do not always go together. The results may be the wrong ones for that time and place. They may be viewed as being unrealistic and inappropriate. Some programs have considerable value just by the kinds of social contact and confidence they build. The results of that particular program may not be impressive, but the esprit de corp and techniques of dealing with problems may show up as valuable in other situations.

7. Solo credit is usually inappropriate in programs focused on serious problems.

Team work is more important than individual efforts. Often administrators and program personnel want to be able to see what they individually have done in relation to a particular program. They are often tempted to claim that they alone were responsible and that impressive changes came only directly through their activities. In some instances, summative evaluation is encouraged in order to meet the need of providing support for further funding of the specific agency or to provide evidence for merit or promotion of an individual program person.

Such motivation for and expectations from evaluation of problem/issue programs is often counterproductive and harmful. Many people and more than one agency usually need to work in a team for there to be any chance of impacting serious problems. Even with the best designed of programs, the impressiveness of the results often occurs because of some chance factor beyond the program people's control. Therefore, with problem/issue programming it is much more realistic to talk about contribution to successfully dealing with the problem rather than causing a problem to be solved.

These are only a few of several factors which need to be considered in establishing procedures for examining the the impact of programs which focus on serious problems and issues. Successful performance in problem and or issue focused programming takes a good deal more than a different approach to how programs are determined. They require greater skill in programming. Working with volunteer partners becomes even more important. And more has to be taken into consideration when such programs are evaluated. In many cases it isn't the same old action under a different name.

Basically, the same underlying construct of establishing criteria about what constitutes success in such programming and examining appropriate evidence apply. But the challenge becomes one of thinking through what constitutes success in such programming and how can it be identified, documented, and examined for the particular use that is to be made of the information. Emphasis may be slightly different if the close-out evaluation is being done to learn for future programs or if it is being submitted to others to help justify more or continued funding.

The biggest change may need to occur in terms of our view of appropriate methods of securing and interpreting information. It is very likely that the traditional view of measuring the results of program objectives is going to fall far short of providing adequate information and a fair judgment of the value of such programs.

Knowledgeable volunteers can be very helpful in determining what constitutes success and in the ways to most efficiently get documentation which helps people examine the degree of success and value of the program.

Evaluating the Effectiveness of Volunteer Partnerships

From an administrator's standpoint, the bottom line is what is accomplished. However, the partners also need to learn from the experience and evaluate the effectiveness of the particular partnerships which were established.

1. **Were they worth the time and energy?** Most people who have given both team and solo demonstrations or have experienced doing the same task as a part of a committee and as an individual, know that working with other people requires a good deal of time and tact. It sometimes involves frustration and slowness. Therefore, it is important to carefully reflect on both the positive and negative features of partnerships and determine whether more was done or was done more effectively or efficiently than the individual could do alone. Were the results greater than the investment? Was there value added because of the participation of the other partner or partners?

Remember that one team situation may work out very well, and another be a bust. Don't become either disillusioned with or enraptured with partnerships until you have experienced a variety of them. However, if all of them seem to go bust, take a good long look at your own attitudes and working style and see whether you may not have been a major factor in the break up.

2. **Could they have been improved?** Harness horses have to learn to work as a team. You can't take a saddle horse and hitch it to a wagon and expect to get a good ride. In reflection were there changes which could have improved the working effectiveness and improvement of the partnership? Was the right partnership developed or was a key individual or agency left out? Was the right climate set? Was effective communication established and maintained? What needs to be changed, if anything, if this team tackles another problem? Or, if things went sour, what can be done to help both partners leave the partnership without bitter feelings?

Often this kind of evaluation is done from memory. However, occasionally documenting key interactions either in diary form, through audio tape, or by a neutral observer can provide evidence which will improve the accuracy of the discussion.

Special Contributions of Volunteers

The volunteer partners can make some very special contributions to evaluation. The volunteers who served on the advisory committee for the national study of volunteerism made major contributions in keeping the study realistic and interpreting the findings. Generally, volunteers can provide unique help in a variety of ways.

1. When the evaluation involves systematic data collection, they can represent the view of those who will be expected to provide the information. Are there too many questions? Are the questions clear? Will any be offensive?
2. Volunteers are sometimes more creative than professionals who have been schooled to think of only certain procedures as appropriate in evaluation. Often if volunteers understand what is needed as part of the evaluation, they will identify kinds of information and ways of getting that information that may not occur to the professional.

For example, it may be important to provide information on the results of a particular program to a committee of the county board. Some of the volunteers probably know the committee members individually and know what the members would be most interested in and how they would most like to get the information. For example, some committee members want a very brief written report. Others are best able to evaluate progress by listening to how a panel of participants describe what they have gotten from the program.

3. Volunteers can be especially helpful in interpreting information whether it is the insight gained from observation or the conclusions drawn from end-of-session or post program follow up surveys. They are closer to the participants and may have a better understanding of the varied contexts of participants lives. Usually more people cover more perspectives and thus help see a particular finding from a variety of viewpoints.

For example, a finding that 25% of those who attended an educational meeting changed a practice might disappoint an Extension agent, but volunteers knowing how difficult that particular practice might be to change, might point out that 25% at that time was very good. Or, on the other hand, the professionals might feel that 90% was very good, but volunteers might know that the respondents interpreted the question differently than the professional and that the 90% really wasn't mean what the agent thought.

Volunteers perceptions of what has happened and how a particular event has gone also can be very useful. They can help the team see the event or the decision from multiple perspectives.

4. Volunteers can bring special talents to an evaluation which the agent does not have time for. For example, in some programs it is important to build a photo story showing before, during, and after. Those putting on the program may have good intentions but get so involved with the actual work that they forget to take a picture at a crucial spot. However, a volunteer whose main task is documenting the activity and results, is free to concentrate just on getting the pictures or written description at crucial times.
5. When trying to decide which approach to use in a program, volunteers speaking enthusiastically in support of the value of different alternatives can help the team see the advantages and disadvantages of each and the come to a conclusion as to which is most likely to be valuable. For example, one volunteer might feel that making the office's videotapes on a particular topic more accessible would reach more people and accomplish more than holding a meeting or being guests on a talk show. Another volunteer might favor the meeting, and a third might favor the talk show. If arguments were given for each approach and against each approach, the team is in a better position to decide than if someone suggests a method and everyone accepts it without determining whether some other approach would be more valuable.
6. When it seems important to get information directly from other people rather than through a paper and pencil instrument, volunteers who understand how to get information without biasing it can insure that more people are included among those who provide data. Five people can interview five times as many as one person can.
7. Volunteers also can be very helpful in terms of tabulating data whether it is a count or "human graph" taken during a meeting or at an educational booth at a large event, or whether it is taken by means of response sheet or questionnaire.
8. Perhaps the working through of criteria with volunteers is one of the most valuable of activities. Whether one is trying to determine what kind and amount of results will be viewed is essential to consider the program successful, or whether it is trying to determine what items about quality of the program should be put on a participant reaction form, hearing volunteers ideas about what is practical, realistic, and most important can be very useful.

In addition to improving evaluation, sharing evaluation tasks with volunteers can help them increase their mental skills in valuing and their understanding of what constitutes value in an educational program.

In Conclusion

Evaluation can be a very valuable tool throughout partnership activities as well as in reflecting upon the activity when it is through. Evaluation requires an understanding of the areas which need to be considered and what is viewed as valuable by the partners and those to whom they report. Evidence is important, but recognizing that evaluation is a mental process is much more important. Evaluating with others requires skill in communication and negotiation.

CHANGING DIRECTIONS WITH VOLUNTEERS

Nationally, Extension is emphasizing certain initiatives and issues. States are establishing priority statewide programs. County planning groups are setting new priorities. Priorities usually look to the future and deal with areas where present or emerging problems seem of major importance. Priority programming requires more than lip-service to these problems. It requires that a major part of Extension's human and support resources be concentrated on priorities. Often a new priority may mean a major change in direction within a county.

This section looks at some of the key areas involved in making a change of direction. It examines:

- Situations Where Direction Changes Emerge
- Preparing Current Volunteers for a Change
- Decisions about the Current Program
- Definitely Laying the Program to Rest
- Continuing But Reducing Extension Support
- Helping Volunteers Take More Responsibility

Situations Where Direction Changes Emerge

Changing program directions can be especially challenging for the agent who works intensively with volunteers. The Extension agent and a group of volunteers have worked closely together for some weeks or years in a particular area of program emphasis, and now there is a need to change that emphasis. Examples appear all of the time:

- Increasing programming with clientele who have not traditionally been high users of Extension;
- Agricultural agents no longer serving as secretary of a commodity association;
- Extension Home Economists reducing the amount of time spent with Extension Homemakers;
- Resource agents who have focused on the social aspects of community development refocusing on the economic aspects (or vice versa);
- All agents giving more attention to interdisciplinary areas like water quality, rural revitalization, and nutrition;
- Extension agents expanding programming related to youth at risk;
- An agent with a well established Master Volunteer program developing a Master Volunteer program in a new area.

In each instance a group of very capable volunteers have built certain expectations of what Extension is and have developed a comfortable relationship with Extension. An agent has built up a cadre of volunteers with a common interest in a particular area and may have stopped being alert to potential volunteers who do not share that interest. Often the relationship is of such long standing that no one remembers how it actually started. But NOW something is happening that threatens that relationship. It is easy for people to become confused or upset.

In the counties visited as part of the national study of volunteerism, there were instances where transitions were made very smoothly. There were also instances where a change had not gone well, and people were still unhappy.

Two-Fold Problem. Often Extension personnel are so busy building new volunteer strengths related to the new programs that they forget that care must be taken in helping current volunteers understand and make transitions. Change may not come easy, but being aware of the effects of change and trying to moderate them is a first step.

Support of Key People Essential. Although the person most affected are the agents who give leadership to the new program direction (and have to reduce attention to former programs), those agents must have the understanding and support of the total county Extension staff and of the advisory group. That support manifests itself in three ways: a) aid (and comfort) to the agent involved in the change, b) appropriately handling complaints that come to them, and c) active promotion and reinforcement of agreed upon procedures during the change.

Preparing Current Volunteers for a Change.

Regardless of whether the decision is to drop a program or to reduce support, those volunteers who are used to working closely with Extension need to be helped to understand changing priorities. Regardless of whether current volunteers take an active part in the new program, you will need their support within their communities for that new program. Certainly, Extension can carry on programs without the "blessing" of its current volunteers. But the new programs will be more effective and less time will be spent in dealing with negative emotions if current volunteers strongly support the development of the new program.

Planting Seeds. When time permits, an ideal approach is the one which plants a seed and lets it incubate. By asking questions, making casual comments, and getting current volunteers thinking about the new problem area and observing the incidence of it in their communities and how it is affecting people, it may be possible to get them to initiate the idea that Extension should be doing something about the situation.

Understanding of Local Need. If Extension, the county advisory group, or some other group within the county comes up with the idea for the new program area, someone--preferably the agent, the county chairperson, and the chair of the overall Extension advisory group--needs to take time to explain to the current volunteers why the new program is being given top priority.

Care needs to be taken to help the volunteers know that those speaking value the work the volunteers have done in their particular program thrust as well as to explain why Extension's resources need to be diverted.

Whatever You Do, Don't Blame it on the State Office (even when the impetus for change is coming from that source). One approach the agent and key volunteers should not take is to say, "We have to because someone else says we have to." That may make the agent feel he or she is coming out looking good, but it neither helps the county understand the reasons for the change in direction nor brings the change about smoothly. Although it may take the local agent off the hook, it can alienate volunteers from Extension and may leave negative feelings for many years.

Regardless of where the impetus for making a change comes from, if an agent goes along with the change, it is his or her responsibility to successfully negotiate the change in his or her particular county. At times, the agent may want to invite someone representing an external impetus for the change to discuss reasons directly with an uncomfortable local group and to take the "flack." That is a positive step in encouraging mutual understanding between two influences that have differing views of priority. Such negotiation is much more positive than a short approach which does nothing more than to say, "I must because X says I must."

Encouraging Current Volunteers to "Invest" in the New Program. People who have made an investment in a program have more interest in a new program than do those who have had no involvement. Do some brainstorming with people interested in the old program and in the new priority area, and identify the specific spots, if any, where the volunteers from the old program could play a meaningful supporting role in the new program.

Their investment might range from general endorsement (preferably caught on paper by means of motions and minutes) to publicly cosponsoring. Most people find themselves in an awkward spot if they want to complain against something or undermine it, but their name or group's name is on it as an original sponsor. For example, a dairy breed group might resent an Extension agent establishing a Milk Quality Council, fearing that the agent will not have as much time to spend with their breed group. However, if the dairy breed group had agreed to cosponsor the new council, they will be helping it to grow rather than ignoring it.

There may also be some "cameo" roles that the current volunteers could play in getting the new program started, such as:

- a. helping identify people who may be most interested in the new program;
- b. sharing suggestions for carrying out various processes which are involved. For example, experienced Master Volunteers might be excellent help in explaining the concept of Master Volunteering to others.

This takes political savvy in terms of knowing what is right to do with a particular group of established volunteers in order to keep them positive toward a new program so that they do not spread discontent.

Effect upon Volunteers Should Be Considered Early. Once volunteers have been deeply involved in a program, Extension must remember that they often have a feeling of ownership. The program is no longer just Extension's to do with as the agency wishes without considering and consulting with its partners.

The affect upon current volunteers should be considered as soon as it is likely that there will be a major change in program direction and activities. Too often, Extension thinks only of the problem and of Extension staff and forgets about the effect on volunteers until friction arises. Perhaps one of the least productive courses of action is to assume that volunteers will automatically switch directions because Extension makes a change.

Decisions about Current Programs

Usually when Extension decides to change the investment of its resources, two choices emerge related to an old program--drop it, or continue it with reduced investment. Either will affect current volunteers. And how current volunteers view Extension's choice can affect the success of the new program effort.

Questions to be explored in deciding whether to stop or continue with less support:

- a. How important is the current work of the volunteers to the community? to the volunteers? How long will it remain so?
- b. If the value is likely to be short-lived, how can the normal closing out of the activity be done without abruptly dropping it?
- c. If it continues to be important, can current volunteer activities be maintained with less Extension support? Can volunteers handle more activities now done by agents?
- d. How committed are current volunteers to continuing the present program? Who is committed? What influence do they have?
- e. What will be the consequences of a withdrawal by Extension?
- f. Are there enough potential volunteers in the county to support both programs?
(Note: The question asks about potential and not about just current known volunteers).

Usually in dynamic programming there are so many roles and tasks for volunteers and so much to be done that the same set of volunteers cannot handle two dynamic thrusts at one time without burning out. Thus, if the old program continues with less (or no) Extension support, Extension is faced with the choices of:

1. recruiting volunteers for the new program from the old program without regard to the old program;
2. only recruiting volunteers with special interests or talents from the old program and helping the old program replace them with newly recruited volunteers;
3. recruiting new volunteers for the new program;
4. letting the majority transfer to the new program and recruiting new volunteers for the old program.

In some instances, this may be an appropriate alternative. For example, a task force has organized a recycling program in the community and has it running smoothly. They may want to replace themselves with a new team to keep it going and move on to organizing some other community activity.

In other situations, this may be a very poor alternative. The old volunteers may not whole-heartedly support the new program, or they may not have the experiential background needed for the new program. For example, it may be very difficult for many well established 4-H Club leaders to switch to new programs working with high risk youth.

The best alternative will differ with the situation. Exploring questions like the following will help decide upon strategy:

- a. How aware of and interested in the new program directions are the volunteers you work with now? How many of them would prefer to work on the new program rather than the old?
- b. Are the current volunteers willing and able to take on the new direction?

This decision has to be consciously made rather than just assuming established volunteers will take on new areas. Perhaps the most visible current illustration arises in those counties where Extension is encouraging youth programs which focus on substance abuse, suicide, and teenage pregnancy. How much should be expected from current 4-H leaders, and to what extent should new volunteers be recruited to work on the new program thrusts?

How Much Is Too Much. In theory, if there are strong volunteer programs in place in a county and there are capable volunteers heading each of the programs, both old programs which are still needed and new programs can be accommodated.

However, volunteers must have some attention and support from Extension, and agents and advisory groups need to be able to sense in a given situation how many different programs can be handled successfully. This will differ from situation to situation, depending upon the ability of the agent, volunteers, and clientele to relate to many programs. County programs should not be limited by the availability of agent time, but the number of different programs should be limited to the number that an agent can monitor effectively and the number that volunteers and clientele will support.

Definitely Lay the Program to Rest

In some instances, a program will have outlived its usefulness even though there is a group of volunteers still actively relating to it. When this is the case, it is important to help the volunteers understand that the program/activity is not really needed and then to officially lay the program to rest with a historical review of its purpose, value, and recognition to those volunteers who have worked with that particular program over a period of time. The volunteers should have an opportunity to feel good about what they have done. In most instances, it is better that volunteers have a feeling of definite closure rather than having Extension apparently drift away from the program and the program slowly die of benign neglect.

Open up Transfer Opportunities. Plan in terms of the volunteers. Alternatives include helping them:

- a. transfer to the new program;
- b. transfer to some other Extension volunteer activity;
- c. find volunteer work with another agency;
- d. continue completely on their own.

If a program is laid to rest, volunteers should be offered opportunities to become involved in other Extension programs. Although the choices may include the new program, all programs which need volunteers from all Extension program areas should be presented as possibilities. For example, let's say that a person with excellent organizational ability who enjoys organizing large and complex activities is no longer needed in a program because the volunteer activity is coming to a close. Even though that individual doesn't have particular interest in gardening, he or she might be just the right person to coordinate a community demonstration day held by the Master Gardeners or to coordinate day-to-day and week-to-week assignments of volunteers in that program.

Or perhaps an excellent teacher/coach appears in a short-term volunteer team working on an environmental education program. That person might make an excellent key leader in the 4-H program but because he or she doesn't have children may never have thought of serving in such a capacity.

Continue but Reduce Extension Support

If, on the other hand, the decision is to encourage the program to continue but with less Extension support, the nature of current support and the process of reducing it should be considered carefully.

Identify What Will Change. Extension's support for volunteer activities and groups can take different forms. Some of those forms of support are:

1. Agent role;
2. Office assistance;
3. Educational materials;
4. Educational preparation (training).

Each aspect must be considered and dealt with.

Agent Assistance. It is important that the agent/volunteer advisors analyze what current volunteers will miss if the agent draws back in order to give more time to a new program direction. Carefully list the things which the current volunteers receive from and value about the agent's current contribution. Then consider alternative ways of providing that same input.

For example, if an agent had done most of the organization, is there an experienced volunteer with an interest in organization and a personality which is well-accepted who could take over the coordination role of the agent? Or if the agent has primarily provided ideas, is there a way that the core group or key volunteers within the group can be helped to do this "ideation" with a minimum of recourse to the agent?

In some instances, Extension has held volunteers back because it was felt that only agents should play certain "professional" roles related to volunteer activities. The agents needed to do the scheduling; the agents needed to do most of the creative thinking; the agents had to have the major say in policy. Often, among a group of volunteers, there are people as capable of carrying out these "professional" roles as is the agent.

When any key person -- whether Extension agent or a volunteer who has been the keystone of an effort -- has to cut back, examine the variety of roles and tasks the person has played rather than trying to replace that person with only one other person. Consider how those tasks and roles can be divided among two or more people. One may need to play a central coordinating role, but often the agent or key volunteer has added other tasks which could be easily split off and handled by someone else. Both the agent and the group are so used to seeing one person handle them that neither is aware that it doesn't have to be. Changes can be made.

This applies equally well when a "star" volunteer leaves a very engrossing position. Other volunteers may be unwilling to work as hard as that person has. With thought and reinforcing communication and coordination, often the agent's or any other role can be divided into parts and shared among many.

Office Assistance. Volunteers who, through the agent, have had the assistance of Extension office secretaries, mailings, and telephone may experience frustration if this is suddenly withdrawn without the group's planning such resources/expenses into their budget and finding ways to cover the costs. Some groups may need to locate volunteers who are proficient in office skills. They may be able to do the work in their homes, or Extension may need to arrange for them to use office equipment after hours.

Educational Materials. A third area, which in some cases may need to be dealt with, is the way in which the volunteers will access Extension educational materials that the agent has automatically supplied. Will they automatically receive newsletters? What about use of Extension fact sheets and bulletins? Will Extension continue such support even though the local agent is not closely involved? For example, rather than a newsletter from the county Extension agent, will the volunteers receive a statewide or district newsletter prepared by a specialist or by a team of agents who are continuing to work with this particular program?

Educational Preparation and Updating. Are there ways of replacing the agent in providing education to the volunteers? For example, can an agent or specialist prepare "trainer" volunteers--volunteers who will prepare and coach other volunteers? Or can a state specialist support hundreds of volunteers across the state through multi-county workshops, videotapes, and newsletters with a local volunteer "coach" providing reassurance and encouragement?

If a program is still needed and still going to be carried on through an Extension-volunteer partnership but with greatly reduced agent support, each of these things needs to be examined and negotiated so that volunteers still learn and grow and carry out their responsibilities easily.

Being Clear and Keeping Clear Records. When a relationship continues, but with less Extension support, a committee may need to work out the details and put them in writing so that both Extension and volunteers know what help can be expected and what the limits are. If the separation is somewhat traumatic, memorandums of understanding may need to be developed and reviewed periodically. As leadership within an organization changes, such memorandums may need to be reviewed periodically so that new leaders understand the agreement and don't try to revert to the relationship which previously existed.

Two-Step Process. During transition, current volunteers need both to be helped to understand the reasons for the change in resources, accept the idea of less support from Extension, and take more responsibility themselves.

Helping Volunteers Take More Responsibility

Often the fact that volunteers are reluctant to take responsibility for coordination and other key functions in a program is not a lack within the volunteers but a problem created by the agency and or agency personnel in charge of the program.

Avoid Complete Agency Control and Dependency Relationships. Sometimes agency personnel retain activities including coordination and control of program development which could be done by volunteers with special abilities. Intentionally or unintentionally agency personnel put volunteers in a dependency relationship rather than an in a shared partnership.

When volunteers are very used to a dependency relationship it is more difficult to encourage volunteers to take greater responsibility for a program. When the professional has kept complete control of the program and volunteers have worked under directions, completely dependent upon the agency person for coordination, losing that person brings on a crisis.

However, when the program has been established upon a fuller partnership basis and agents have built volunteers into positions where they coordinate, initiate ideas, and share in the management of the program, a lessening of agent involvement comes more easily.

Attitude Is Essential. Before other people can take responsibility, the person holding it has to be willing to share.

Recognize and deal with the changes in your own stature and esteem which occur as you encourage volunteers to take more responsibility for programs. If, for example, you take pride in your ability as an expert manager of volunteer programs, accept the fact that by turning over much of the management to others, you will need to find another base of competence and esteem (i.e., excellent coach and developer of volunteers).

Sharing responsibility and encouraging volunteers to take more responsibility may be easier for the human development centered agent than for the idea or discipline centered agent. The professional whose main interest is helping people grow in ability will probably already be involving others in key activities. On the other hand, the agent who thoroughly enjoys program building--creating ideas for programs and seeing that they are carried out--may find the change frustrating because in sharing top leadership, one must stand back and let other people create ideas and carry them out. The agent who is primarily discipline centered may not trust volunteers with decisions about that discipline. Some volunteers do not have enough experience to handle decisions about content. However, in most counties, there are a few potential volunteers who have as much or more academic preparation in a particular department as the Extension agent does.

Moving toward Fuller Partnerships. All volunteer programs should be moved into some kind of partnership. Wisconsin 4-H Agents have been working over the past few years to help county 4-H Leader's Boards of Directors share more responsibility for county events. Agents' suggestions for how to make this work were in three main areas:

1. **Plan how to transfer part or all of the ownership and control, and move at the pace which fits your particular situation.**

If possible, move gradually but steadily by increasing the extent to which volunteers are involved in making decisions and having responsibility for carrying those responsibilities out.

2. **Have valid reasons for the change which relate to how the change will expand or improve the program rather than how it frees you up to work with something else. Be sure that everyone understands those reasons.**

For example, in relation to shared ownership of county 4-H events, emphasize that the shared ownership and greater involvement of volunteers in coordinating and conducting events means that more such enrichment events can be held. Ideally, regardless of project, all young people should have the same opportunity to take part in tours and events related to their particular project. Agent staff usually can only handle a few things for the projects with the greatest enrollments.

In relationship to lessened agent involvement with Extension Homemakers, stress the leadership building elements of the groups' taking on more responsibility for their own activities.

3. **Find the right volunteers for coordinative, management, and leadership roles. Work with them so that they feel confident and comfortable. Once a few people have demonstrated that volunteers can handle something well (within reasonable time commitments), others will be interested in similar responsibilities.**
4. **Encourage agents to lessen control.**

Don't seesaw, rushing in to do things or taking back control when things aren't going well. Accept the fact that there are many ways of doing things. Let them use their ideas rather than being disturbed when they do not come up with and act in the way that you would. Help them to understand and deal with problems or mistakes rather than taking over.

Continue Extension's Psychological Support. Even though it is necessary to withdraw some or all tangible support, it is essential that the agents remember to give psychological support and show the old volunteer group that the agent is still very interested in their activities even though he or she no longer can spend as much time with them.

Often the agent's continuing to provide a feeling that the activities are still very important and that he or she is still interested in those who are volunteering in the older program (the experiences they are having and the results they are getting) as well as expressing confidence in the volunteers' being able to take on new challenges which were formerly handled by the agent are more important to the volunteers than the actual work that the agent does.

In Conclusion. A major change in Extension direction can be traumatic for volunteers. Extension agents and county advisory groups need to foresee the possible effects of such changes and make transitions as easily and smoothly as possible. Sometimes reductions in agent input are really advantages in that they provide more challenges for volunteers who manage to maintain or increase an old program while another set of volunteers moves in the new direction. At other times, it is better to agree to put the old program to rest because it has outlived its usefulness and to help volunteers find equal satisfaction in other important programs.

After scanning the ideas in this section, you probably are very aware that there is a good deal to be done both in building support among current volunteers and in establishing a new volunteer core related to new priority programs. Both areas are very important. A strong new program which leaves former volunteers alienated doesn't serve the community or Extension well. On the other hand, not being able to free Extension's resources from demands of current volunteers when new programs are needed is equally a disservice.

THE FUTURE IS UP TO YOU

That may appear a trite way to end this book. And it is only partly true. There will be factors operating in the next few years that key volunteers can't completely control. However, if you believe in that Extension and volunteer partnerships are valuable to the people in your community this book has indicated some very important roles that you can play in working both with Extension and with others in your community to strengthen volunteer programs.

The key volunteers that we talked with and observed in action as a part of the national study of volunteerism were very impressive. Key volunteers are people who see a need and accept a challenge. They are willing to give their attention to ways in which local people can be empowered and can cooperate with each other. They bring creativity and an understanding of local conditions. They are affective in influencing Extension as well as influencing the people of the county.

We predict that partnerships between volunteers and Extension not only will continue, but that volunteers will make sure that they are strengthened and enhanced.

References

Chapter 2 Partnerships

- Deschler, D. & Wright, J. (undated). Generating Support for Community Services Manual #2. Cornell University, Ithaca, New York.
- Gibson, T., Moore, J. & Lueder, E. (1974). Teamwork in Cooperative Extension Programs. University of Wisconsin Cooperative Extension Service, Madison, WI.
- Jones, B. & Maloy, R. (1988). Partnerships for Improving Schools. Greenwood Press, Westport, Connecticut.
- Mulford, C. & Klonglan, G. (1979). Creating Coordination Among Organizations. North Central Regional Extension Publication #80. Ames, Iowa.
- Rossing, Boyd. (1989). Forming and Sustaining Effective Partnerships. UW-Madison Department of Continuing and Vocational Education. Madison, WI.
- Steele, et. al. (1987). Recommendations for Enhancing Extension-Volunteer Programs. UW-Madison Department of Continuing and Vocational Education. Madison, WI.

Chapter 3 Who Volunteers

- Finley, Cathaleen and Steele, Sara M. Comparison of Extension Volunteers in Implications of Volunteerism Study With Volunteers in the 1985 Gallup Survey. UW-Madison Department of Continuing and Vocational Education. Madison, WI. January, 1987.
- Steele, et al. Partners in Action Phase I - National Projections. UW-Madison Department of Continuing and Vocational Education. Madison, WI. November 1984.
- Steele, et al. Partners in Action Phase II - Volunteers' Views: Findings, Conclusions, and Implications. Department of Continuing and Vocational Education. University of Wisconsin, Madison, 1986. All references to Extension volunteers, survey, study, IVE study, or the Extension volunteer sample when comparisons with the Gallup study are being made, are based on the data and findings from the Implications of Volunteerism in Extension study (IVE) reported in the above-mentioned source.
- Scheier, Ivan H. (1980). Volunteer: The National Center for Citizen Involvement. Washington, D.C.
- The Gallup Organization. Americans Volunteer: 1985. Conducted for Independent Sector, 1986. All references to the Gallup study, survey, or the Gallup study sample are based on data and findings reported in the above-mentioned source.

Chapter 4 Benefits of the Work of Volunteers

- Steele, et. al. (1987). Partners in Action: People's View of Value. UW-Madison Department of Continuing and Vocational Education. Madison, WI.
- Steele, et. al. (1987). Partners in Action: Summary of Phase III Conclusions, and Implications. UW-Madison Department of Continuing and Vocational Education. Madison, WI.
- Steele, et al. Partners in Action Phase III - Community Views: Findings, Conclusions, and Implications. UW-Madison Department of Continuing and Vocational Education. Madison, WI.
- Steele, et. al. (1985). Partners in Action: Summary of Phase I Conclusions, and Implications. UW-Madison Department of Continuing and Vocational Education. Madison, WI.

Steele, et. al. (1985). Partners in Action Phase I - Agents' Views: Findings, Conclusions, and Implications. UW-Madison Department of Continuing and Vocational Education. Madison, WI.

Steele, et. al. (1985). Partners in Action: Volunteers' View of Value. UW-Madison Department of Continuing and Vocational Education. Madison, WI.

Steele, et. al. (1984). National Projections. UW-Madison Department of Continuing and Vocational Education. Madison, WI.

Steele, et. al. (1987). The Impact of Volunteers in Extension Agriculture Programs. UW-Madison Department of Continuing and Vocational Education. Madison, WI.

Steele, et. al. (1987). The Impact of Volunteers in Extension 4-H Programs. UW-Madison Department of Continuing and Vocational Education. Madison, WI.

Steele, et. al. (1987). The Impact of Volunteers in Extension Home Economics Programs. UW-Madison Department of Continuing and Vocational Education. Madison, WI.

Chapter 5 Benefits to Volunteers

Edgerton, Carol and Steele, Sara. (1988). Volunteer Opportunities As A Means of Facilitating Human Capital Development. UW-Madison Department of Continuing and Vocational Education. Madison, WI.

Steele, et. al. (1985). Partners in Action: Volunteers' View of Value. UW-Madison Department of Continuing and Vocational Education. Madison, WI.

Steele, et. al. (1986). Partners in Action: Summary of Phase II Conclusions, and Implications. UW-Madison Department of Continuing and Vocational Education. Madison, WI.

Steele, et al. (1986). Partners in Action Phase II - Volunteers' Views: Findings, Conclusions, and Implications. UW-Madison Department of Continuing and Vocational Education. Madison, WI.

Chapter 6 Ways of Working Together

Finley, Cathaleen. (1988). Organizational Relationships and Kinds of Volunteer Activities.

Finley, Cathaleen and Steele, Sara. (1988). Volunteer Tasks. UW-Madison Department of Continuing and Vocational Education. Madison, WI.

Steele, et. al. (1985). Partners in Action: Summary of Phase I Conclusions, and Implications. UW-Madison Department of Continuing and Vocational Education. Madison, WI.

Steele, et. al. (1985). Partners in Action Phase I - Agents' Views: Findings, Conclusions, and Implications. UW-Madison Department of Continuing and Vocational Education. Madison, WI.

Steele, et. al. (1985). Partners in Action: Volunteers' View of Value. UW-Madison Department of Continuing and Vocational Education. Madison, WI.

Steele, et. al. (1986). Partners in Action: Summary of Phase II Conclusions, and Implications. UW-Madison Department of Continuing and Vocational Education. Madison, WI.

Steele, et al. (1986). Partners in Action Phase II - Volunteers' Views: Findings, Conclusions, and Implications. UW-Madison Department of Continuing and Vocational Education. Madison, WI.

Chapter 7 Partnerships with Groups

- Edgerton, Carol. (1987). Extension-Volunteer Partnerships: Cooperation with Other Agencies. UW-Madison Department of Continuing and Vocational Education. Madison, WI.
- Finley, Cathaleen. (1987). Extension-Volunteer Partnerships: Community Organizations. UW-Madison Department of Continuing and Vocational Education. Madison, WI.
- Steele, Sara M. (1988). Working With Groups of Volunteers. UW-Madison Department of Continuing and Vocational Education. Madison, WI.
- Steele, Sara M. (1988). Should it Be a Club Or An Association? UW-Madison Department of Continuing and Vocational Education. Madison, WI.
- Steele, et. al. (1985). Partners in Action Phase I - Agents' Views: Findings, Conclusions, and Implications. UW-Madison Department of Continuing and Vocational Education. Madison, WI.
- Steele, et al. (1986). Partners in Action Phase II - Volunteers' Views: Findings, Conclusions, and Implications. UW-Madison Department of Continuing and Vocational Education. Madison, WI.

Chapter 8 4-H

- Edgerton, Carol. (1987). Extension-Volunteer Partnerships: Special Assignments. UW-Madison Department of Continuing and Vocational Education. Madison, WI.
- Finley, Cathaleen. (1987). Extension-Volunteer Partnerships: Community Organizations. UW-Madison Department of Continuing and Vocational Education. Madison, WI.
- Finley, Cathaleen. (1987). Extension-Volunteer Partnerships: Volunteers Who Teach. UW-Madison Department of Continuing and Vocational Education. Madison, WI.
- Finley, Cathaleen. (1987). Extension-Volunteer Partnerships: Large Educational Events. UW-Madison Department of Continuing and Vocational Education. Madison, WI.
- Ludeman, Pat, et. al. (1989). What Beloit Junior High Students Are Looking for in Out-of-School Activities. Rock County Extension Service. Janesville, WI.
- Steele, Sara. (1987). Wisconsin County Level 4-H Volunteer Positions: Progress and Impact, University of Wisconsin Extension. Madison, WI.
- Steele, et. al. (1985). Partners in Action Phase I - Agents' Views: Findings, Conclusions, and Implications. UW-Madison Department of Continuing and Vocational Education. Madison, WI.
- Steele, et. al. (1987). The Impact of Volunteers in Extension 4-H Programs. UW-Madison Department of Continuing and Vocational Education. Madison, WI.

Chapter 9 Agricultural Commodity Committees

- Finley, Cathaleen. (1987). Extension-Volunteer Partnerships: Community Organizations. UW-Madison Department of Continuing and Vocational Education. Madison, WI.
- Steele, et. al. (1987). The Impact of Volunteers in Extension Agriculture Programs. UW-Madison Department of Continuing and Vocational Education. Madison, WI.

Chapter 10 Extension Homemakers

- Edgerton, Carol. (1987). Extension-Volunteer Partnerships: Special Assignments.
UW-Madison Department of Continuing and Vocational Education. Madison, WI.
- Finley, Cathaleen. (1987). Extension-Volunteer Partnerships: Community Organizations.
UW-Madison Department of Continuing and Vocational Education. Madison, WI.
- Finley, Cathaleen. (1987). Extension-Volunteer Partnerships: Volunteers Who Teach.
UW-Madison Department of Continuing and Vocational Education. Madison, WI.
- Finley, Cathaleen. (1987). Extension-Volunteer Partnerships: Large Educational Events.
UW-Madison Department of Continuing and Vocational Education. Madison, WI.
- Steele, Sara M. (1987). "Notes from the Study of Orientation Toward Participation in Extension Homemakers Which May Have Special Relevance to Membership Committees.
University of Wisconsin-Extension. Madison, WI.
- Steele, et. al. (1985). Partners in Action Phase I - Agents' Views: Findings, Conclusions, and Implications. UW-Madison Department of Continuing and Vocational Education. Madison, WI.
- Steele, et. al. (1987). The Impact of Volunteers In Extension Home Economics Programs.
UW-Madison Department of Continuing and Vocational Education. Madison, WI.

Chapter 11 Volunteers as Individuals

- Edgerton, Carol. (1987). Extension-Volunteer Partnerships: Special Assignments.
UW-Madison Department of Continuing and Vocational Education. Madison, WI.
- Finley, Cathaleen. (1987). Extension-Volunteer Partnerships: Volunteers Who Teach.
UW-Madison Department of Continuing and Vocational Education. Madison, WI.
- Steele, et. al. (1985). Partners in Action Phase I - Agents' Views: Findings, Conclusions, and Implications. UW-Madison Department of Continuing and Vocational Education. Madison, WI.

Chapter 12 Master Volunteers

- Edgerton, Carol. (1987). Extension-Volunteer Partnerships: Special Assignments.
UW-Madison Department of Continuing and Vocational Education. Madison, WI.
- Extension Home Economics Master Volunteer Survey. Extension Service-USDA, 1986.
- Finley, Cathaleen. (1987). Extension-Volunteer Partnerships: Volunteers Who Teach.
UW-Madison Department of Continuing and Vocational Education. Madison, WI.
- Finley, Cathaleen. (1987). Extension-Volunteer Partnerships: Large Educational Events.
UW-Madison Department of Continuing and Vocational Education. Madison, WI.
- Fitzsimmons, Ellen. (1987). "Wisconsin Master Food Preservers Program Evaluation."
University of Wisconsin-Extension, Madison, WI.
- Long, James S. and Hackett, Michael R. "The Livestock Masters Program: It Works." Journal of Extension, XXIII, (Fall, 1985).
- Runyan, Gloria and Schnittgrund, Karen P. "Money Sense." Journal of Extension, XXV, (Spring, 1987).

- Steele, Sara. (1987). Wisconsin County Level 4-H Volunteer Positions: Progress and Impact. University of Wisconsin Extension. Madison, WI.
- Steele, Sara. (1988). Volunteers and Influence. UW-Madison Department of Continuing and Vocational Education. Madison, WI.
- Steele, et. al. (1985). Partners in Action Phase I - Agents' Views: Findings, Conclusions, and Implications. UW-Madison Department of Continuing and Vocational Education. Madison, WI.
- Steele, et. al. (1987). The Impact of Volunteers in Extension Agriculture Programs. UW-Madison Department of Continuing and Vocational Education. Madison, WI.
- Steele, et. al. (1987). The Impact of Volunteers in Extension Home Economics Programs. UW-Madison Department of Continuing and Vocational Education. Madison, WI.

Chapter 13 Large Events and Short Term Projects

- Finley, Cathaleen. (1987). Extension-Volunteer Partnerships: Large Educational Events. UW-Madison Department of Continuing and Vocational Education. Madison, WI.
- Edgerton, Carol. (1987). Extension-Volunteer Partnerships: Special Assignments. UW-Madison Department of Continuing and Vocational Education. Madison, WI.
- Steele, et. al. (1985). Partners in Action Phase I - Agents' Views: Findings, Conclusions, and Implications. UW-Madison Department of Continuing and Vocational Education. Madison, WI.

Chapter 14 Policy, Planning and Support Groups

- Finley, Cathaleen. (1987). Extension-Volunteer Partnerships: Policy and Planning. UW-Madison Department of Continuing and Vocational Education. Madison, WI.
- Finley, Cathaleen. "A Contingency Model for Planning Family Living Programs with Planning Groups." Ph.D. dissertation, University of Wisconsin-Madison, 1985. (The last section of this paper is based on this study).
- Steele, et al. (1986). Partners in Action Phase II - Volunteers' Views: Findings, Conclusions, and Implications. UW-Madison Department of Continuing and Vocational Education. Madison, WI.

Chapter 15 Enhancing Volunteer Activities

- Steele, et. al. (1987). Quality of Extension-Volunteer Programs. UW-Madison Department of Continuing and Vocational Education. Madison, WI.
- Steele, et. al. (1987). Recommendations for Enhancing Extension-Volunteer Programs. UW-Madison Department of Continuing and Vocational Education. Madison, WI.

Chapter 16 Expanding Volunteer Opportunities

- Gidron, Benjamin. (1983). Sources of satisfaction among service volunteers. Journal of Voluntary Action Research, 12 (1) 20-35.
- Goble, Frank G. (1970). The Third Force: The Psychology of Abraham Maslow. New York: Washington Square Press, 37-44.

- Grieshop, James I. (1984). How art thou motivated? Let me count the ways. The Motivation of Volunteers. Special Issue.
- Janey, J. (1987). National Initiatives - Focus on Issues: Building Human Capital. United States Department of Agriculture, Cooperative Extension Services, Washington, DC.
- Knowles, Malcolm S. (1972). Motivation in volunteerism: Synopsis of a theory. Journal of Voluntary Action Research, 1 (2), 27-29.
- Maslow, Abraham. (1970). Motivation and Personality. New York: Harper and Row.
- Selye, Han. (1978). The Stress of Life. New York: McGraw-Hill, 451-453.
- Smith, David H. (1982). Altruism, volunteers, and volunteerism. Journal of Voluntary Action Research, 10 (1) 21-36.
- Steele, Sara M. (1988). Involving Volunteers in a New Program Direction. UW-Madison Department of Continuing and Vocational Education. Madison, WI.
- Steele, et. al. (1986). Phase II - Volunteers' Views: Findings, Conclusions and Implications. UW-Madison Department of Continuing and Vocational Education. Madison, WI.
- The Gallup Organization. American Volunteer: 1985. (Conducted for the Independent Sector, 1986).
- The Gallup Organization. American Volunteer: 1981. (Conducted for the Independent Sector, 1980).

Chapter 17 Climate

- Adams, John D., ed. (1986). Transforming Leadership: From Vision to Results. A Miles River Press, Alexandria, VA.
- Alderfer, Clayton. (1969). Organizational Behavior and Human Performance: An Empirical Test of New Theory of Human Needs. Free Press, New York.
- Amabile, Teresa M. and Grysiewicz, Stanley S. (1987). Creativity in the R & D Laboratory. Technical Report 30, Center for Creative Leadership, Greensboro, NC.
- Bass, Bernard M. (1985). Leadership and Performance Beyond Expectations. The Free Press, MacMillan, Inc., New York.
- Burns, James MacGregor. (1979). Leadership. Harper and Row, New York.
- Finley, Cathaleen. (1987). Volunteer Tasks. UW-Madison Department of Continuing and Vocational Education. Madison, WI.
- Kanter, Rosabeth Moss. (1983). The Change Masters: Innovation and Entrepreneurship in the American Corporation. Simon and Schuster, Inc., New York.
- Kellerman, Barbara, ed. (1984). Leadership: Multidisciplinary Perspectives. Prentice Hall, New Jersey.
- McGrath in Merrit, Richard L. and Anna J. (1984). Innovation in the Public Sector. Sage Publications, Beverley Hills, CA.
- Schlindler-Rainman and Ronald Lippitt. (1975). The Volunteer Community: Creative Use of Human Resources. International Authors, BV. ISBN:0-88390-140-4.

Steele, Sara. (1988). Helping Volunteers Take Responsibility. UW-Madison Department of Continuing and Vocational Education. Madison, WI.

Steele, Sara. 1987. The Value of Extension-Volunteer Partnerships. UW-Madison, Department of Continuing and Vocational Education, Cooperative Extension System.

Zaleznik, Abraham in Johnson, Donald E., Meiller, Larry R., Miller, Lorna Clancy and Summers, Gene F., eds. (1987). Needs Assessment: Theory and Practice. Iowa University Press.

Chapter 18 Continuing Education

Rossing, Boyd. (1988). "Executive Summary Wisconsin CES Leadership Impact Study. Cooperative Extension Service, University of Wisconsin-Extension.

Rossing, Boyd. (1989). Ways Agents Can Help Community Groups and Their Leaders Succeed and Grow. Cooperative Extension Service, University of Wisconsin-Extension. Madison, WI.

Steele, Sara M. (1988). Helping Volunteers Learn and Develop. UW-Madison Department of Continuing and Vocational Education, Madison, WI.

Chapter 19 Future

Steele, Sara M. (1988). Helping Volunteers Understand Issues Programming and Strategic Planning. UW-Madison Department of Continuing and Vocational Education. Madison, WI.

Steele, Sara M. (1988). Changing Directions With Volunteers. UW-Madison Department of Continuing and Vocational Education, Madison, WI.

USDA-ES. (1988). Cooperative Extension System National Initiatives Focus on Issues. Washington, D.C.

APPENDIX

BACKGROUND INFORMATION: THE IMPLICATIONS OF VOLUNTEERISM STUDY

What kind of volunteer opportunities should Extension offer? What benefits should result from volunteer activity? Are Extension's volunteer activities effective and efficient? These were some of the questions addressed by the national study of the Implications of Volunteerism in Extension.

The study's purposes were:

- (1) to increase understanding of agent/volunteer partnerships through providing a national summary of Extension's volunteer activities.
- (2) to identify ways in which Extension staff can improve or increase work with volunteers.

INITIATION OF THE STUDY

The Cooperative Extension Service (CES) has long maintained strong relationships with volunteers and voluntary associations in all of its program areas. Volunteers and professionals work in partnerships to help people and entire communities.

The Accountability and Evaluation Council (A/E Council) of the Cooperative Extension Services designated VOLUNTEERISM as one of five high priority topics for impact evaluation. The Extension Service-USDA Volunteer Task Force developed a study plan and call for proposals to examine the effects of volunteerism on and in CES throughout the United States. The Department of Continuing and Vocational Education of the University of Wisconsin--Madison's proposal was selected and Wisconsin became the lead state for the study.

Dr. George Mayeske, of the Program Development Evaluation and Management unit served as the Extension Service-USDA person responsible for the study.

The Request for Proposals designated that the study would have three phases:

- 1) Impact of Volunteers on Extension Programs/Personnel (9/83-11/84)
- 2) Impact of Extension Volunteering on Volunteers (12/84-11/85)
- 3) Impact of Volunteers on CES Clientele/Communities (12/85- 6/87)

These three phases are usually called simply Phase I, Phase II and Phase III. It may be helpful to remember who provided data in each phase and the year in which it was collected.

| | <u>Who Provided Data</u> | <u>When</u> |
|-----------|--------------------------------|---------------------------------|
| Phase I | Agents | winter 1984 |
| Phase II | Volunteers | winter of 1985 |
| Phase III | Clientele, Extension Observers | fall of 1985 and winter of 1986 |
| | Site visits to 12 counties | winter and spring of 1986 |

Although each phase concentrated on a different area of impact, there was some planned overlap with all three data sources providing some information related to the other two kinds of impact, kinds of tasks performed by volunteers, and kind of support provided by Extension.

A fourth phase in 1987 combined information from the first three phases and developed recommendations. This fourth phase was extended to prepare examples of various kinds of activities taken from the site visits and to prepare thought and action papers.

THE NATIONAL ADVISORY COMMITTEE

Selecting a national advisory committee came early in the study. The staff decided that they wanted more volunteers and county staff than state and federal Extension staff and that they wanted all regions and program areas represented. The committee met for each Phase of the study.

*National Advisory Committee*Volunteers:

Norman Mindrum, IL;
Jean Pace, AR;

Frances Moore, NY;
Vicente Serrano, CO.

Fayola Muchow, SD;

Extension Personnel:

James Everts, WI;
Crowley-Montgomery, VA;
Gregg R. Hodges, AL;
Theodore James Pinnock, VA;
Ronald C. Woolley, TX.

V. Milton Boyce, DC;
George Mayeske, DC;
Gloria Shibley, OR;

Elizabeth

William Thompson, NM;

Experts:

Paula Beugen, MN;

Delwyn Dyer, VA;

James Peterson, MI.

Consultants:

Ivan Scheier, NM;

Eldon Schriener, ND.

Involving Stakeholder

The staff and committee decided that because all program areas in all states worked with volunteers it was important that each state be involved with the study. The study staff asked the Cooperative Extension Directors in each state to appoint a state contact person.

Original State Contacts

| | | | |
|-----------------------|----------------|---------------------|----------------|
| Dennis Evans | Alabama | Charlotte Schneider | Alaska |
| Beryl Burt | Arizona | Randel K. Price | Arkansas |
| Doris S. Smith | California | Gail Shellberg | Colorado |
| Nancy P. Weiss | Connecticut | Mary Ann Finch | Delaware |
| Reginald Taylor | Washington, DC | John Rutledge | Florida |
| Louise Hyers | Georgia | Lucy Du Pertuis | Guam |
| Yukio Kitagawa | Hawaii | Corinne Rowe | Idaho |
| Violet M. Malone | Illinois | Floyd Branson | Indiana |
| Jerry Parsons | Iowa | Marjory M. Mortvedt | Kansas |
| Paul Warner | Kentucky | Satish Verma | Louisiana |
| David R. Sanderson | Maine | Mary Colston | Maryland |
| Trish Sacks | Massachusetts | Mary Andrews | Michigan |
| Linda S. Nevitt | Micronesia | Gregory Hutchins | Minnesota |
| Charles W. Sappington | Mississippi | Jeanne Nolan | Missouri |
| James F. Sargent | Montana | Bill Caldwell | Nebraska |
| David A. Barber | Nevada | John Damon | New Hampshire |
| Anne L. Sheelen | New Jersey | Glenn Bartelt | New Mexico |
| Donald Tobias | New York | David Mustoin | North Carolina |
| William H. Pietsch | North Dakota | David D. Jenkins | Ohio |
| O. Wallace Smith | Oklahoma | Greg Tillson | Oregon |
| Robert B. Lewis | Pennsylvania | Aida Quinones | Peru |
| J. Whitney Bancroft | Rhode Island | C. Tom Mounter | South Carolina |
| Frank Heitland | South Dakota | Cecil E. Carter | Tennessee |
| Preston D. Sides | Texas | David Rogers | Utah |
| Rebecca Mitchell | Utah | Delwynn Dyer | Virginia |
| Don Whaples | Vermont | Janet H. Hiller | Washington |
| Betty P. Crickard | West Virginia | James Everts | Wisconsin |
| Robert Frary | Wyoming | | |

Changes had been made by 1987: Charlotte Lehmann, AK; Patsy J. Cole, AR; Larry Dunn, CO; Shirley A. Huyck, IN; Mary Jenewin-Caplin, MA; Judith E. Farrey, NH; Kenneth E. Sabo, NM; Mike Havercamp, NV; Vickie Genoff, WY.

LIMITATIONS OF THE STUDY

This is one of the first attempts to look at Extension across program areas and across states. The counties drawn in the national sample did not volunteer to participate. They were invited and strongly encouraged by administrators in their states. The county staff were wonderfully cooperative not just once, but with at least five separate requests for information. Most assisted through all phases of the study.

However, program terminology as well as procedures may differ from state to state and there may have been some variation in response because of communication problems. That probably shows up most frequently in information related to work in community development.

The Phase I data were best estimates. The accuracy of agents' records on different items varied because recording such detailed information each year is too time consuming. Consider the specific numbers as aggregates with a possible variance on either side.

Some agents, especially Agricultural agents, were not used to thinking of their activities in terms of working with volunteers. As a result, numbers in Phase I are probably conservative estimates.

Phase II and III had slight limitations because volunteer and clientele lists did not exist in some sample counties and had not been updated in others. The lack of updating resulted in a slightly lower number of completed interviews than expected. Incomplete lists may have resulted in agents listing the people they were most familiar with.

Individuals who have been conditioned to "positivism"--one reality and one truth--may be concerned that much of this study relies on people's perceptions with no attempt to create a common reality. No attempt was made, for example, to give a common frame of reference to the scale items used to gauge the amount of help. The nature of "Quite a Bit" may have differed substantially from one respondent to another. However, this study applied a qualitative methodology in the sense that it was concerned primarily with how each individual recognized help. The acceptance of the label of a point on the scale was held in common even though what it meant differed from person to person.

The validation process in the 12 counties that were visited showed that the other forms of data collection had worked well and seemed to have yielded accurate information. A further screen has occurred through using multiple reviewers of reports from a wide variety of states and positions.

All in all, it would appear that the study has not encountered limitations which would seriously effect the use of the information in a general way. However, because of the great variation from county to county, all findings, conclusions, and recommendations may not apply to a specific county.

SAMPLE COUNTIES

A Wisconsin Survey Research Laboratory (WSRL) sampling expert developed a representative national data base of 315 counties by stratifying all counties and county equivalents according to population and drawing a 10% sample. The survey included at least one county from each state. Adjustments were made for over-sampling.

The number of counties per state ranged from one county in six of the states to 25 counties in Texas. The median number of counties per state was six. The counties provided covered very different programming situations.

Difference In Communities.

Respondents' description of counties showed considerable diversity. Some only mentioned agriculture when they described their community. Some mentioned both agriculture and other industry. Some described rural counties that had very little farming. Some described communities in transition mostly from agriculture, but some indicated communities going back to agriculture. Some described urban communities. There were great contrasts in the descriptions:

"Mountain area. Low income. Shirt factory. Good schools."

"The community is not large, mostly for retired people. Flat land, mostly, with a few hills; mostly rangeland."

"It's a metropolitan, suburban community. Well-educated. Affluent. There are a few farms reminiscent of the past farming era."

"It's a bedroom community. Many young families in the community. It is a transient area. Very high cost of living."

"It's diversified. A lot of commuters live here. There's farming and a certain amount of lake area for fishing."

"Very rural and very poor."

"One of the most affluent, industrial corporate headquarters of conglomerates."

Population. County populations ranged from 859 to 1,428,285. Almost half of the counties had populations of less than 20,000. The median county had a population of 22,627.

Number and Percent of Counties According to Population

| <u>Population</u> | <u>Number of Counties</u> | <u>% of Total Sample</u> |
|-------------------|---------------------------|--------------------------|
| -10,000 | 75 | 24% |
| 10,000-19,999 | 70 | 22 |
| 20,000-49,999 | 88 | 28 |
| 50,000-99,999 | 38 | 12 |
| 100,000-249,999 | 21 | 7 |
| 250,000+ | 23 | 7 |
| | <u>315</u> | <u>100%</u> |

Ethnic minority population. According to the 1980 Census, 16% of the total population in these 315 counties were ethnic minorities (10% Black; 6%, other), with a median ethnic percentage of 4.8%. About one-fifth of the counties had less than 1% ethnic minority population, whereas another fifth had ethnic minorities of 25% or more. There was a 73% Black population in one county and a 67% "other" ethnic minority population in another.

Ethnic Population Distribution in Sample Counties

| <u>Ethnic Minority Population of the County</u> | <u>Number of Counties</u> | <u>Percent of Total Sample</u> |
|---|---------------------------|--------------------------------|
| Less than 1% | 66 | 21% |
| 1 to 2.9% | 57 | 18 |
| 3 to 9.9% | 71 | 22 |
| 10 to 24.9% | 66 | 21 |
| 25% or greater | 55 | 18 |
| | <u>315</u> | <u>100%</u> |

Regions. The Southern and North Central regions in the U.S. have more counties and more counties in the sample than do the Northeast and Western Extension regions. The participating counties in each region varied widely in population

Number of Counties In The Sample Per Region and Range in County Population

| | <u>Number of Counties in Region Sample</u> | | <u>Range of Sample Populations</u> | |
|---------------|--|-----|------------------------------------|----------------|
| | | | <u>Lowest</u> | <u>Highest</u> |
| North East | 341 | 34 | 8,236 | 1,428,285 |
| North Central | 1055 | 106 | 859 | 973,896 |
| Southern | 1301 | 131 | 859 | 596,901 |
| Western | 440 | 44 | 1,329 | 678,974 |

Number of agents. The number of agents per county ranged from 0 to 25. The median county had three Extension agents.

Number of Counties According to Number of Agents

| <u>Agents</u> | <u>Counties</u> | <u>% of Sample</u> | <u>Agents</u> | <u>Counties</u> | <u>% of Sample</u> |
|---------------|-----------------|--------------------|---------------|-----------------|--------------------|
| 0 agents | 1 | | 7 agents | 7 | (2%) |
| 1 agent | 29 | (9%) | 8 agents | 7 | (2) |
| 2 agents | 68 | (22) | 9 agents | 6 | (2) |
| 3 agents | 91 | (29) | 10 agents | 2 | (1) |
| 4 agents | 50 | (16) | 11 agents | 2 | (1) |
| 5 agents | 30 | (10) | 12 agents | 2 | (1) |
| 6 agents | 19 | (6) | 25 agents | 1 | |

Program areas. Almost all counties reported some programming in each of four major program areas.

**Number and Percent of Counties Reporting Programming
in the Four Major Program Areas**

| <u>Program Area</u> | <u>Number of Counties Reporting</u> | <u>Percent of Sample Counties</u> |
|-----------------------|---|---------------------------------------|
| Agriculture | 312 | 99% |
| 4-H | 310 | 98 |
| Home Economics | 304 | 96 |
| Resource Development* | 264 | 84 |

* Community, Natural, or other Resource Development

Although a high percentage of the counties indicated resource programs, there were only 31 Resource agents among the respondents.

Program area responsibility. Although over two-thirds of the agents indicated some responsibility for work with 4-H, only about a fourth said it was their primary responsibility. Similarly, although over two-fifths indicated some responsibility for Community or Resource Development, only 3% said it was their primary responsibility.

Agent Work Responsibilities

| <u>Program Area</u> | <u>Some Responsibility</u> | <u>Primary Responsibility</u> |
|--------------------------------|----------------------------|-------------------------------|
| 4-H | 67% | 25% |
| Agriculture | 49 | 32 |
| Resource/Community Development | 46 | 3 |
| Home Economics | 39 | 26 |
| Not indicated | | 14 |

Sex. There were slightly more men (52%) than women among the respondents.

Length of employment with Extension. Over two-thirds had been with Extension for more than five years. Almost a fifth had been with Extension for over 20 years.

Age. Two-fifths of the agents were between 30 and 39 years old. One-fifth were under 30, another one-fifth were between 40 and 49, and one-fifth were over 50.

Level of education. About 60% of the respondents had a graduate degree.

Major. About half of the agents had majored in education or other social sciences either at the undergraduate or graduate level. About a fourth had majored in a field related to their program area at both the undergraduate and graduate level.

Agents' Level of Education

| <u>Area of Concentration</u> | <u>Total</u> | <u>Level of Education</u> | | |
|--|--------------|---------------------------|-------------|-------------|
| | | <u>Undergrad</u> | <u>Grad</u> | <u>Both</u> |
| Education | 48% | 18% | 16% | 15% |
| Sociology/Psychology/Human Development | 7 | 3 | 3 | 1 |
| Agriculture | 42 | 21 | 6 | 15 |
| Home Economics | 25 | 15 | 5 | 5 |
| Community Development, Planning | 3 | | 2 | |
| Other | 9 | 4 | 4 | 1 |

Ethnic background. Ten percent of the respondents were members of an ethnic minority. (Numbers of agents: Native American, 2; Hispanic, 5; Black, 66; Other ethnic minority, 11.)

PROJECT STAFF

The project director was very fortunate in being able to enlist the aid of vary capable staff. There was a major change in the midst of Phase II when Lamar, Young, and Henderson moved to permanent positions elsewhere. Most of the staff worked part time with the exception of the Project Associates and some of the Support Staff who worked full time until the last few months of the project.

| | | |
|--------------------|-----------------------------|----------------------|
| Project Director | Sara M. Steele | Phases I-IV |
| Assistant Director | Karla Henderson | Phase I, II |
| Adjunct Faculty | Lorna Miller, Chere Coggins | Phase II, III, IV |
| Project Associate | E. Claudette Lamar | Phase I, II |
| | Robert Young | Phase I, II |
| | Cathy Finley | Phase III, IV |
| Project Assistant | JoAnn Hanson | Phase I, II |
| | Phyllis Wiedenhoft | Phase II, III |
| | Carol Edgerton | Phase II, III, IV |
| | Penny Landvoght | Phase III |
| Student Assistants | Margaret Thompson | Phase I, II, III |
| | Donna Doll-Yogerst | Phase II |
| | Karen Eriksson | Phase III |
| Staff Support | John Fiss | Phase I, II, III, IV |
| | Terri Thimmming | Phase II, III |
| | Marcia Marshall | Phase II, III |
| | Mike Young | Phase III |
| | Lisa Nagel | Phase III, IV |
| | Jennifer Austin | Phase IV |

PHASE I

Phase I secured basic information about the number of volunteers in each county and looked at volunteering from the agent's perspective. The data were collected from County Extension agents in the 315 sample counties. Each county staff was asked to complete two different surveys.

- **Volunteer Program Inventories.** Early in 1984, senior agents from each program area completed a five page inventory of the number of volunteers from various sources with whom they worked on various tasks in 1983.

Totals were constructed for each county by adding data from the program area inventories with the beyond-program area activity and then, adjusting for overlap, using percentages supplied by county office chairpersons. Information provided in the form of percentages was recalculated to establish the percentages for the entire sample.

Totals from the sample were projected to the United States as a whole by multiplying the sample totals by ten. (The 315 counties are a 10% sample of all counties.)

Medians were used rather than means because there were sizeable differences between the mean and median on most items, and the median was judged to better portray typical situations.

- **Agent Questionnaire.** In late spring of 1984, all agents completed a four-page questionnaire giving their views on the kind of impact volunteers have on their work and about procedures they use in working with volunteers.

As a result of the tremendous cooperation, all except one county returned program inventories (99.7% response rate). A total of 1035 agents responded to the agent questionnaire (98.2% response rate).

PHASE II

The primary purpose of Phase II of the Implications of Volunteerism study was to address the outcomes of volunteering to the volunteer. An outcome refers to "something that follows as a result or consequence." Outcomes refer to both benefits and "harms" (costs) associated with volunteering from sociological, economical, and psychological perspectives.

Highest priority was given to examining volunteers' perceptions of outcomes of their work with Extension - outcomes in terms of their own growth and satisfaction, effects upon Extension staff and programs, and effects upon clientele and communities.

Primary emphasis was upon the volunteer's perception of impact on self, including:

- o knowledge and skill gained in relation to volunteering, occupation, and personal life
- o changes in attitude and connotation (aspirations)
- o general development and understanding of self
- o satisfaction

Examination of volunteer program management and coordination practices was a secondary aspect of Phase II.

A budget was developed to cover 1200 completed structured interviews. Adequate numbers of volunteers in each of 9 groups were interviewed so that each could be used as a separate population. It was decided to interview two volunteer groups for each of the three main Extension program areas and within each to do more interviews with longer established programs and fewer with newer programs such as Master Volunteer programs and 4-H Middle Management.

There were 1114 completed interviews or about 81% of the sample. The completion percentage of individual samples ranged from 75% of the Home Economics Master Volunteers to 90% of the Master Gardeners. Some county lists were not up-to-date. A few were eliminated after being called because they had not been a volunteer in the program during the previous year.

The 1114 completed interviews were from 288 counties and 49 states plus Washington, DC. The original sample was of 315 counties. The number of volunteers interviewed per county ranged from 1 to 44 (mean of 4). In addition to the 6 counties from the state that withdrew, a few individual counties chose to withdraw. In addition, a few had only one or two volunteers in the total sample, and those volunteers couldn't be reached or declined the interview.

Summary of Interview Completion

| | <i>Sample</i> | <i>Completed Interviews</i> | <i>% Completed</i> | <i>Number of Counties</i> | <i>States</i> |
|---|---------------|-----------------------------|--------------------|---------------------------|---------------|
| Agriculture Cooperators | 193 | 146 | 76% | 85 | 41 |
| Master Gardeners | 103 | 93 | 90 | 26 | 21 |
| 4-H local leaders | 204 | 177 | 86 | 94 | 38 |
| 4-H Middle Management | 126 | 102 | 81 | 48 | 28 |
| Extension Homemakers | 208 | 172 | 83 | 89 | 33 |
| Home Econ. Master Volunteers | 112 | 84 | 75 | 31 | 21 |
| Resource Development | 183 | 146 | 80 | 62 | 29 |
| Advisory committee members | 137 | 111 | 81 | 96 | 39 |
| Volunteers from other agencies or organizations | 103 | 83 | 81 | 73 | 35 |
| | 1369 | 1114 | 81% | | |

PHASE III

Phase III, which many felt would be the most important way of examining impact, looked at the value of volunteer activities from the perspective of value to clientele and communities.

The following groups were surveyed in Phase III. The samples were secured from the counties drawn in the original sample.

- **540 Extension Observers (members of Extension advisory groups and/or other community influentials in the 309 counties) were interviewed by telephone during the fall of 1985.**

The 527 Extension observers were drawn randomly from names supplied by Extension agents from 308 randomly selected counties across the United States.

Extension agents were asked for a list of 10 names of people who were in a position to know about at least two Extension volunteer programs. It was suggested that they be members of Extension advisory committees, editors of papers, elected officials, or other community leaders.

- **469 people on lists of Clientele reached by 8 kinds of Extension volunteers in the sample counties were interviewed by telephone in the spring of 1986.**

Extension agents in the sample counties were asked to provide 10 names of clientele for each volunteer program which they maintain in the county. They were given the following criteria: List only those individuals who can logically be expected to remember the contact with the volunteer and be able to comment on that contact later this fall. The names should be randomly drawn wherever possible. Avoid sending us only the "best." We need an unbiased mix of people. The individuals should not themselves be volunteers in the same program. For example, when drawing names of 4-H families, delete 4-H leaders.

In addition, specific directions were given for 4-H families and Extension Homemakers. The agent was asked to randomly draw 10 clubs and then to randomly draw one name for each club (replacing 4-H leaders with the next family below in the list). In all other instances, agents were asked to make a list of clientele and randomly draw ten names. For clientele other than 4-H and Homemakers, most agents would not have a comprehensive list. They would have constructed the list from individuals they knew who had contacted a volunteer.

The eight groups are listed below along with the percent of respondents from each group within the total respondents. An estimate of all clientele of volunteers is given in the second column. Across the United States, 4-H volunteers reach the greatest number of clientele, followed by Home Economics volunteers. Those interviewed may tend to overrepresent clientele of Home Economics volunteers and underrepresent 4-H. Agriculture Cooperators and Resource Development clientele appear about equal to their percentage among all clientele of volunteers.

Phase II Interviewees

| <u>Clientele of:</u> | Number | % of Sample | % of all Clientele |
|---------------------------|--------|-------------|--------------------|
| Agriculture Cooperators | 56 | 12% | 5% |
| Master Gardeners | 35 | 7 | 15 |
| 4-H Leaders | 94 | 20 | 38 |
| 4-H Middle Management | 47 | 10 | 7 |
| EFNEP | 44 | 9 | 6 |
| Extension Homemakers | 106 | 23 | 11 |
| Home Ec Master Volunteers | 37 | 8 | 4 |
| Resource Development | 50 | 11 | 14 |
| | | 100% | 100% |

PHASE III: SITE VISITS

715 Extension observers and clientele in 12 counties (a low, moderate, and high population county in each region) were interviewed in person by a team of interviewers during 1985-86.

The counties were drawn as a stratified sample from among the original 315 counties in the sample. A study team of 3 or 4 from the study staff and nearby states visited each county and interviewed community observers, clientele, and volunteers. The 12 counties visited ranged from Maine to Washington state. The counties were:

| Population: | <u>Northeast</u> | <u>North Central</u> | <u>South</u> | <u>West</u> |
|--------------------|------------------|----------------------|---------------|----------------|
| -20,000 | Piscataquis, ME | Leelanau, MI | Irwin, GA | Columbia, WA |
| 20,000-99,999 | Clinton, NY | Harrison, IN | Martin, NC | Tooele, UT |
| 100,000+ | Delaware, PA | Minnehaha, SD | Jefferson, TX | Bernalillo, NM |

The Interviews. A team of three or four interviewers spent a week in each of 12 counties as a part of Phase III of the Implications of Volunteers in Extension Study in 1985-86.

The counties were visited in order to:

1. Validate and expand upon information collected from the total sample through telephone interviews
2. Examine impact of volunteer activities in greater depth.
3. Determine how such activities were adapted to and fitted within the context of the county.

The number of interviews per county ranged from 46 to 84. The modal number of interviews per county was 63; the mean number was 61.

The County Extension Staff arranged the interviews. The project team asked to speak to people knowledgeable about the results of volunteer programs. Because the focus of the project was to look at the effect of programs on those who took part, special attempts were not made to locate people who had dropped out or who were critical of Extension. It was not the purpose of the project to examine all aspects of Extension's work with volunteers. However, most county staffs deliberately included people on the list that they knew might be critical.

The interviewees were asked to tell about their experiences in Extension volunteer programs and the kinds of benefits which they felt occurred from such programs. They were also asked to indicate any problems, negative concerns, or suggestions for program improvements.

The interviews were structured very loosely so that people could relate their experiences in their own way. The emphasis was on seeing the work of Extension volunteers through the eyes of the individual in the individual's own life situation rather than requiring each person to answer the same set of questions in the same order.

The more than 700 people interviewed spoke freely of the effects that Extension volunteer programs had had upon them, their families, and others in their neighborhoods. Most interviewees permitted the interviews to be tape recorded.

The interviews with the three sets of respondents covered similar topics, but did not ask the same questions. Questions to Extension Observers gave more emphasis to detailed impact; questions to Clientele emphasized general impact on individuals and families. Interviews in the 12 counties explored individual experiences in depth as a cross-check on the telephone interviews. Site Visitors completed a record of each interview that they held.

1985-1986 Dates and Site Visitors. Following are the dates of interviewing and the names of the Site Visitors for each of the twelve counties:

| | |
|--|---|
| Michigan Sept. 5 and Sept. 23-28 | Sara Steele, project director; Lorna Miller, adjunct faculty; Cathaleen Finley, project associate; Dave Jenkins, Program Development leader - Ohio |
| Indiana Nov. 10-15 | Sara Steele, project director; Lorna Miller, adjunct faculty; Cathaleen Finley, project associate; Marjorie Mortvedt, Evaluation Specialist - Kansas |
| North Carolina Dec. 2-6 | Sara Steele, project director; Lorna Miller, adjunct faculty; Cathaleen Finley, project associate; Paul Waddy, District Agent 4-H - Alabama |
| New Mexico Jan. 6-10 | Sara Steele, project director; Lorna Miller, adjunct faculty; Harriett Moyer, Community Development Specialist - Wisconsin; Vicente Serrano, Colorado Department of Education |
| Texas Feb. 3-7 | Sara Steele, project director; Lorna Miller, adjunct faculty; Marjorie Mortvedt, Evaluation Specialist - Kansas; Satish Verma, Program Development Specialist - Louisiana |
| Georgia Feb. 17-21 | Sara Steele, project director; Tom Mounter, Home Economics Specialist - South Carolina; Claudette Lamar, Alabama State University |
| Pennsylvania March 17-21 | Sara Steele, project director; Lorna Miller, adjunct faculty; Cathaleen Finley, project associate; Bette Lee Yerka, Program Development & Evaluation Specialist - New York |
| South Dakota April 7-11 | Sara Steele, project director; Cathaleen Finley, project associate; Peg Hoffman, District Director - Illinois; Dick Krueger, Evaluation Specialist - Minnesota |
| Utah April 21-25 | Sara Steele, project director; Lorna Miller, adjunct faculty; Rudy Schnabel, Area Community Development Agent - Arizona |
| Washington April 18-May 2 | Sara Steele, project director; Cathaleen Finley, project associate; Corrine Rowe, Evaluation Specialist - Idaho |
| Maine May 12-16 | Sara Steele, project director; Cathaleen Finley, project associate; Marcia Hingra, 4-H/Youth Specialist - Rhode Island |
| New York May 26-30 | Sara Steele, project director; Lorna Miller, adjunct faculty; Rosalind Friedman, 4-H/Youth Specialist - New Jersey; Eldon Schriener, North Dakota State University |

All Site Visits were of one week's duration although several were completed by Friday noon. Some included evening interviews. Others did not.

IVE Site Visitor Activity. The IVE team attended at least one meeting in each county--often that was a meeting of the county advisory council. The number of different meetings or events covered by at least one IVE team member ranged from one to eight. Activities observed ranged from a 4-H fair at a shopping mall in Delaware County, to being guests at a meal prepared by a 4-H member in the Meal Team contest in Columbia County, to attending an Orchard Field Day in Leelanau County or a Volunteer Recognition Lunch in Clinton County. Homemaking Council meetings were attended in Piscataquis, Minnehaha, and Martin Counties. 4-H Executive Board meetings were attended in Harrison and Columbia Counties. A Cattlemen's meeting was attended in Harrison County and Crop Improvement Association banquet in Minnehaha County. In addition, team members visited local Extension Homemaking and 4-H meetings.

| | <u>Interviews</u> | <u>Meetings</u> | <u>Interviewers</u> |
|-------------|-------------------|-----------------|---------------------|
| Columbia | 68 | 3 | 3 |
| Irwin | 47 | 1 | 3 |
| Leelanau | 50 | 2 | 3 |
| Piscataquis | 45 | 2 | 3 |
| Martin | 63 | 2 | 4 |
| Tooele | 75 | 1 | 3 |
| Harrison | 63 | 8 | 4 |
| Clinton | 62 | 3 | 4 |
| Minnehaha | 87 | 3 | 4 |
| Jefferson | 50 | 1 | 4 |
| Bernalillo | 61 | 1 | 4 |
| Delaware | 63 | 4 | 4 |

Analysis. A list of all those interviewed was compiled for each county. A number was assigned each interviewee. The tape of each interview was then marked with the same number. Tapes were stored by county and number. Written pieces describing the county and its Extension programs that were collected during the visit were assembled for reference.

Several approaches were used to examine the effects of volunteer programs.

- o Interviewers filled out rating sheets on about 500 interviews indicating the general effects they had discerned during each interview. The interviewers indicated the kinds of benefits mentioned and the apparent intensiveness of the impact both on individuals and communities.
- o Project staff listened to more than 437 randomly selected tapes of interviews, indexed the content, and took down verbatim statements of impact and concerns/suggestions. An additional 71 tapes were indexed for content, and additional tapes were reviewed as format reports were prepared.
- o Staff selected specific activities, picked tapes based on the subject index, and listened to those portions of the tapes which described a specific kind of activity.

Tapes were randomly selected for indexing and listening, but an effort was made to keep a balance among the four program areas as well as among the interviewers on each site visit team. Staff also analyzed at least half of the interviews from each county. All tapes would have been analyzed, but time did not permit completion. Many of the remaining tapes were used in completing case example reports of selected volunteer programs.

Project staff indexed each tape, indicating the place on each tape where new topics started (segments). Each segment was coded in terms of program area, volunteer type (4-H, Agriculture Cooperators, Home Economics, Master volunteer, school personnel, citizen, etc.), and the specific volunteer activity discussed. The 437 tapes which were analyzed yielded 4,911 segments and more than 1500 statements of impact or program suggestions. The average tape included 12 segments.

The division of segments according to program area was as follows: 25% 4-H/Youth; 21% Agriculture; 19% Home Economics; 13% Overall Extension; 20% Other roles. The division of segments according to county ranged from 5% from Irwin County to 18% from Bernalillo County.

Conclusions and Implications. Site visitors and some NAC members met in Milwaukee for three days. Via small group work they reviewed the selected statements on impact, concerns, and suggestions. From the data and their individual experiences in the counties, they developed conclusions and a summary.

After the meeting, the report was completed and sent to NAC members, site visitors, and each of the twelve counties for review. Each county was called to verify the report. This material became part of the Phase III report--Community Views: Findings, Conclusions, and Implications.

PHASE IV

Phase IV focused on integrating the findings from the initial three phases and the development of overall recommendations and conclusions, on communicating the study, and encouraging use.

Forming Conclusions and Recommendations

IVE staff, using data from agents, volunteers, clientele, and community observers, integrated the most pertinent information and major recommendations and conclusions from previous reports into seven draft reports: (1) Impact and Value, (2) Volunteers, (3) Extension, (4) Future Programs, and (5) a synthesis for each program area -- Agriculture, 4-H, Home Economics, and Resource Development.

State contacts were asked to submit names of Extension administrators, agents, and volunteers who would study the eight reports and develop recommendations. This list of names was then divided into groups and each group received reports with which to work. They were provided with a worksheet on which to record their recommendations. IVE staff and NAC also developed recommendations.

Over 50 individuals from 22 states returned over 600 recommendations. **The following individuals helped formulate the project's final recommendations:**

Individuals Who Suggested Recommendations

| | | | | | |
|------------------------|----|--------------------|----|------------------------|----|
| Louise Ashton | DC | Micki Horst | MI | Dwight Palmer | MD |
| J.W. Bancroft | RI | Peg Hoffman | IL | Jerry Parsons | IA |
| Paula Beugen | MN | David D. Jenkins | OH | John Pelham | MO |
| Annette S. Boggs | WV | Don Kaufmann | CO | James Peterson | MI |
| V. Milton Boyce | DC | Susan Krampitz | CT | Theodore James Pinnock | VA |
| Damaris Bradish | WA | Dick Krueger | MN | Milan A. Rewarts | CO |
| Byron Burnham | UT | E. Claudette Lamar | AL | Corrine Rowe | ID |
| June L. Carroll | SC | E. J. Lueder | WI | Linda Saunders | CO |
| Cheryl Costello | CT | Aida Q. Maldonado | PR | Ivan Scheier | CO |
| Chere Coggins | WI | Mary Marshall | TX | Rudy Schnabel | AZ |
| William R. Conrad, Jr. | IL | George Mayeske | DC | Eldon Schriner | ND |
| Delwyn Dyer | VA | Donna Menart | WI | Vicente Serrano | CO |
| Shirley Eagan | WV | C. Sue Miles | NY | Gloria Shibley | OR |
| Carol Edgerton | WI | Lorna Miller | WI | Preston D. Sides | TX |
| James Everts | WI | Norman Mindrum | IL | Sara Steele | WI |
| Cathy Finley | WI | Becky Mitchell | UT | William Thompson | NM |
| John Fiss | WI | Frances Moore | NY | Joan M. Waite | UT |
| Rosalind Friedman | NJ | Jeanne Morrison | MO | Lynn White | TX |
| Richard Gibson | AZ | Marjory Mortvedt | KS | Jeanne Moore Warming | IA |
| Mable J. Grimes | MO | Tom Mounter | SC | Donald R. Whaples | VT |
| Hollis D. Hall | DC | Harriett Moyer | WI | Ronald C. Woolley | TX |
| Michael J. Haverkamp | NV | Fayola Muchow | SD | Lillian Van der Meer | PR |
| Karla Henderson | TX | Arlinda Nauman | SD | Satish Verma | LA |
| Jan Hiller | WA | Donald L. Nelson | DC | Paul Waddy | AL |
| Marcia Hingra | RI | Marilyn Norman | IL | Bettie Lee Yerka | NY |
| C. Wayne Hoelscher | IL | Marlene Obst | AZ | | |
| Gregg R. Hodges | AL | Jean Pace | AR | | |

The IVE staff compiled the recommendations into 14 categories. This compendium of recommendations was used by the NAC at their final four-day meeting to formulate the major conclusions and recommendations of the study. The NAC via small work groups reviewed the recommendations and then as a total group developed the major recommendations. The videotape, *Enhancing Extension-Volunteer Programs*, shows the NAC at work developing the recommendations.

Communicating The Results of the Study

The IVE staff worked from the suggestions of NAC to develop the final materials of the study. A variety of final reports were developed to disseminate the results of the study:

- o Final print reports on value, quality, and enhancement were developed.
- o Videotapes were developed on value, quality, and the study.
- o Print reports on Agricultural, Home Economics, and Youth Development program areas were developed.
- o Six summaries of activities from the 12 counties were prepared with the following titles: *Volunteers Who Teach, Large Educational Events, Community Organizations, Cooperation with Other Agencies, Special Assignments, and Policy and Planning Groups.*

Final Print Reports. The national advisory committee (NAC) was asked to advise the staff on the types of reports which should be generated for Phase IV. The NAC made suggestions concerning the general formats to be used in developing the set of print reports.

Three final reports were written. One addressed the **VALUE** of Extension and volunteer partnerships, another addressed the **QUALITY** of these partnerships, and the third report presented the major recommendations which come from the project for **ENHANCING** Extension-volunteer programs.

These final reports are the result of staff efforts and an extensive review process. Copies of the reports were sent to USDA Extension Volunteer Task Force, the NAC, state contacts, sample counties who took part in the study, personnel who took part in the site visits, and present and former IVE staff. A rating sheet for each report was also sent. The reviewers were asked if:

1. the most important findings were covered.
2. the most important recommendations were given.
3. agents and volunteers would find these reports useful.

These three major reports of Phase IV were sent to USDA-ES personnel, the sample counties, state contacts, and NAC members. They are intended to be used together to present what is -- the value and quality reports -- and to evaluate the present in terms of making the future of Extension volunteers programs even more productive and beneficial for the participants -- the enhancing report.

Videotapes. One of the products which the NAC indicated they would like to have come from the IVE project was a videotape. The suggestion was to have one or two tapes which could be used as a total package as well as individually. Content of the tapes would come from the major recommendations and conclusions of the project.

NAC suggested that the videotapes be aimed toward extension use and for general public viewing. The four primary uses for which the NAC thought these videotapes could be used were: (1) for budget support efforts, (2) to make the general public more aware of Extension, its mission and programs, (3) as a means of triggering discussion about Extension, where it is and where it needs to go in terms of its volunteer programs, and (4) as a tool to be used for in-service programs for Extension staff and volunteers.

According to the contract with Agricultural Journalism, University of Wisconsin-Madison and the Implications of Volunteerism Project, the purpose was to produce a videotape that would report on and create an interest in the final summary, conclusions and recommendations drawn from the study. It was to provide information about the major values of volunteers in Extension and the recommendations related to maintaining and enhancing volunteer programs.

The videotape was based on the information supplied by Extension agents, volunteers, and clientele, who participated and contributed to the study, emphasizing main ideas of the three final print reports. The objectives of the production of the videotape were:

1. To educate and inform administrators in Extension, the USDA and colleges of agriculture who may not realize the full value of working with volunteers.
2. To communicate the key points, comments and suggestions from the final summary of the volunteerism reports.
3. To create an interest for reading the reports of the study.
4. To provide recommendations and information on ways to maintain and enhance volunteer programs throughout the Extension Service.

Denise Starkey, Producer/Broadcast Specialist with University of Wisconsin-Extension and Department of Agricultural Journalism Video Unit was in charge of the production of the videotapes. She consulted with the IVE project staff, the the Information Office in USDA-ES, and selected Extension offices across the country.

Various Extension media officers nationwide were contacted to gather appropriate visual materials. Portions of the final NAC meeting were videotaped. Footage was taped of volunteer activities in Leelanau County, Michigan, and Bernalillo County, New Mexico. Additional footage, which was representative of nationwide activities, was shot in Wisconsin.

IVE staff reviewed scripts and footage of the tapes as they were developed by Ms. Starkey. The final tape included the following separate segments:

- o Valuable Partnerships: Extension and Volunteer, 11 minutes
- o Enhancing Extension-Volunteer Programs, 15 minutes
- o A Word from the Study Director, 4 minutes

The three segments were included on one tape. Each videotape was produced to stand by itself as well as to be viewed in tandem with the other segments.

A guide for using the video tape segments was developed in a size which fit within the video carton. Agricultural Journalism coordinated the distribution of copies of the videotape with the project's federal liaison, George Mayeske,

Program Area Reports. Staff developed three program area reports, The Impact of Volunteers in Extension Agricultural Programs, The Impact of Volunteers in Extension 4-H Programs, and The Impact of Volunteers in Extension Home Economics Programs, using the highlights of data from agents, volunteers, clientele, and community observers and recommendations.

The 4-H report was presented to state 4-H leaders and federal Extension staff, and they were given the opportunity to recommend revisions. The agricultural and home economics reports were presented to federal Extension staff, and they also had the opportunity to recommend revisions.

Format Reports. Staff developed six summaries of county activities and an overview leaflet which described six program formats, their value, and recommendations for use.

Facilitating Use of the Study

The last step of the study involved developing materials to facilitate the use of the study. The following were developed:

- o overhead transparency masters to accompany each of the three main reports;
- o a users' guide;
- o 29 thought and action papers;
- o suggestions for use by participating counties;

Overhead Transparency Masters. Five sets of overhead transparency masters were developed on the following: value, quality, recommendations, the videotape on quality, and the study. The main points made in the three print reports were adapted to overhead masters. Short narrative statements, quotes from those interviewed, and graphic presentations were used for overheads. For the recommendations set, check lists were developed for some masters.

Users' Guide. Staff developed a users' guide which highlighted the main points presented in the three final print reports. The guide gave suggestions for presenting the information and referred each specific topic to the final print reports, the videotapes, and the overhead transparency masters.

Thought and Action Papers. IVE staff drew upon data and recommendations from the study, other literature, and their observations and experience while conducting the study to develop a series of 29 thought and action papers. The papers provide background information and suggestions for action which should enhance volunteerism in Extension programs. Several were designed to link Extension's history of work with volunteers to a future focus on initiatives and issues.

Suggestions for Use of Study by Counties. Counties who participated in the study were sent the final reports and the videotape. They were also sent suggestions for a press conference and a special volunteer event.

PRINT REPORTS FROM THE STUDY

There are many print reports from the study. Reports were sent to each state Cooperative Extension Director's office, the state contact person, and the Land Grant university library. The videotape and many of the reports were also sent to the 315 participating counties.

Extension as a Whole

These brief reports highlight findings of the entire study and present challenges for improving and expanding Extension-volunteer programs.

Extension and Volunteers, May, 1988; 1 page.

The Value of Extension-Volunteer Partnerships, January, 1988; 8 pages.

Quality of Extension-Volunteer Programs, January, 1988; 12 pages.

Recommendations for Enhancing Extension-Volunteer Programs, January, 1988; 8 pages.

How Volunteers and Extension Work Together, June, 1988; 1 page.

Three segments on one videotape:

Valuable Partnerships: Extension and Volunteers, October, 1987; 11 minutes.

Enhancing Extension-Volunteer Programs, October, 1987; 15 minutes.

A Word from the Study Director, October, 1987; 4 minutes.

Users Guide for Videotape, April, 1988; 6 pages.

Sets of transparency masters for presenting content of reports listed above:

#1 Value

#2 Quality

#3 Enhancement

#4 How Volunteers and Extension Work Together (Format Reports).

Program Area Summaries

The Impact of Volunteers in Extension:

Agriculture Programs, 1988; 8 pages.

4-H Programs, 1988; 8 pages.

Home Economics Programs, 1988; 8 pages.

Program Format Reports

Tapes from over 700 indepth, face-to-face interviews in a sample of 12 counties were analyzed to identify the major ways in which volunteers and Extension work together. Examples include all Extension program areas and come from all regions of the United States. The reports describe activities, summarize the value of such activities as viewed by participants, and make recommendations. All six titles begin with the words,

Extension-Volunteer Partnerships:

Cooperation with Other Agencies, December, 1987; 40 pages.

Community Organizations, December, 1987; 36 pages.

Large Educational Events, December, 1987; 24 pages.

Policy and Planning, December, 1987; 28 pages.

Special Assignments, December, 1987; 24 pages.

Volunteers Who Teach, December, 1987; 36 pages.

Reports from Study Phases

The study included three phases as listed below. In each phase, a short report which focused on value was prepared for external distribution as well as a summary report, a reference report, and a technical report. All reports had grey covers but different colors of print were used for each phase.

| | | |
|-----------|-------------------------------------|-------------|
| PHASE I | Impact on Extension | Red print |
| PHASE II | Impact on Volunteers | Blue print |
| PHASE III | Impact on Clientele and Communities | Green print |

Value Reports--reports designed for both internal and external use:

National Projections, November, 1984; 9 pages.

Volunteers' View of Value, October, 1985; 8 pages.

People's View of Value, March, 1987; 12 pages.

Summary Reports--key findings about value and quality of programs:

Summary of Phase I - Conclusions and Implications, March, 1985; 12 pages.

Summary of Phase II - Conclusions and Implications, February, 1986; 19 pages.

Summary of Phase III - Conclusions and Implications, March, 1987; 28 pages.

Summary of Phase I - Conclusions and Implications--(This first line appears in the title of each of the following reports):

Agriculture, September, 1985; 12 pages.

4-H, September, 1985; 16 pages.

Home Economics, September, 1985; 16 pages.

Resource Development, September, 1985; 16 pages.

Summary of Phase II - Conclusions and Implications--(This first line appears in the title of each of the following reports):

Agriculture, August, 1986; 20 pages.

4-H, August, 1986; 20 pages.

Home Economics, August, 1986; 20 pages.

Resource Development, August, 1986; 20 pages.

(Program Format reports, previous page, were done instead of Phase III program area summaries, and each includes examples from all program areas).

Comprehensive Reports--These reference reports from which all other reports were prepared. They were distributed three per state. One copy went to the study contact person, another to the Director's Office, and the third to the Land Grant University.

- Phase I - Agents' Views: Findings, Conclusions, and Implications, June, 1985; 126 pages.**
- Phase II - Volunteers' Views: Findings, Conclusions, and Implications, October, 1986; 148 pages.**
- Phase III - Community Views: Findings, Conclusions, and Implications, December, 1987; 198 pages.**

Technical Reports--The technical report describes the methodology for that phase of the study. They are on file with the USDA-ES/PDEMS study liaison, George Mayeske.

- Phase I: Technical Report, September, 1985; 27 pages.**
- Phase II: Technical Report, November, 1986; 15 pages.**
- Phase III: Technical Report, February, 1988; 19 pages.**
- Phase IV: Technical Report, September, 1988.**

The Extension Director, state IVE contact person, and each participating county received copies of each of the reports listed above except the Technical reports which include exhibits and were only filed with Dr. Mayeske. States may order additional copies of other reports from Dr. George Mayeske, PDEMS, USDA-ES Room 3319 South Building, Washington, DC 20250, as long as the supply lasts. After that, states can reproduce a particular report.

Thought and Action Papers Developed By the Study Staff of the National Study of Volunteerism In Extension

At the close of the study, staff developed papers which drew on the study but discussed actual problems or areas of interest in current programs. This set of papers range in length from two to eight pages. The 29 papers do not present findings. They present the author's views related to the particular topics based upon experiences from the project. Only 500 copies were produced, but each paper included permission to reproduce or quote it. The papers grouped into different categories. Most have been included in this book.

National Initiatives and Issues

- Volunteer Partnerships Provide Power in Priority Programs, Sara Steele
- Volunteer Opportunities As A Means of Facilitating Human Capital Development, Carol Edgerton and Sara Steele
- Renewing or Expanding Volunteerism, Sara Steele

Helping Volunteers Adjust to Changes In Extension Programs

- Helping Volunteers Understand Issues Programming and Strategic Planning, Sara Steele
- Involving Volunteers in a New Program Direction, Sara Steele
- Changing Directions With Volunteers, Sara Steele
- Encouraging Creative Approaches By Volunteers, Lorna Miller
- Key Volunteers' Responsibility for Extension Work with Volunteers, Sara Steele

Partnerships

- Who Owns Extension Volunteer Programs? Sara Steele
- Partnerships, Leadership and Issues Programming, Sara Steele
- Forming and Sustaining Effective Partnerships, Boyd Rossing
- Manager? Coach? or Partner?, Sara Steele

Leadership

- Volunteers and Influence, Sara Steele
- Transactional and Transformational Leadership in Volunteer Programs, Lorna Miller

Developing Volunteers' Abilities

- The Role of Planning and Policy Groups in Enhancing Volunteerism, Cathaleen Finley
- Helping Volunteers Take a Share in Ownership, Sara Steele
- Continuing Education -- Helping Volunteers Learn and Develop, Sara Steele

- Ways Agents Can Help Community Groups and their Leaders Succeed and Grow, Boyd Rossing
- Developing a Staff that Works Effectively with Volunteers, Cathaleen Finley

Kinds of Programs

- Organizational Relationships and Kinds of Volunteer Activities, Cathaleen Finley
- Volunteer Tasks, Cathaleen Finley and Sara Steele
- Working With Groups of Volunteers, Sara Steele
- Should it Be a Club Or An Association? Sara Steele

Promotion Recruitment

- Promotion of Volunteer Partnerships, Chere Coggins
- Reaching Others as Volunteers, Carol Edgerton
- Recruiting One Volunteer, Sara Steele
- Motivation, Carol Edgerton

Generally Strengthening Volunteer Programs

- Balancing the E's in Volunteer Programs, Sara Steele
- Evaluating the Work of Voluntary Partnerships in New Programs, Sara Steele

It was a very long, but very interesting and valuable experience.