THE ASSOCIATION BETWEEN SUPERVISOR CHARACTERISTICS AND PROGRAM
ASSISTANT MOTIVATION AND SUCCESS

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ABSTRACT

The association between specific leader characteristics and motivation/success of employees was investigated for the Nutrition Programs Supervisor position of the NC Cooperative Extension. A combination of leader self assessment, stakeholder rankings of competencies for leader positions, and workload data of employees was used to determine what, if any, association could be made between Supervisor characteristics and Nutrition Program Assistant success. Results showed a general agreement in regards to the importance of particular characteristics to the position. A priority ranking of competencies by importance to the position of Nutrition Programs Supervisor however showed disagreement between positions asked to complete the instrument. All Nutrition Programs Supervisors were found to possess some motivational leadership characteristics, however differences in performance existed in Nutrition Program Assistants in the 10 supervision areas studied. Findings support continued research to determine the impact of specific leader characteristics on employee performance and motivation.

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DEDICATION

I would like to dedicate this thesis to my parents, Carl and Iris Aldridge. I have been truly blessed in my life to have such a good start. My father's legacy to me was to give me the will, determination, and knowledge that I could do anything I decided to do. His forethought in never limiting my expectations has always allowed me to set high standards and goals. My mother throughout her life has served the educational community. She has a love, passion, and dedication for education that is unmatched. Her guidance, encouragement, and support have limitless. She has been the inspiration for this project in that she has led many students, teacher interns, teacher assistants, teachers, and administrators with a clear vision. She instilled in me a love of education and she has been a wonderful role model both personally and professionally.

Additionally, I would like to dedicate this study to the nutrition program assistants who prove everyday how rich a person can be who serves others. Their limitless giving of themselves and their commitment to making a difference in the lives of the people they serve through high quality educational programs is truly motivating.

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INTRODUCTION

Purpose of the Study

There has been much study devoted to leadership and the desirable affect on

employees or teachers. Many business journals and even entire occupations are devoted

to the development of good leaders. In recent years the focus for leadership development

has been on the characteristics of interaction between leaders and employees or teachers.

Coaching, role modeling, listening, facilitating, and directing have replaced such

interactions as dictating and talking. Rather than simply being the administrator or

evaluator, the leader in more recent models of leadership is also the coach and mentor.

Good leaders are expected to motivate their employees. There is a distinction in the

literature between management and leadership. Although the terms are many times used

interchangeably, much of the research draws specific differences between the two terms.

The charge of the Nutrition Programs Supervisor in Cooperative Extension is to serve the

programs and the organization in all of these capacities. Similarly, the school principal is

faced with the same challenge.

Parallels in leader characteristics can be noted through the research between the

school principal and the Nutrition Program Supervisor. This study will draw from

research in both fields. Employee success and inevitably leader success is measured by

several factors. Generally, these factors have to do with employee (1) productivity, (2)

creativity, (3) satisfaction, (4) efficiency, and (5) competency. In schools, we measure

not only the success of the teacher by the outcome of the students, but also the success of

the leadership of the school is measured by the student population's success. If a school

performs poorly the general public looks to the principal for leadership to correct the

problem. In Cooperative Extension, the same holds true. The success of a Nutrition Program Supervisor is measured by the success of the program assistants in achieving changes in the behavior of participants. Ultimately, the impact of the program as a whole is viewed as an effect of the leadership. This study will focus specifically on the leadership of the Nutrition Programs Supervisor with Cooperative Extension.

On qualifications for professional staff members supervising paraprofessionals or program assistants, Cornell University in an Expanded Food and Nutrition Education Program ("Task Force Report", 1982) recommends professionals possess (1) subject matter expertise, (2) previous supervisory experience, (3) networking skills, (4) target audience empathy and understanding, (5) functionality as a trainer for both professionals and paraprofessionals, and (6) volunteer management skills. The Expanded Foods and Nutrition Education Program (EFNEP) was initiated in New York state in 1969 through pilot studies funded by the USDA (*Cornell Management Notebook*, 1982). Since that time other nutrition education programs have been implemented to meet additional needs of the limited resource audience. In North Carolina, the Nutrition Programs Supervisor is responsible for the leadership and management of five of these programs and the employees hired to deliver the educational service to limited resource audiences.

Background of the Problem

The North Carolina Cooperative Extension Service began a new model of supervision for program assistants delivering nutrition education programming to families of limited resource in 1997. Traditionally, the program assistants had been supervised by the local Family and Consumer Education Agent specializing in nutrition.

In addition to supervision duties, the Agent was also responsible for delivering educational programs to the general public of the county on a wide array of topics.

Poor performance of nutrition program assistants and budgetary efficiency of the program led the state to examine the supervision model for these programs. In four areas of the state, there were supervisors who performed no other duties outside of supervision for these programs. Three of these positions were multi-county supervisors and one was a large urban county. The program assistant performance ratings in these four areas were higher than the rest of the state. These programs with multi-county supervisors were also less expensive to operate because it was cheaper to pay the salary of one supervising agent versus a portion of the salary of several supervising agents. An examination of the program revealed many inconsistencies in program management, time devoted to the program, training delivered to program assistants, and program reporting in the counties with a local agent providing supervision. An additional motivator for an area supervision model was the development of program consistency. It was decided to try a model of area supervision for these programs statewide to address these concerns (S. Baker, *personal communication,* August 29, 2002).

The organization, like many organizations looks for leaders with subject matter expertise. The job announcement for the position stated the applicant must possess nutrition subject matter expertise, have at least a BS in nutrition or a related field, and some experience supervising other people. This is a middle management position in the organization. Area Supervisors report to County Directors in each of the counties they serve and it is the County Extension Director who possesses the ultimate authority for

any member of their staff. There are currently eleven area Nutrition Program Supervisors (NPS) for the state.

When the model was implemented, applicants selected were offered leadership-training opportunities throughout the first year. This was a new concept in North Carolina for Extension at the time.   Never before had the middle manager position taken the role of administrator, evaluator, coach, trainer and mentor. These functions had primarily been reserved for the local County Extension Director with the local Extension Agent in many cases acting as a trainer only. In this model, training, coaching, management, and evaluation are all linked together.

Leadership of an area nutrition team is an extension of the coaching aspect. The area team consists of all the program assistants, Family and Consumer Science Agents, and County Extension Directors located in all of the counties served by the supervising agent. The Nutrition Programs Supervisor assumes the direct supervision of the program assistants. However, the supervisor must coordinate with the local Family and Consumer Science Agent to integrate these programs into the total County Extension program. She must also communicate proactively and regularly with the County Extension Director about program accomplishments, hiring procedures, employee performance, and program direction.

As with most organizational change, the multi-county supervisory model was not well received by everyone. Some County Extension Directors were resistant to the concept of agents becoming the immediate supervisors of program assistants and they were also concerned with the loss of funding from Family and Consumer Science Agent positions. The loss of funding forced counties to find local sources of funds to maintain

their county agent positions. Some agent positions were lost as the EFNEP program dollars were moved from those positions to fund the NPS positions. The distance of the supervisor from the program assistant was also a concern expressed at the county level.

Using the three multi-county areas as a model, the NPS position was created, however the new NPS position attached additional responsibilities to the multi-county model above training. This coupling of responsibilities was based in part on research conducted by the supervisor of an individual county with a large number of program assistants and a research partner. Norris and Baker state in their book, *Maximizing Paraprofessional Potential* (1999), that there are four requirements of a supervisor: (1) Supervisor's ability to facilitate the growth and development of the paraprofessional by recognizing training needs, both initial and on-going, (2) Supervisors must possess good teaching skills, (3) Supervisors need to have a thorough understanding of adult learning principles and apply these to the training activities designed for the paraprofessionals, and (4) Supervisors must be examples of appropriate risk-taking and adoption of new approaches. The authors further describe the specific job tasks of supervisors of paraprofessionals: job tasks analysis, selection and hiring, initial training, supported transition, performance management, and on-going training. This framework, based on the supervision of EFNEP program assistants, became the framework for the job description of the Nutrition Programs Supervisor. In addition to the EFNEP program, the NPS Agent supervises program assistants in the 4-H EFNEP Program, the Family Nutrition Program, the In-Home Breastfeeding Support Program, and the Pregnant Teen Nutrition Program. These programs grew out of the EFNEP program, but each follows different policies, procedures, and funding.

Training for program assistants had traditionally been conducted using the EFNEP curriculum and materials from USDA. A few of the county and area agents had also developed their own additions to the training as they saw the need, and the county agent providing supervision had a written plan for training, but no formalized curriculum for training program assistants was available. As a result, training for nutrition program assistants was not consistent across the state. A new program assistant training curriculum was developed by NPS Agents, which incorporated subject matter knowledge and skills necessary for success in all of the programs supervised. It is presently being revised and printed. All program assistants in the state of North Carolina are trained using this curriculum. Following this initial training, specialized training curriculums were developed for the different program areas. This curriculum is also uniform for all program assistants.

In addition, a shift in focus of the organization regarding measurements of success changed during the course of these years. Many of the program assistants hired prior to the area supervision model being put into place were encouraged to work one on one with a small group of people in an effort to have "real change" in behavior as the measure of good performance. Since the initiation of the area supervision model, expectations to reach larger numbers within groups of people and maintain a high level of change have also come into place. Program Assistants have not only had to adjust to a change in leadership structure, but also a change in performance expectations.

Much time has been spent by the state leaders for these programs and by the team of Nutrition Program Supervisors in the development of consistency in training, teaching skills, subject matter knowledge, data collection, program reporting, evaluation, and

program management across the state for these programs. As a team, the group has worked to develop the needed curriculums, procedures, and evaluation instruments. A need still addressed in many of the supervisor team meetings is employee performance and motivation. Supervisors have requested and have received training on various leadership issues and on cognitive coaching.

Although overall performance for the programs has improved, there are some areas of the state where program assistants consistently perform high and some areas where program assistants consistently perform low. Turnover rate for the Nutrition Program Supervisor positions has been high. There are eleven total positions in the state. Six of these positions have experienced turnover in the last six years. Two positions have experienced multiple turnovers. Training for in-coming supervisors is provided through one-on-one training with state program leaders and fellow supervisor mentors. Some guidance for establishing training for new supervising agents is indicated. A look at supervisor characteristics needed for success in this position would seem to be a needed part of new supervisor training.

Statement of the Problem

Three elements key to leadership are the interaction between leader, followers, and situation. The perception of effective leadership changes with organizational, social, or cultural changes (Nahavandi, 2000). In the case of the NPS Agent, not only is there interaction between the NPS and the program assistants, but the NPS Agent must also interact with the County Extension Directors, Family and Consumer Science Agents, District Extension Directors, and State Program Leaders. The NPS also leads the county in networking with representatives from collaborating agencies.

One possible explanation of the difference in program assistant performance and participant outcomes in areas would be differences in the perception of characteristics of effective leadership among each of the stakeholders for the programs and the degree to which this perception has evolved with the new model of supervision. Where problems exist, a difference in perception is inevitably at the core of the problem. An identification and agreement of essential characteristics for effective leadership may ultimately lead to improved outcomes in these programs.

To date, training specifying key characteristics of a good model of leadership has not been implemented in a formal training of new NPS Agents. The state EFNEP program leader has begun to work informally with new NPS Agents and has developed a list of some key areas for initial training. These do not include motivational leadership characteristics. Identification of motivational leadership characteristics for this model of supervision would be beneficial to include in new NPS Agent training and in achieving the desired results of consistency in program assistant performance across the state.

Isolation of key leader characteristics that have positive effects on employee productivity, creativity, efficiency, satisfaction, efficiency, motivation, and competence has been conducted in various arenas usually examining only one of the above characteristics. Since human leaders possess more than one characteristic simultaneously, the collective effects of both positive and negative leader characteristics should be examined. The problem being addressed in this research is to examine how leadership characteristics of Nutrition Programs Supervisors affect program assistant motivation and performance. Examination of clarity in perception of the supervisor's role and important leader characteristics to all stakeholders must be included to

successfully conclude whether presence or absence of a specific characteristic is crucial to motivation in program assistants.

Objectives of the Study

The purpose of the study is to examine what if any link there is between supervisor characteristics and program assistant motivation and performance. Results of the research will be shared with the North Carolina Cooperative Extension Service. There has been no research on the leadership characteristics needed for successful program assistant motivation and performance under this model of supervision.

One possible use for this research is the development of a supervisor-training manual or following the example laid forth for County Extension Directors, a Nutrition Program Supervisors "rookie" school. In addition, the research could have important implications for individuals in middle management positions in both the educational and business community.

The study will attempt to answer the following questions:

(1)   Does stakeholder agreement on critical leader components affect employee motivation and performance?

(2)   Does agreement between NPS Agent strengths and stakeholder identified critical leader components affect employee motivation and performance?

(3)   Are motivational leader characteristics identified as important to stakeholders present in NPS Agents?

(4)   Does the presence or absence of motivational leader characteristics in NPS Agents affect NPA performance and motivation?

Answers to these questions should provide useful data for building a framework to train new NPS Agents.

Basic assumptions for this research are that:

(1) All Supervisors enter the job with a desire to be a good supervisor and to have positive impact on employee motivation and performance.

(2) All Program Assistants enter their job with a desire to perform well.

(3) Supervisors and Program Assistants view program assistant motivation and performance differently.

(4) County Extension Directors, Family and Consumer Science Agents, District Extension Directors, and state program leaders have a vested interest in program success.

Definition of Terms

Although there are differing definitions of leadership most definitions have three common threads:

- Leadership is interpersonal involving the use of influence and persuasion.
- Leadership is active and goal-directed.
- Leadership, whether formal or flexible, is hierarchal.

Nahavandi (2000) offers the following definition, "A leader is defined as any person who influences individuals and groups within an organization, helps them in the establishment of goals, and guides them toward achievement of those goals, thereby allowing them to be effective" (p.3). For the purpose of this study, leadership will be defined as an activity which is people-oriented. Leadership tasks of NPS Agents are program assistant

conferences, observations, performance counseling, problem-solving, team building, program networking, training, and staffing.

Management on the other hand, is an activity that is task-oriented. Management tasks for NPS Agents are data collection and analysis, program reporting, and program funding.

Motivational leadership characteristics will be defined as those leader characteristics that encourage program assistants to perform at a higher level of job efficiency. These behaviors will be defined by stakeholders as motivating.

High program assistant performance will be defined using an area average performance score of 3.5 on the quantity of work cell of the performance appraisal instrument. Low program assistant performance will be defined using an area average performance of 2.9 or lower on the quantity of work cell of the performance appraisal instrument. This particular cell offers the most objective measure of program assistant motivation.

REVIEW OF THE LITERATURE

Conceptual Framework and Overview

The North Carolina Cooperative Extension has traditionally offered excellent leadership development programs. The focus of these programs has been on the development of volunteer leaders in the community: leaders in 4-H programs, Master Gardner Programs and Extension and Community Association Programs. Much emphasis has also been placed on developing leadership within both the local and state Extension Advisory Council. Until recently, there has been very little emphasis on the development of personnel leaders within the organization. Interest in the organizational leadership development of individuals dealing with personnel has increased greatly in the past three years. The Southeast District has recently established, under the direction of the District Director, a "rookie" school for individuals entering the role of County Extension Director for the first time. This type of training is unprecedented in North Carolina.

Other states are also looking into the leadership system for the Cooperative Extension. Cooperative Extension is an educational organization that operates like a service-oriented business. It is the perfect example of the crossroads between the educational community and the business community. Ohio State University recently conducted a study of the pre and post effects of a leadership training focusing on three models of leader support to employees: peer mentoring, peer coaching and executive coaching. This study primarily focused on new employee mentoring and a specific leadership seminar. The results of the study found peer coaching to be successful for a time frame of less than four months and this type of leadership support to employees

increased employee skills in program planning, program implementation and the

relationship of political and economic factors on the organization (Kutilek & Earnest,

2001). This has been the primary method for leadership training in the organization.

Much is written about effective leadership. There are numerous workshops, in-

service trainings, and conferences conducted to offer the newest tips on how to be an

effective leader. A review of these materials indicates similarities in some aspects, but to

date there is no universal theory regarding the best leadership practices. The review does

indicate a collective set of characteristics, behaviors, and competencies, which are

defined as leader or manager oriented. Across theories, one consistency is effective

leaders are judged to be motivational to employees. Motivation of employees is

considered to be one of the primary tasks of a supervisor (Owens, 1987). This chapter

will review the current literature as it relates to defining motivation, leader

characteristics, manager characteristics, and how these characteristics are associated with

motivation for employees.

Motivation

The work performance of an employee is often described as a combination of

ability and motivation. According to Owens (1987) motivation is not an observable

behavior in itself, but an internal state for which we can "infer the motivation of

individuals from their behavior"(p. 92). Work motivation, as described by Moorhead &

Griffin (1998), is the forces both internal and external that initiate work-related behavior.

Work motivation in addition determines what the behavior will be, the direction of the

behavior, the intensity of the behavior and how long the behavior will be sustained.

Motivation of workers has been the focus of many researchers since the industrial

revolution. Theories of motivation are too numerous to list, but focus will be given to theories specifically pertaining to worker motivation and supervisor influence upon motivation.

The study of motivation began with the theories, which explained behavior based on need. Initially, theories of motivation were based upon the work of Freud and the basic drives of humans. Motivation was thought to be influenced by the drive to meet physiological or psychological needs (Mills, 2000).

Based upon these theories, organizations must understand the needs that motivate employees' behavior. Owens (1987) states the Hawthorne studies of Western Electric was one of the most renown and important early studies of motivation. This was an extensive research project beginning in 1924 and lasting ten years to determine the effect of illumination on productivity of workers. The study revealed a surprising psychological relationship to the productivity of workers. Workers in the study responded to the perceived expectation of others in regards to their productivity and not to changes in illumination.

A new study emerged from the Hawthorne studies in which female workers who assembled telephone relays were the subjects. The women were told they were a part of a special study on working conditions. Changes in working conditions were discussed and explained to the group along the way. Productivity in the workers increased with the new rest periods, slower work pace, and flexible workday. The women were made to feel they were an important part of the company. As a result, when the work conditions returned to the original state, the productivity continued to rise. This began the human relations movement in motivation research (Owens, 1987).

Behaviorist Approach

Around 1976 the Bell System plants conducted a study to examine techniques for improving worker productivity. The most significant results of the study were focused on improving certain indicators of worker productivity within a population of company janitors. Baseline data on the indicators was collected and then a three-step approach using positive reinforcement, a theory developed by B.F. Skinner, was used to address and improve the performance. After reviewing the data, the janitors set goals for improvement in their performance. Supervisors provided encouragement to meet the goals and praise for progress in meeting goals. The janitors were not criticized when their performance did not meet the goals set. The result of this experiment was the workers surpassed three out of the four goals set and there was no significant change in the fourth goal.

This experiment utilized Skinner's view of the environment's ability to shape individuals and that as Skinner believed, learning is the result of positive reinforcement. The individuals in the experiment for Bell Systems were given positive reinforcements for desired behaviors by the supervisors. The praise was considering to be rewarding and reinforcing to the change in behaviors, which would ultimately lead to goal achievement (Ullrich, 1981).

Theory X and Theory Y

Motivation and human relations in organizations are closely associated. It is impossible to review the research on motivation without considering the supporting research on interpersonal behavior within the workplace. Owens (1987) in reviewing organizational structure and the impact of this structure on employee motivation

discusses Douglas McGregor's development two theories to explain worker's motivation: Theory X and Theory Y. These are actually theories describing the way leader assumptions can impact their behavior toward people in organizational settings.

Theory X assumes people are inherently lazy, people need close supervision, people need the direction of someone in charge, and job security is more important than other job-related factors. Supervisors of individuals who possess this type of theoretical belief will supervise employees through strong directives and tight supervision. If they have this theoretical belief, but take a softer approach, they may exhibit manipulative behaviors when dealing with employees. Whether a soft or a hard approach is taken within this framework, the supervisor of employees who embraces these beliefs will use tangible rewards such as money to motivate employees and improve performance.

Theory Y assumes employees are motivated quite differently. Under this theory, workers are believed to view work as desirable and satisfying. Employees are viewed as being capable of self-direction and are able to accept and seek responsibility. Employees will also seek ways to develop and use creativity in the workplace. Supervisors embracing this approach to human behavior have trust in employees and develop leadership initiatives around collaborations with employees (Owens, 1987) Douglas McGregor's Theory Y suggests that management has a responsibility to design a work place, which encourages workers toward a more complete motivation. He suggests if this can be achieved the worker will shift focus from the external to the internal and thus develop self-control and self-direction (Hanson, 1996).

Hierarchy of Needs Theory

The hierarchy of needs theory is based upon the work of Abraham Maslow. Although Maslow did not develop his theory to explain human behavior and motivation in the workplace, others have used his theory as a framework for studying organizational structure and workplace behavior. The needs theory purports motivation comes from the individual striving to meet or fulfill a specific need. Once the need is met, it is no longer a motivator (Rosenbaum, 1982).

Using Maslow's hierarchy as a framework in looking at organizational behavior, the driving force that causes an individual to become a part of an organization and work towards the achievement of organizational goals is the strive to fulfill needs of the individual. The first level of needs in Maslow's hierarchy is basic physiological needs. In looking at this from an organizational perspective, workers join an organization to obtain the money necessary to purchase their food, shelter, and clothing. Thus, once these needs are met, the worker seeks to fulfill the next level of need, security.

Security in the workplace can mean different things to different people. The need for security is fulfilled in the workplace according to the individual's definition of security. If security means a higher salary, then this is what the worker seeks. If security means guaranteed employment or pension, this will be what the worker seeks to fulfill this need.

Upon meeting the physiological needs and the need for security, the individual seeks to fulfill the next level of need, which is social affiliation or the need to belong. This can be observed in the behavior of the employee. The employee generally behaves

in ways that will help him or her meet the need for belonging and approval in the workplace.

The next level of need is the need for esteem. Workers in organizations seek to meet this need through recognition-seeking activities. This need is met through a combination of one's own sense of self and the feedback of others. Feedback can come in the form of being asked to chair a committee or asked for advice (Owens, 1987).

A related theory to this level of Maslow's Hierarchy is the theory of cognitive dissonance. According to this theory, if a worker has a negative self-esteem, they will need negative outcomes to make the results of their efforts consistent with the perception they have of themselves. If on the other hand, they have a positive self-esteem, they will need positive outcomes to be consistent with their self-perception. Another related theory to self-esteem is the self-implementation theory of Abraham Korman. This theory is similar to the theory of cognitive dissonance in that Korman states the higher one's perception of one's competence, the more effective one's performance (Rosenbaum, 1982).

The highest level of need is met when the individual fulfills the need for self-actualization. To fulfill this need, the individual becomes all that he or she can be. Self-direction, self-improvement, and motivation from strongly held values are all characteristic traits of the self-actualized person. This is believed to be an on-going process, that once a person reaches this level of need, they continue to reach for higher and higher levels of actualization within themselves (Owens, 1987).

Although Maslow's theory is not empirically-based, other researchers have used the theory as a framework in explaining human workplace behavior. One example, as

reported by Owens (1987), is Lyman W. Porter's study of the job satisfaction of 1,900

managers. Porter developed one addition to Maslow's hierarchy. Between the need for

esteem and the need for self-actualization, Porter included the need for autonomy. This

need is described as the need of a worker to work independently and to have input in goal

setting for themselves and the organization.

Another example of Maslow's hierarchy of needs as a framework for

organizational work behavior studies can be found in Thomas Sergiovanni's research of

teachers and their operating need levels. The studies of Sergiovanni revealed that as a

group, teachers had generally satisfied their lower order needs, but deficiencies existed in

the needs of esteem, autonomy, and self-actualization. Therefore, teacher motivation can

be associated with opportunities for teachers to achieve and experience self-worth and

respect (Owens, 1987).

Self-as-Agent Paradigm

Mills (2000) presents a new paradigm of intrinsic motivation based on the self-

actualized state of self. In explaining his paradigm, Mills states the self-actualized state

is an attainable state for every human and one in which an individual enters and exits

every day. He bases this new paradigm on three principles.

His first principle is that every human has the ability to access their own higher or

self-actualized self, meaning that humans have the tendency toward intrinsic motivation.

He states in our society there are learned forms of motivation, which actually place us in

a lower state of self. Recognition, awards, achievement are all ways society measures

individual worth and may indeed work in opposition to the natural tendency toward the

higher self state by negatively affecting self concept.

The second concept of this paradigm is the role of thought in understanding one's own state of mind and using cognitive processes to regain the higher self state. This type of understanding allows an individual insight and an ability to function in a state prior to thought. Insecure thoughts based on self-consciousness or ego work in opposition to this principle. This opposition thinking is linked again to self-concept and is the result of learned processes from parents, culture, or society.

The third principle is the understanding of consciousness and how it affects the individual's ability to claim the higher self. Consciousness can affect the individual's feelings of self worth and well being. When a person wallows in self-pity, resentment, and other negative thoughts the person has lost the awareness of their self as an agent of their higher self. This principle refers to a pure state of awareness and empowers the individual to return to their state of higher self through an understanding of thought.

This paradigm has proved useful to teachers, counselors, and social workers in helping them help their clients overcome nonproductive lifestyles. The most noted example of the success of this approach is the Modello/Homestead Gardens Program of 1987. This was a pilot study conducted in identified Dade County public housing sites because these sites were rated as the worst areas for drug trade, had higher drop-out rates, higher teen pregnancy rates, higher drug and child abuse rates, higher welfare dependence, and higher rates of delinquency and truancy.

The design of the program was based around the three principles of the paradigm and the expected result was that by assisting individuals to access their higher state they would move toward higher functioning and more productive lifestyles. Teachers were taught how their own state of self affected the state of self of their students. Teachers in

the program were taught how to see the behavior of students as stemming from a learned insecurity and that by approaching the student with this understanding they could help the student tap into their own intrinsic motivation and higher self.

The sample size from this group was not large enough to test for internal validity, but the change shown in data collected is incredible. There was an 80% decrease in teen pregnancy, a 75% decrease in discipline referrals, an 80% decrease in serious behavior referrals, an 87% improvement in family relationships, and a whopping 500% increase in parent participation in schools. In a two-year period of time there was a drop from 63% to 16% in the failure rate for students from this target group. Additionally, positive affects on the students multiplied into positive affects on their parents. Within the two-year study, 48% of the parents became employed and 19% returned to school for their G.E.D. while 31% received certificates of completion for career training courses. Moreover, child abuse rates decreased significantly and 18 parents referred themselves for chemical dependency treatment. The key to the success of this paradigm was the realization that happiness and well-being are not dependent upon the past, the circumstances, or the station in life of a person. It is the capacity to access their own intrinsic state of motivation (Mills, 2000).

Ridley (2000) expanded on the self as dynamic in a study of 269 undergraduate students. Although this study was not conducted in relation to a work environment, it was conducted within an educational setting. A critical role for Nutrition Programs Supervisors is the development of the Nutrition Program Assistants just as a critical role for a teacher is the development of students. Ridley's model emphasizes reflective awareness as critical for control of thought and behavior. In this study, students with

higher levels of reflective awareness produced greater consistency in goals and actions and were also less affected by negative feedback. This study also suggests that perseverance for task completion is the result of reflective awareness, motivational attitudes, intentions, and the environment. A combination of self-awareness and motivational tactics were suggested to assist students in reaching a self-regulatory state (Ridley, 2000).

Two-Factor Theory

Frederic Herzberg began his study some twelve years after Maslow. Herzburg's study examined 200 accountants and engineers' descriptions of work situations, which made them, feel extremely good and situations, which made them, feel extremely bad. His methods were repeated in numerous occupational settings, countries and in the field of education. Herzburg found that when employees spoke of job satisfaction they identified factors relating to the job itself as the motivators. When employees spoke of dissatisfaction, they referred to extrinsic factors related to the job such as administration, policies, supervision, supervisory relationship, work conditions, peer relationships, salary, status and security (Hanson, 1996).

Motivation, therefore, was comprised of two factors: maintenance factors and motivational factors. Maintenance factors must be met in order for individuals to respond to motivating factors. Examples of motivating factors are achievement and recognition. Hertzberg found subjects in his study were most satisfied in work situations which allowed for opportunities to achieve, advance, grow in some way, be responsible, and in which the work was interesting and challenging to the individual. Examples of maintenance factors are salary and job security. Subjects of the study indicated the most

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dissatisfaction in work situations with administration, policies, work relationships, supervision, working conditions, and salary. Further, Hertzberg discovered that satisfaction with maintenance factors did not affect motivation, but did prevent frustration and allowed individuals to focus on effort as it relates to motivating factors (Paul & Robertson, 1970).

The implications of this study suggest motivation of employees cannot be manipulated through changes in these extrinsic factors; therefore, the responsibility of management is to increase motivation through improvement in the job itself. Hertzberg suggests three ideas for action to motivate workers: (1) enrich the job; (2) increase autonomy; and (3) expand personnel administration to embrace increasing motivating factors in the workplace. One criticism of this study is the study made the assumption of a relationship between job effectiveness and job satisfaction, but did not relate the findings of the study to effectiveness. The study has been duplicated several times and appears to be well supported in educational settings (Owens, 1987).

Paul and Robertson (1970) of the United Kingdom conducted additional research based upon Hertzberg's theory and the work of companies in the United States that had applied the theory into the practice of their organizations. Their study focused on job enrichment at Imperial Chemical Industries. The study was conducted using a cross-section of workers across various positions with one group as a control group and another as an experimental group. Groups consisted of sales representatives, design engineers, experimental officers, draughts men, production and engineering foremen, and shopfloor workers along with the supervisors for these positions.

In the experimental group changes were implemented to enhance job enrichment while the control group continued to function as they had in the past. Further, the changes implemented were done so with input from teams of workers and supervisors. Job reaction surveys and productivity data were collected and compared to baseline data. The study found performance gains to be the result of increases in motivating factors.

Through the course of the study, measurements for achievement were developed and feedback regarding achievement became a motivating factor for increased job performance. The study also found that too many controls or ill-constructed maintenance factors resulted in inefficiency, apathy, and carelessness.

The researcher further suggests that the role of management should transform from one of controlling people to one of service to the employees. The purpose of management should be to enable, encourage, assist, and reinforce employee achievement. This motivational change should occur through employee contribution and involvement in establishing company and personal objectives for improvement, and through the management's care to provide the necessary resources, information, training, and advice as requested by the employees (Paul & Robertson, 1970).

Expectancy Theory

There are several theories under this model, but most of them are based on Vroom's study of work motivation. Victor H. Vroom developed the most widely used model of the expectancy theory. His work focused on the motivation of employees in organizational settings. The theory, as described by Pinder (1998), assumes people make choices between alternative courses of action based on the expected or perceived

outcome of the choice. The theory has three components of the model: (1) valence; (2) instrumentality; and (3) expectancy.

Valence refers to an individual's preference for a certain outcome and the value or satisfaction an individual expects to achieve from the choice and/or outcome. Valence can be either positive (desirable) or negative (undesirable) and has two levels.   Job performance is an expected outcome and would be a first-level outcome. The performance itself will generally yield additional outcomes. The additional outcomes such as promotion or increased pay are second-level outcomes. The second-level outcomes of performance are associated with valence.

Instrumentality refers to the connection between the first and the second level outcomes in Vroom's model. This connection is the individual's belief regarding the connection between the levels and is what determines whether the valence is positive or negative. If an individual perceives the achievement of the second level is directly relative to the first level, then it has a positive valence for that person. In other words, it is the expectation of the worker for second level achievement after applying the first level. As an example, better work performance (first level) is expected to yield (instrumentality) a higher salary (second level). This is used to design rewards for performance in organizations.

The third component of Vroom's model is expectancy. Expectancy is the strength of belief a person has that the second-level can be achieved and that a first-level outcome will result in second-level achievement.   Several factors can influence expectancy in a worker: confidence, budget, materials, etc. This model suggests that if an employee

believes he or she can attain a second-level outcome, the employee will be motivated to try it (Pinder, 1998).

Expectancy vs. Efficacy

Expectancy, a component of Vroom's model, and efficacy are related, but different according to Pinder. Efficacy is a person's estimation of their ability to complete a task. Important to the study of employee motivation is a phenomenon known as efficacy spirals. Efficacy spirals have two directions: up and down. In an upward spiral a person's successful performance can fuel further success. The opposite is also true. A downward efficacy spiral stems from failure to perform a task leading to self-doubt and a lack of confidence to do the job. There are some studies regarding efficacy spirals and work groups linking the upward or downward spirals to the group's beliefs regarding a task or the group's performance.

Also associated with this phenomenon are the Pygmalion and the Galatea Effects. This refers to the way a supervisor influences the efficacy of the workers through their response. The Pygmalion Effect is a supervisor's increased expectations of an employee as a result of good work performance from the employee. In regards to motivation, a supervisor who believes the employee is capable instills confidence in the employee to reach higher levels of efficacy, thus continually providing motivation for high performance. The Galatea Effect refers to the employees's belief about their own performance and ability to complete a task. If an employee believes they possess similar qualities to others who have been successful, their efficacy is higher (Pinder, 1998).

Porter-Lawler Model

L. W. Porter and Lawler (1968) constructed and tested a model based on Vroom's VIE theory to examine the relationship between employee attitudes toward work and work performance. Their model suggests workers are motivated by the value they place on the certain outcomes and their belief that their efforts will result in the desired reward. Rewards in this model were identified as both intrinsic and extrinsic. These two factors were found to interact to determine a worker's effort level by Porter and Lawler. These researchers also implied that worker effort and motivation does not guarantee high performance. They suggest abilities, skills, and clarity of instruction play key roles in achievement of high performance (Pinder, 1998).

Motive Theories

High achievement is one measure of worker motivation. Following World War II, David McClelland developed a theory of motivation focusing on a profile of high achievers. He used his theory to develop achievement training for adults and found this to be successful. This approach proved to be effective regardless of the type of business.

McClelland's continued study of achievement and leadership suggested that achievement alone could not solve all dilemmas faced by supervisors. He concluded in order to stimulate achievement in others instead of oneself required a different motivation. This led him to the Power Motive Theory. This theory suggests leader motivation occurs from the power one exercises over the behavior of others. There are both a positive and a negative side of the Power Motive. The negative power motive driven leader is simply motivated by controlling and dominating others. The positive

power motive driven leader is group goal oriented and delights in shared success by the group.

Yet another motive researched and linked to human motivation is the Competence Motive. Robert White theorized this is the need for challenging, new situations within the work environment. He suggests that the work tasks become routine, they become boring and therefore less motivating (Hanson, 1996).

Concerns of Motivational Theories

There is much criticism of the above theories of motivation. Much criticism exists for the VIE (Vroom's) theory in particular in regards to its validity or even in the quality and merit of the tests conducted by researchers for validity. Additionally, many researchers have suggested the study of work motivation is so complex, no one theory can explain it. (Pinder, 1998). The primary criticism is these are not theories of motivation, but rather theories of satisfaction. Because job satisfaction can stem from both positive and negative reasons, it is not a good measure of employee motivation. Most recently, researchers have looked to explain motivation through examining the processes a person goes through as they seek to achieve a goal (Hanson, 1996).

As researchers looked at motivation and theories of motivation more closely, it seemed an integrative approach would explain motivation best. Observations by Ilgen and Klein (1988) suggest the most logical way to explain work motivation is a holistic approach. In other words, the only logical theory is a theory that integrates several of the existing theories. Locke and Latham (1990) developed an integrative theory of high work performance. Their model examined a combination of the elements of goal setting, expectancy, and social cognitive theory. In addition, this model of work motivation

included elements of job design, equity, and commitment. Locke later linked motivation concepts in a more fully developed sequential theory beginning with needs and ending with satisfaction. Locke's model is especially significant because it is based on empirical evidence.

Intrinsic rewards have been found to be more motivational to individuals working in the field of education as opposed to extrinsic rewards. Ellis (1985) sites research by Sergiovanni, which found teachers were motivated by success with student achievement, recognition of accomplishment, and responsibility for decision-making regarding their professional development and goal success. Haefele (1992) also looked at motivational factors for teachers and determined that motivators for teachers fall into five categories: the work itself, liking the job, experiencing success, recognition, and professional growth.

Pinder suggests work motivation should be studied in an environment specific to the situation and people involved. He suggests the development of a theory which reviews motivation in specific organizational contexts (Pinder, 1998). One such study, which examines motivation within an organizational framework, is described below.

Teacher motivation has been identified as an essential dynamic of student motivation. (Atkinson, 2000; Czubaj, 1999; Whisler, 2000) In a blind study, Atkinson found a positive relationship between motivated teachers and motivated students. Data from the Atkinson research indicated that in each case the students of motivated teachers were motivated themselves, but the students of de-motivated teachers were not. Highly motivated teachers teach students to be highly motivated. Atkinson's original study was conducted on a sample size of 66 students. The sample was large enough to complete statistical analysis on the students, however the teacher sample was very limited and too

small to collect statistical data (Czubaj, 1999). Pinder's suggestion is that researchers of motivation look within the frameworks of the organization they wish to study. Using his logic, the above study would be specific and beneficial to teachers and supervisors of teachers.

Recently, work motivation study has taken a new direction. Leonard, Beauvais, and Scholl (1995) have argued the need for a self-concept-based-theory. Their proposal is also an integrated theory approach. It lists five major source of motivation within the employee: "intrinsic process, instrumental motivation, external self-concept, internal self-concept, and goal identification"(Pinder, 1998, p. 470). In examining the extrinsic process, this theory states the work becomes the motivation for the employee. They perform at a high level because they like the work. Instrumental motivation refers to the expectation of extrinsic rewards for work. External self-concept refers to the employee's desire to please others in the work environment. Internal self-concept refers to the individual employee's own personal standards and goals. Lastly, goal identification is the adoption of attitudes and behaviors by the employee that match their personal value systems (Pinder, 1998).

Manager Behavior

Day (2000, p. 57) quotes a head teacher in the United Kingdom describing the role of management, "Management is about the functions, procedures, and systems by which you realize the vision." This statement exemplifies where many individuals draw the line between manager or management and leadership.

Going back to McGregor's Theory X, one can see a picture of what is typically described as managerial behavior by workers. If supervisors adopt a managerial

approach to people interaction, by this theory, the supervisor assumes the worker will need an environment of close supervision, rules, close monitoring of behavior, and strong disciplinary action if behavior does not conform to the desired state (Ullrich, 1981).

Ullrich (1981) further discusses how Hertzberg's theory of motivation and job satisfaction can be related to managerial behaviors. These factors are identified as extrinsic and are factors which are not people, but product driven. During the course of the study, Hertzberg discovered that many times these extrinsic factors: supervision, working conditions, policy, interpersonal relations within the work force, status, security, and salary, resulted in a negative job experience. The flaw of the Hertzberg theory was the methods used to conduct the research resulted in questions in which people would respond in predictable ways. "Specifically, it was argued that respondents tended to attribute their positive work experiences to their own actions. Negative experiences are attributed to the actions of others (Ullrich, 1981, p. 99).

In a study of County Extension Directors, Sykes (1995) developed a list of manager behaviors evident in the position. The behaviors found to be manager behaviors in this study parallel other research presented. Behaviors indicative to manager-type leaders were: orderliness, analytical, dominance, directness, output oriented, concerned with process, concerned with production, happy to maintain status quo, present-oriented, concrete, practical, reactive, attentive to details, and monitoring.

Leader Behavior

According to Meyer (2002, p. 35), "Leadership requires certain characteristics and skills that might be innate or learned via experience." These characteristics can be divided into core motives, core traits, and knowledge and skills. Core motives include

energy, vision, and expectation. Core traits include honesty, creativity, and dependability. Perhaps the knowledge and skills characteristics are the most talked about when discussing a good leader. These include cognitive ability, organizational and technological expertise, interpersonal skills and communication, and administrative skills and problem solving (Meyer, 2002). In defining transformational leaders, Pielstick (1998,) identifies seven traits a leader exhibits. These traits include: visionary, good communication skills, relationship builder, ability to create a culture and environment conducive to goal achievement, ability to guide, strong personal character, and achievement oriented.

In a leadership study conducted through the National Association of Headteachers in the United Kingdom, Day (2000) surveyed teachers, students, and parents as to their analysis of why the heads (equivalent to U.S. principal) were so successful. All groups listed similar characteristics of their heads. Successful headteachers were found to be values led. Specifically these individuals possessed a caring attitude regarding people, dealt with issues and people with equity, held high expectations and were driven by achievement. The head teachers were models of these values to staff, students, and parents. Additionally, these individuals were found to have the ability to manage a number of tasks, tensions, and dilemmas simultaneously.   Critical abilities these successful headteachers possessed were analysis skills, communication skills, and evaluation skills (Day, 2000).

Sykes (1995) in a study of County Extension Directors identified several key behaviors of leaders. Leaders in the organization were found to be: innovative, risk-takers, intuitive, proactive, flexible, visionary, creative, possessed facilitator skills,

adaptable to change. According to Sykes (1995, p. 266), "Leaders in learning

organizations show people throughout the organization how to be designers, stewards,

and teachers."

Manager/Leader Behavior and Characteristics Associated with Motivation

The real challenge for anyone in a supervisory position is how to balance the

organization's need for management with the organization's need for leadership. In

Cooperative Extension, the expectation of the organization is based on tradition and

inertia, yet the organization considers itself instrumental in leadership development

(Sykes, 1995). The tasks of the Nutrition Programs Supervisor clearly follow two

separate lines: management of both program and people, and leadership. This is an

extremely difficult balance when the management aspects for local, state, and federal

level involve so many behaviors associated with management.

People need and work for money is a traditional manager view of motivation

(Owens, 1987). This view of the work force does not follow the logic of much of the

research conducted in the field. In just the review of Maslow's theory alone, once the

basic needs have been met, they are no longer a motivator for performance.

Supervisors serve as role models of behavior, attitude, and work ethic for

employees. Employees can learn either beneficial or non-beneficial behaviors through

observing their supervisors thus the behaviors, attitudes, and work ethics of the

supervisor are many times exhibited in the employees.

A useful tool for all people in a position of supervisor is self-reflection. Self-

reflection aids the supervisors in increasing their own effectiveness. Additionally, the

effective supervisor will teach their employees self-reflection skills thus aiding the employee to take an active role in improving their own performance.

Two theories supporting self-reflection as a tool for effective supervisors are Bandura's model of self-efficacy and Schon's model of reflective practice. In Bandura's model, a person's state of self-efficacy affects their abilities to handle stress and problem solve. If an individual has a low self-efficacy, they tend to see situations as worse than they really are. Conversely, an individual with a high self-efficacy tends to problem solve effectively. A person's self-efficacy has also been attributed to causal thinking. A person with high self efficacy sees failure in a task as a lack of effort on their part and a person with low self efficacy tends to blame others for their failure. Supervisors can transfer their own self-efficacy behaviors to their employees as a learned behavior.

Shon, as paraphrased by Meyer (2002, p.36), states, "Reflective practice involves thoughtfully considering one's own experiences in applying knowledge to practice while being coached by professionals in the discipline." It is well documented in educational literature reviewing clinical instructors and student teacher interns that reflective practice is associated with continuous professional growth. Since the Nutrition Programs Supervisor serves the role of clinical instructor to the Nutrition Program Assistant, this concept also applies to this relationship. Meyer not only supports the idea of the clinical instructor (supervisor) participating in reflective practice, but also states it is the clinical instructor's responsibility to teach the students (program assistants) to reflectively examine their own learning. In this way, supervisors aid program assistants in practicing effective leader skills needed to conduct programs in the community.

High motivation is a behavior that is commonly identified as a behavior in individuals identified as excellent leaders. In a study of leadership characteristics and teacher effectiveness, Meyer finds that leaders' effectiveness can be assessed through an evaluation of their professional attitudes, professional actions, and communication skills. In Meyer's study, thirty-two clinical instructors were asked to complete a self assessment of their effectiveness while forty-three of their students were asked to assess their instructors. A self-assessment by clinical instructors and an assessment by their students of the instructor's leadership characteristics were found to be beneficial in assessing teaching effectiveness (Meyer, 2002).

Summary of Leader Characteristics Associated with Motivation

Wagner and Hill (1996) in a presentation at the Annual Meeting of the Southern Regional Council on Educational Administration presented their study linking teacher evaluation, professional growth and motivation. As a result of this study, they were able to identify important criteria of supervisors and administrators as they relate to motivation.

Four criteria were identified as having influence on motivation. One of the four criteria was a characteristic of the administrator. Additionally, the researchers found twelve critical criteria, which influence teacher evaluation, professional growth, and motivation. In reviewing their findings, one can find several key characteristics necessary for supervisors or administrators. The following characteristics are extracted from the research as necessary in order to positively influence motivation of teachers: (1) coaching skills, (2) support, (3) goal-setting skills, (4) expectation of excellence, (5)

frequent feedback with teachers and skills in reflective practice, (6) structure-setting, (7) individualizing, and (8) resource development (Wagner & Hill, 1996).

In a study of clinical instructors, Meyer (2002) identified core traits of effective leaders based upon many empirical studies as being the same attributes needed by clinical instructors. The core traits as illustrated and presented by Meyer in a chart of characteristics of effective leaders adapted from the research of Bass (1990), Gilkeson(1997), Hoy and Miskel (1996), and Kouzes and Posner (1995) are: honesty, integrity, self-confidence, charisma, emotional maturity, originality/creativity, flexibility/adaptability, loyalty, and dependability. Meyer goes on to summarize several key behaviors of clinical instructors. These behaviors include: accessibility, listening and communication skills, professional and prepared, respectful, highly motivated, enthusiastic, encouraging, and non-threatening.

In several of the studies presented in this research, a leader is described as visionary (Pielstick, 1998, Sykes, 1995, Wagner & Hill, 1996). According to Pielstick (1998) a leader has the ability to collect ideas from employees and communicate a vision for the organization in a way that incorporates the needs and dreams of the employees thereby creating a vision for the common good.

METHODS

      This chapter describes the research methodology used to answer the questions of the study. Included in this chapter are the operational definitions, demographics of the individuals participating in the study, a description of the survey instruments, procedures in conducting the surveys, and the analysis of the data.

Research Design

      Approval for the study was granted both through the Human Subjects Committee for the University of North Carolina at Wilmington and through the Extension Administrative Council. Administrative Council members include the Associate Dean and Director, the Associate Director, the Assistant Director in charge of county operations, and the department head for each of the program areas. This study was selected to enhance the existing research being conducted in Extension on job competencies and leadership.

      A self-assessment instrument along with a demographic questionnaire was administered to each of the ten Nutrition Programs Supervisors in the study. All other participants in the study were given a leadership task survey to rank the importance of each task for the position of supervising agent. The combination of these two instruments were used to identify leader characteristic strengths of the Nutrition Programs Supervisors and the leader characteristics deemed to be the most important by the stakeholders of these programs. In addition, workload data for the most recent six-month period was collected for each of the participating program assistants. Permission of the program assistants was granted prior to using their workload data. Leader characteristic results from the surveys and assessment were used along with the program

assistant workload data to identify the association between specific characteristics and program assistant motivation and success.

Population and Sample

Research subjects for this study were North Carolina Cooperative Extension employees associated with one of the five nutrition education programs supervised by Nutrition Programs Supervisors. There are a total of eleven Nutrition Programs Supervisors in the state of North Carolina of which the investigator of this study is one. In order to keep the integrity of the study, the investigator has eliminated herself and all subjects in her seven county area. The remaining ten Nutrition Programs Supervisors, the Nutrition Program Assistants they supervise, the Family and Consumer Science Agents and County Extension Directors in the counties they serve, and the District Extension Directors that oversee their work were all included in the study. Nine of the ten Nutrition Programs Supervisors responded to the survey. Of these individuals, eight responded to the ACI. Only the Nutrition Program Assistants who attended the Nutrition Program Assistant Annual Conference on May 13-15, 2003 were included in the study. A total of 147 Nutrition Program Assistants attended the conference and 58 (39%) Program Assistants responded to the survey. There were a total of 40 Family and Consumer Science Agents surveyed for the study, of which 22 (55%) responded. Fifty-one County Extension Directors were surveyed. In addition, eight individuals serving a dual role as County Extension Director and Family and Consumer Science Agent were surveyed. In total 59 individuals were surveyed and labeled CED, of these, 27 (46%) responded. Seven District Extension Directors were surveyed and 5 (71%) responded.

Instrumentation

All subjects were asked to respond to a single questionnaire in regards to the leadership of the position of Nutrition Programs Supervisor and all subjects were asked to complete a personal data sheet. Additionally, Nutrition Programs Supervisors were requested to complete a self-assessment instrument and Nutrition Program Assistants were asked to complete an open-ended questionnaire and provide permission for their workload data as a measure of motivation to be used for the purpose of the study. The workload data was then collected for only those individuals who gave permission and who had been employed in the position for at least one year.

Self-Assessment Instrument

In August, 1998, Cooperative Extension established a Blue Ribbon Commission on Staff Development and Training. Members of the Blue Ribbon Commission combined with representatives from each job group in Extension developed a list of competencies for each job. Following this, the Personal and Organizational Development Group for Extension, known as PODs, developed the competencies further. The full list of competencies outlined for Administrators (County Extension Directors) can be found in the Appendix A. These competencies are identified within the self-assessment instrument used for this study.

County Extension Directors from four of seven Districts were randomly selected to review the competencies for Administrators. There were fifty County Extension Directors who participated in this review. One implication of this review was that County Extension Directors might wish to participate in a self-assessment regarding the

competencies early in their career as a way of identifying competencies for personal development training and greater success as a County Extension Director.

Dr. Mitch Owen, Innovation and Organizational Development Leader, NC State University took the lead in the development of a self-assessment tool for County Extension Directors. The Administrative Competency Indicator (ACI) assessment for the competencies identified by the Blue Ribbon Commission and verified by a random sample of County Extension Directors was the result of his effort.   An expert panel of randomly selected County Extension Directors also reviewed this assessment tool.

While the work of the Blue Ribbon Commission for Extension and Dr. Owen's development of the ACI were in the process of being completed, the position of Nutrition Programs Supervisor was not considered. This position was relatively new to Cooperative Extension.

During team meetings to develop a performance appraisal instrument for the position, Nutrition Programs Supervisors elected to use many of the same components found in the performance appraisal instrument for the County Extension Director. The competencies for the two positions are much the same, but on a different level of supervision. Whereas the County Extension Director supervises a county team including professionals, paraprofessionals and support staff, the Nutrition Programs Supervisor supervises an area team of paraprofessionals and one support staff member. All efforts of the Nutrition Programs Supervisor must be coordinated, however, with other county staff members. Because of the similarities of the position and the validity measures already met for this instrument, it was chosen for use with Nutrition Programs Supervisors for

this study. The ACI instrument can be found in the Appendix B by permission of Dr. Mitch Owen. Permission was not given to include the scoring sheet for this instrument.

The ACI addresses each of the competencies identified by the Blue Ribbon Commission. It is a forced-choice instrument. It will identify competency areas in which Nutrition Programs Supervisors feel they possess skill and strength. It is not a measure of cognitive knowledge nor is it a measure of skill level. It identifies areas of personal perceived strength and areas for personal development within the position.

Leadership-Based Performance Feedback

Dr. Wanda Sykes, Southeast District Extension Director for the North Carolina Cooperative Extension, developed the original leadership-based performance feedback as a performance evaluation instrument for County Extension Directors. The instrument was reviewed by a panel of experts and approved by the County Operations Team. Dr. Sykes has utilized this instrument in the Southeast District since 2000.

In 2001, the instrument was modified slightly for use as an evaluative tool for this Nutrition Programs Supervisor. It has been used as an evaluative instrument for the past two years in the seven county areas with all County Extension Directors, Family and Consumer Science Agents, and Nutrition Program Assistants completing the evaluation rating. In addition, the modification was reviewed by all ten additional Nutritional Programs Supervisors and deemed an appropriate measure for the performance of their job.

The items listed on the instrument correlate with the competencies identified by the Blue Ribbon Commission. An additional modification to the instrument was made for the purpose of this study. The final modified instrument used in the study can be

found in the Appendix C. All items remain the same, but the rating was changed from a performance evaluation to a rating of importance for each of the identified tasks. Additionally, one field was added for subjects to numerically rank the competencies for Nutrition Programs Supervisors by importance. Cover letters that accompanied this instrument at distribution can be found in Appendix D, E and F.

Data and Workload Collection

For each program, there is a pre-established workload minimum and target. This workload is one measure used to evaluate Nutrition Program Assistant performance. It is collected on a monthly basis and an average is used in the evaluation process. The workload minimums and targets are consistent within each program and can be used as a measure of program assistant motivation and success.

For each instrument precautions were taken to assure complete confidentiality. Nutrition Programs areas were randomly assigned a number with all respondents from the area using the same number. This was accomplished by having the Nutrition Programs Supervisor randomly choose a pre-filled envelope with all the necessary forms inside. Nutrition Programs Supervisors were responsible for the distribution of these forms to the stakeholders in their own area, however they were not responsible for the collection of the surveys. No names were requested on any survey.

Distribution and collection of surveys was completed during the Annual Nutrition Program Assistants Conference, May 13-15, 2003. This is a required conference for the program assistants and the Nutrition Programs Supervisors. Many of the Family and Consumer Science Agents, County Extension Directors, and District Directors also attend. For those stakeholders not in attendance, a request was made to the Nutrition

Programs Supervisor to distribute the correct instrument to each of these individuals by placing a mailing label on a pre-stuffed envelope. A stamped, self-addressed envelope was included for the individuals not in attendance to return their survey.

Prior to the conference, Nutrition Programs Supervisors received a detailed email outlining the procedures for the study with a request for them to have workload averages for the first six months of the program year available for collection. This information is collected on a monthly basis and the six-month period covered October 1, 2002 to March 31, 2003 and provides a valid assessment of program assistant motivation and success as indicated through the literature. The tool used for workload data collection can be found in Appendix G.

The supervisors were instructed to only record the workload averages for those program assistants agreeing to sign a waiver and then only if the individual had been employed for at least one year. The signed waiver was shown to the supervising agent and she entered the workload data on the form provided. Since the supervising agent already reviews this data, there was no breach in confidentiality. No one else reviewed this data. Permission waivers were collected separately and no names were placed on the form for workload data collection.

Because Nutrition Programs Supervisors may be interested in the results of their self-assessment, they were asked to remember the number they drew and identify their self-assessment by this number. The Nutrition Programs Supervisor and the stakeholders for their area were the only individuals aware of their number. The randomly assigned number was not included in the reporting of the data, however the number assigned files the data.

A cover letter outlining the procedures was included in each packet; one for Nutrition Programs Supervisors and one for the remaining stakeholders of the programs. Both the UNCW Review Board reviewed these letters and instruments for Research Projects Utilizing Human Subjects and by the North Carolina Cooperative Extension Service's Administrative Council. Also included were the instruments for collecting data, the permission waiver for program assistants, and stamped, self-addressed envelopes for those individuals not in attendance. An electronic reminder message was sent to all stakeholders the week following the conference for any individuals not yet completing the survey. The surveys were requested to be returned by May 30, 2003 if not previously returned during the Annual Conference.

Relationships between Variables

Independent variables considered for the study are age, education, ethnic background, position, program, and tenure for all participating subjects. Subjects participating will be Nutrition Programs Supervisors, County Extension Directors, Family and Consumer Science Agents, District Extension Directors, and Nutrition Program Assistants in 10 of the 11 area clusters. The researcher's area will not be included to maintain integrity of the study. Nutrition Programs Supervisors will additionally be considered for background with the organization.

The Nutrition Programs Supervisors will measure leader characteristics for Nutrition Programs Supervisors from all participants including a self-assessment. This data will be analyzed to determine the association, if any, on the dependent variable for the study, Nutrition Program Assistant motivation and success. This will be measured by

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using workload data on each program assistant. Meeting and/or exceeding the required

workload will define motivation and success for the purpose of this study.

Data Analysis

The data collected in this study have been analyzed using Cronbach's Alpha as a

measure of internal validity. Descriptive statistics include frequencies, percentages, and

means of the data. A T-test was used to determine the differences between responses of

varying groups of participants of the survey in regards to characteristic importance and

supervisor strengths. The ACI, which was taken only by the Nutrition Programs

Supervisors, was hand-coded using the prescribed method designed by Dr. Mitch Owen.

The responses of the supervisors perceived strengths in themselves were compared to the

responses regarding characteristic importance and supervisor strength from the survey.

Relationship Between Variables

Independent Variables

Dependent Variable

Age

Education

Leadership-Based Performance Characteristic Importance

Background of NPS

"From Extension"
"From Outside Agency"

NPS ACI

Program Assistant Motivation and Performance

Position
NPA, NPS, CED, FCS, DED

Programs
Adult EFNEP
Youth EFNEP
Hey! What's Cookin"
OFL
IHBFS

Tenure
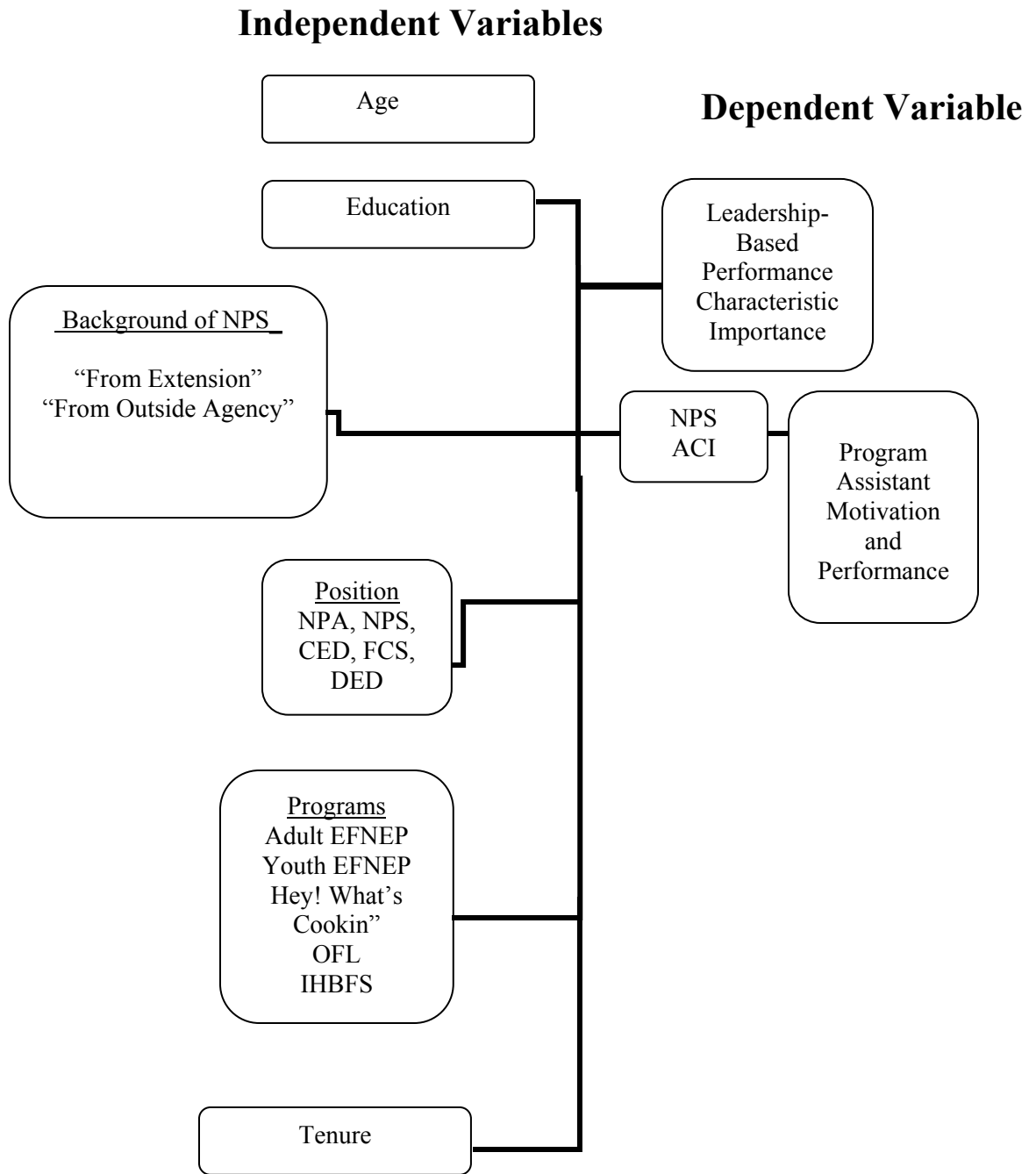
Figure 1. Relationship Between Variables

Hypotheses

Hypothesis 1:

There is no difference in stakeholder agreement on critical leader components.

Hypothesis 2:

There is no difference in competencies identified as critical to Cooperative

Extension

Administrators and identified critical leader characteristics of Nutrition Programs

Supervisors.

Hypothesis 3:

There is no difference in critical leader characteristics of Nutrition Programs

Supervisors and leader characteristics identified as motivational by the literature.

Hypothesis 4:

There is no difference in Nutrition Program Assistant performance as a result of

the presence of motivational leader characteristics in Nutrition Programs Supervisors.

FINDINGS

The purpose of this study was to determine the relationship between leader characteristics and program assistant motivation and success and if agreement exists between those in a variety of positions within the Cooperative Extension organization about important characteristics that positively correlate with program assistant success. The findings presented in this chapter include the socio-demographic and organizational variables and the testing of the three hypotheses guiding this study.

Profiles of the Respondents

Respondents include Nutrition Programs Supervisors, Family and Consumer Education Agents, County Extension Directors, District Extension Directors, and Nutrition Program Assistants. Eight independent variables were selected as relevant to the study. These variables were: position, age, race, education, program, years in present position, years in Extension, and job origin. Discussions and comments from representatives across groups suggest these factors may relate to the Nutrition Programs Supervisor and Nutrition Program Assistant success.

Socio-Demographic Variables

The selected socio-demographic factors of the respondents to the survey are shown in Table 1. Frequency distribution of the characteristics of all respondents is represented. The total number of individuals responding and percentage of the whole are given for each characteristic.

Table 1. Frequency Distributions of Respondents by Socio-Demographic Characteristics

Socio-Demographic Variable	N	%
Position		
NPA	58	46.1
FCS	22	17.5
CED	27	21.4
DED	10	7.9
NPS	9	7.1
Totals	126	100.0
Age		
27-39	29	24.6
40-49	39	33.0
50-54	32	27.1
55+	18	15.3
Totals	118	100.0
Mean Age = 46.4 years		
Race		
White	86	71.0
African American	29	24.0
Hispanic	3	2.5
American Indian	3	2.5
Totals	121	100.0
Education		
GED	1	.8
High School Diploma	10	8.2
Some College	33	27.0
College Graduate	16	13.1
Graduate School	62	50.9
Totals	122	100.0
Program*		
Adult EFNEP	55	43.7
Youth EFNEP	26	20.6
Hey, What's Cookin'	8	6.3
Out for Lunch	45	35.7
In-Home Breastfeeding Support	45	35.7
Do not sum to 100% due to multiple answers.		
Years in Present Position		
0-2	44	36.4
3-5	23	19.0
6-9	18	14.8
10+	36	29.8
Totals	121	100.0
Years in Extension		
0-3	35	28.7
4-9	25	20.5
10-20	30	24.6
21+	32	26.2
Totals	122	100.0
Job Origin**		
Within Extension	4	44.4
Outside Extension	5	55.6
Totals	9	100.0
**Only NPS answered this question.		

One hundred and twenty-six individuals responded to the survey. The vast

majority of respondents were Nutrition Program Assistants (NPAs). There were 58

NPAs (46.1%) who responded to the survey. A total of 22 (17.5%) of the respondents

were Family and Consumer Science(FCS) Agents. Twenty-seven (21.4%) of the

respondents were County Extension Directors (CEDs). Seven were District Extension

Directors (DEDs), but 3 responses were calculated multiple times due to the fact that

DEDs cover more than one area. A total of 10 (7.9%) responses were calculated for the

DED position. Nine (7.1%) respondents were Nutrition Programs Supervisors (NPS)

Agents.

Of the 126 respondents, 118 indicated their year of birth with the ages of

respondents ranging from 27 to 63 years of age and a mean age of 46.4 years.   The

largest percentage (33.0%) of respondents fall within the 40 to 49 age group and the

lowest percentage (15.3%) of respondents fall within the 55 and over range.

Race was indicated by 121 of the 126 respondents. Of the respondents who

indicated their race, 86 (71%) are White; 29 (24.0%) are African American; 3 (2.5%) are

of Hispanic origin; and 3 (2.5%) are American Indian. The vast majority of respondents

were White.   Although the majority of respondents were NPAs, the vast majority of

respondents (50.9%) indicated their level of education as Graduate School. This can be

explained in looking at the total number of respondents from other positions. Every

position except the NPA either requires a Masters Degree or higher, or a Masters Degree

is encouraged. A total of 68 of the respondents fall in this category and of these 62 did

indeed have a Graduate Degree. Although the position of NPA only requires either a

high school diploma or a GED, only 1 individual (0.8%) had only a GED, and only 10

(8.2%) had only a high school diploma. This means the vast majority (27.0%) of NPAs responding had at least some college training.

Program Areas of Work

There are five different programs in which NPAs work. Some of the NPAs work in multiple programs. Many of the other positions included in the subject pool are also associated with multiple nutrition programs. For this reason, in responding to program affiliation, respondents could list multiple answers. The majority of respondents (43.7%) are associated with the Expanded Food and Nutrition Education Program (EFNEP). Forty-five individuals (35.7%) responded they are associated with the Out for Lunch Program and equally, 45 (35.7%) responded they are associated with the In-Home Breastfeeding Support Program. Twenty-six individuals responded they are associated with the Youth EFNEP program and the lowest program representation is in the Hey, What's Cookin' program with only 8 (6.3%) of the respondents replying they worked in this program. The Hey, What's Cookin' program is a special curriculum developed for nutrition education of pregnant teens. Training in this curriculum has been limited and funding for the program is not available at the same level as the other programs. The EFNEP program is the oldest of the programs represented and has been consistently funded through USDA funds for over 30 years. Both the Out for Lunch and the In-Home Breastfeeding Support Programs are relatively new programs for the organization with initial project programs introduced about ten years ago. Both receive funding through the North Carolina Nutrition Network. In these programs, proposals are written yearly to the funding agency and continuation of the programs is based on the ability of counties to maintain enough matches each year.

Years in Present Position

Over one-half of the respondents have been in their present position for less than five years. Forty-four (36.4%) have been in their present position for 0 to 2 years and 23 (19.0%) of the participants have been in their present position for 3 to 5 years. This would suggest either a large turnover rate in these positions or a large number of new positions created within the last few years. It is more than likely due to a combination of both of these circumstances. Many of the professional positions in the last few years have been eliminated. State employees have not seen a raise in a number of years and as a result, there has been some turnover and shifting in many of the professional positions. At the same time the participation in nutrition programs has been growing in the state with the largest growth in the In-Home Breastfeeding Support Program. In these positions, there is both a high turnover and an increase in the number of new positions. Only 18 (14.8%) of the respondents stated they have been in their present position for 6 to 9 years and 36 (29.8%) replied they have been in their present position 10 or more years.

Years in Extension

Tenure in respondents' present position ranged from less than one year to 24 years. Respondents are almost evenly split between those employed in Extension less than 10 years and those employed with Extension 10 years or more. The highest percentage of respondents (28.7%) stated they have been employed with Extension less than 3 years. Of these, 11 (9.1%) have been in their present position for less than a year. Ironically, the next highest percentage came from respondents who have been employed with Extension for 21 or more years with 26.2% of respondents indicating employment

with the organization for this length of time. 20.5% stated they have been employed with

Extension for 4 to 9 years and 24.6% stated they have been employed for 10 to 20 years.

Job Origin

Regarding the question of job origin only the NPS Agents were asked to respond

to this. Nine NPS Agents responded as to whether they came to their present position

from within the Cooperative Extension organization or whether they came to their present

position from another agency. Four (44.4%) responded they came from within the

Cooperative Extension organization and 5 (55.6%) responded they came from another

agency. Experience in the organization is regarded within the county structures, as one

factor contributing to success in administrative positions as stated by many CEDs and

FCS Agents.

Leadership Questionnaire

All subjects were given the same survey to complete. The questionnaire consisted

of four parts: (1) a rating of importance for specific tasks performed by the NPS Agent;

(2) a ranking of competencies by importance to this position; (3) identification of three

observed strengths of their NPS; and (4) a comments section. Using Cronbach's Alpha

as a measure of internal validity, the reliability factor for the questionnaire was .9172.

Reliability greater than .70 demonstrates all factors are measuring the same thing and

thus the instrument is internally reliable.

Questions for the first part of the survey addressed four competencies for the

position: (1) Administrative Management, (2) Leadership, (3) Programming, and (4)

Communication. For these questions, subjects were asked to rate each of the listed tasks

on a five-point scale ranging from critical/most important to not very important. This

rating revealed no significant differences between any of the groups when comparing

responses between any of the demographic groups or any of the positions of the

respondents. Table 2 shows the comparison of responses between the groups.

Table 2.   T-test Group Response Comparison for Difference by Mean

Demographic Comparison	Administrative Management	Leadership	Programming	Communication
Caucasian	14.4	14.6	11.1	9.1
Other races	15.3	14.6	11.3	9.1
Less than 50 years	14.8	14.2	11.2	9.0
Demographic Comparison	Administrative Management	Leadership	Programming	Communication
50+ years	15.1	15.6	11.5	9.6
Position Comparison				
NPS	14.4	13.3	11.4	8.2
All Positions	15.0	15.0	11.3	9.4
DED	12.2	13.2	9.8	7.8
CED	15.0	14.6	11.1	8.9
FCS	16.7	16.6	12.6	9.4
NPA	14.7	14.8	11.2	9.9
Mean t	-.24	-.12	-.38	-.78

* significant at .05 level.

T-test results reveal there was no significant difference between any of the groups

compared. Levene's test for equality of variance and a T-test using a two-tailed

significance for equality of means was used to evaluate all responses. In order to show a

significant difference in responses, this comparison had to be less than .05. All

comparisons showed agreement between the groups with all groups ranking

Administrative Management and Leadership tasks as more important than Programming

and Communication tasks.

In reviewing frequencies of responses of the total group of subjects, there were

clear indications of the subjects' perception as to the critical relationship of the

competencies to the position. Sixty-seven percent or more of the respondents ranked

each of the competency tasks as either (1) Critical/Most Important or (2) Very Important

to the Nutrition Program Supervisor position. This suggests the subjects as a whole perceive each of the listed tasks to be crucial to the supervisor's role. Frequency responses revealed Leadership and Communication competencies to be the most important when reviewed as a total group of tasks, and Administrative Management and Programming to be very important when reviewed as a total group of tasks.

Three tasks were identified with more frequency as critical/most important to the role of the NPS Agent. These three tasks were: (1) Interprets and implements policies and procedures fairly; (2) Develops personnel through open communication and meaningful performance feedback; and (3) Addresses personnel issues in a positive, professional, proactive manner. Each of these tasks was listed under the Administrative Management tasks in the survey. According to the research presented in the literature review, these tasks would typically be reasons for dissatisfaction with the job from the perception of employees.

Ranking of Competencies

Part two of the survey asked participants to rank the nine leadership competencies identified by the Blue Ribbon Commission for the North Carolina Cooperative Extension in the order of importance to the position of Nutrition Programs Supervisor. This part of the leadership survey consisted of a forced ranking of these competencies. Table 3 shows the ranking of these competencies among the different position groups participating in the survey.

Table 3.   Ranking of Competencies

Competency	Total		NPA	
	Mean	**Rank**	**Mean**	**Rank**
Policies/Procedures	4.1	4.5	4.0	3
Resource Development	5.8	8	4.4	5
Training/Coaching/Delegating	2.8	1	3.3	1
Appraising People/Performance	4.1	4.5	4.2	4
Staffing/Recruiting/Hiring	4.0	3	4.5	6
Risk Management/Decision Making	5.3	6	4.8	7
Political Climate/Relationship Building	5.5	7	4.9	8
Budget Management	6.3	9	5.6	9
Team Building/Group Work	3.9	2	3.5	2

	FCS		CED	
	Mean	**Rank**	**Mean**	**Rank**
Policies/Procedures	4.5	4	4.8	5
Resource Development	7.0	9	6.3	7
Training/Coaching/Delegating	3.0	1	2.1	1
Appraising People/Performance	4.8	5	4.0	3
Staffing/Recruiting/Hiring	3.9	2	3.8	2
Risk Management/Decision Making	5.8	7	5.5	6
Political Climate/Relationship Building	5.0	6	6.6	8.5
Budget Management	5.9	8	6.6	8.5
Team Building/Group Work	4.4	3	4.2	4

	DED		NPS	
	Mean	**Rank**	**Mean**	**Rank**
Policies/Procedures	2.4	1	4.2	4
Resource Development	7.6	8	8.1	8
Training/Coaching/Delegating	2.8	3	1.7	1
Appraising People/Performance	2.6	2	4.0	3
Staffing/Recruiting/Hiring	3.0	4	2.8	2
Risk Management/Decision Making	6.8	6	5.8	7
Political Climate/Relationship Building	7.1	7	5.7	6
Budget Management	8.0	9	8.5	9
Team Building/Group Work	4.7	5	4.3	5

Although the first part of the survey showed no significant differences among groups, the forced ranking of competencies shows different competencies are more or less important depending upon position of the person. Training, coaching, and delegating is considered to be the competency of primary importance to every group except the DEDs. The group of DEDs ranked Policies and Procedures as the primary competency. This is perhaps due to the relationship between the NPS and the DED. These two

positions work together on hiring procedures, disciplinary actions, leave actions, etc. which are all policy or procedure related.

Team Building ranked second in importance from the frequency of responses of all participants in the survey. Interestingly, this competency, according to the research is one of the most critical of leadership qualities, and was ranked higher by both the NPAs and by the FCS Agents than it was by those positions with administrative or supervisory functions.

Staffing, recruiting, and hiring were considered to be the next most important competency in the forced rating by the majority of groups. Although the majority of positions ranked this competency rather high, the NPAs ranked it significantly lower on the scale.

Resource development was more important to the NPAs than it was to the other groups. Program Assistants are required to deliver "hands-on" educational experiences including food preparation activities with the participants they serve. Many times the funding for the food supplies becomes a critical issue in the program assistant's ability to fulfill this requirement of the job.

Although the three tasks identified by frequency as being most critical to the position of Nutrition Programs Supervisor were all grouped under the Administrative Competency in the first section of the questionnaire, the equivalent competency in the forced ranking, Policies and Procedures, did not rank as the most critical with any of the groups except the District Extension Directors. This competency ranked equally with Appraising People and Performance with a ranking of 4.5 out of the 9 competencies

listed. District Extension Directors are directly involved with any disciplinary procedures and these generally involve policies or procedures as critical issues.

The group, on the other hand, also ranked appraising People and Performance, 4.5. Closer examination reveals this competency to be of more importance to the positions with administrative or supervisory roles than to the Family and Consumer Science Agents or the Nutrition Program Assistants. Since appraisal rankings are how merit increases are determined, this would indicate that Nutrition Program Assistants are not primarily motivated by pay, or do not see this as a direct outcome.

One possible limitation was realized. Because this was a forced ranking, there was no opportunity to learn whether or not subjects felt any of these competencies were not important to the position or if subjects felt any significant competencies were missing from the list.

Strengths of Nutrition Programs Supervisors

This section of the survey asked subjects to identify three competencies as strengths present in their current Supervising Agent. After review of frequencies of all responses, the competencies considered to be the primary strengths of the group of NPS Agents were: (1) Training, Coaching, Delegating, (2) Team Building, and (3) Policies and Procedures. Training, coaching, delegating and team building are motivational leader characteristics according to the research. Policies and procedures, according to the research can be the cause of dissatisfaction in work situations if they are viewed as being implemented inconsistently, unfairly, or perceived to be poorly constructed.

Additional Comments Section

A section on the survey was included for additional comments. The survey encourages subjects to elaborate on any of the stated competencies or any other issues regarding the position of Nutrition Programs Supervisor they feel were not addressed through the survey. Comments have been organized by position held in the organization.

Comments from Program Assistants

Comments regarding skills for supervisors and any other areas not addressed by the survey were encouraged for inclusion. There were a total of 147 in attendance at the conference when surveys were distributed. Of the 147, fifty-eight returned the survey instruments. Of the fifty-eight NPAs who responded to the survey, only thirteen included additional comments. The comments have been compiled and grouped. Some comments praised supervising agents while others criticized either the agent specifically or the structure of the job. Still others had a positive tone and took the approach of offering advice. Open communication was mentioned in multiple comments. Concerns expressed through the comments were a lack of: communication and listening skills, county networking, fairness, compassion, impartiality, and time availability to be with Program Assistants and to help promote programs. A desire for increased frequency of observations, better knowledge of subject matter, and more flexibility was also expressed as concerns.

Some direct quotes are listed here. "The Nutrition Program Supervisor's job is extremely hard to do. It would be helpful to have the NPS more involved in networking in the county to get more community involvement and a better understanding of how the program is working statewide." Another individual addresses motivation specifically.

"Positive motivation is difficult for my NPS. She has recently tried negative motivation, and it has motivated me to find a better job with less stress and less confusion on the supervisor's part. Also, NPS Agents need to do more with Program Assistants and have less away time that keeps the NPS from knowing what is going on in their counties."
"All NPS Agents need to observe more of their assistants. If they don't know my subject matter, they could observe me from a style and effectiveness viewpoint." "Policies and procedures should be maintained, but not micromanaged in such a way that it causes the opposite effect of what you are trying to establish. This spills right over into climate and relationship building, team work and group work; as well as training, coaching, and delegating."

There were also positive quotes. "I enjoy time spent with my NPS and feel she strives to build strong relationships with her unit." "My supervisor is wonderful about keeping Program Assistants informed. She is professional and makes sure we are educated on today's trends and topics. She chooses to teach Program Assistants to think outside of the box and with this, we better ourselves. The only problem is that her time in each county is limited, which limits her time to help promote programs in each county. I feel that supervisors need more hands on with Program Assistants to understand challenges that we are faced with."

Still others offered advice. "To be an effective NPS Agent, in addition to the mentioned competency skills, the NPS should be able to relate to issues concerning the Program Assistants. They should have strong listening skills and the ability to communicate policy and procedures in a non-threatening manner." "A very good supervisor gives praise and encouragement to all of their employees. I really think that

would enhance anyone's outlook on their profession." "The most important factor in assessing the leadership skills of an NPS Agent is that they lead by example." "Budget management seems to me to be the least important part of the NPS job. That should be something developed and maintained on the state level." "I feel strongly that the time NPS's spend training and coaching should be instead spent on recruitment for their program. It offers them more interpersonal interaction with partners thus leading to more successful working program relationships."

Comments from Family and Consumer Science Agents

A total of forty Family and Consumer Science Agents were surveyed with twenty-two responding. Of these, eight included additional comments on their surveys. The comments from this group were suggestive, advisory, or constructive.

Four of the eight stated concerns regarding communication with county FCS Agents regarding reporting, requirements, and role of county agent. These four individuals further stated either a desire for greater teamwork between the FCS Agent in the county and the NPS Agent or a concern regarding the lack of teamwork between the two. One of the respondents suggested the NPS Agent should be more visible in the counties.

Other suggestions from this group were varied in nature. Here are a few responses. "NPS should be knowledgeable of personnel policies and procedures related to Program Assistants." "I think the state staff should worry with the resource development. The County Extension Director and county agents can shoulder much of the political climate and relationship building in their county."

Comments from County Extension Directors

Fifty-one CEDs were surveyed with 27 responding to the survey. Of these, 10 included additional comments. Overwhelming, the majority of these responses emphasized good communication between the NPS Agents and all stakeholders, the importance of quality NPA training, the importance of frequent observations of Program Assistants, and the importance of consistency, clarity, and fairness when implementing policies and procedures. Several CEDs expressed frustrations with not understanding program policies or performance requirements for their staff. One CED felt the role of the Nutrition Programs Supervisor was unnecessary and expressed a desire to hire county staff themselves.

Here are a three of the responses. "People skills are critical. Must motivate performance rather than direct or mandate. Over emphasis on numbers and not quality of work hurts morale." "The Nutrition Programs Supervisors have a difficult task to supervise a number of Program Assistants in a number of counties, being sure their training and program delivery and evaluation skills are sufficient. A difficult situation or persons can consume a great portion of your time, and the turn-over rate of Program Assistants can be high. Also, have to meet the expectations of a number of County Extension Directors and other administrators." "I think Nutrition Programs Supervisors need to be better trainers and motivators more than they need to manage budgets or develop resources. With limited time to spend with county Program Assistants their emphasis should always be on program planning, implementation, and presentation skills enhancement. I feel that some Program Assistants who don't really understand their job

never get the direct supervision they need to do their jobs well or improve their performance."

Comments from District Extension Directors

Seven DEDs were surveyed and five responded. Of these, three included brief comments. These comments follow. "One of the greatest roles of the Nutrition Programs Supervisors is to train Program Assistants so they can serve their clientele with a high level of success." "Nutrition Programs Supervisors need to continue to recognize development of human relations on team and not talking down to staff is important." "Supervising Agents must have good relationships with the County Extension Directors and the District Directors and keep both informed of personnel issues."

Comments from Nutrition Programs Supervisors

Only one of the nine responding supervising agents included comments. The comments are included here. "Need to have excellent organizational skills. Able to handle multiple tasks at same time. Follow policies and procedures. Coaching skills. Excellent communication skills. Able to assess/determine/research performance and staff following of procedures."

Summary of Comments

A review of all comments provided gives the following competencies as leading competencies perceived as critical to the role of Nutrition Programs Supervisor: communication and listening skills, coaching, training, and team development. Consistency and fairness and clear communication regarding policies and procedures were mentioned by all groups of subjects. Additionally, county-level stakeholders expressed concerns for frequent observations and feedback of Program Assistant

performance. Motivation of program assistants was either explicitly stated or skills associated with motivation were listed as important throughout all subject comments. These comments are consistent with the research regarding motivation presented in the literature.

Administrative Competency Indicator (ACI)

Only the Nutrition Programs Supervisors were asked to complete the ACI. This instrument asks respondents to choose the skill they feel most accomplished in between sets of skills. There are a total of 72 skill sets included in the instrument. The instrument is designed to measure the respondent's perceptions of their greatest strengths. It does not indicate how strong or how weak a respondent is regarding a competency, merely how strong they feel they are in one competency as compared to another. The instrument measures perceived strength by presenting each competency within a pair of statements and asking respondents to select the one within each pair that best describes their knowledge and skills. Each competency is presented at least ten different times as a choice in the instrument.

Although nine of the supervising agents responded to the entire study, the ACI was completed by all ten. Raw score data reveal the Nutrition Programs Supervisors, as a group, perceive their greatest strengths to be (1) Appraising People and Performance, (2) Training, Coaching, and Delegating, and (3) Team Building and Group Work. Table 4 shows the raw scores on each of the competencies.

Nutrition Programs Supervisors ranked themselves as feeling less competent in the areas of (1) Budget Management, (2) Resource Development, and (3) Political Climate and Relationship Building. The remaining competencies were perceived as

moderate strengths by the group: (1) Risk Management, Decision Making, and Project

Planning, (2) Staffing, Recruiting, Hiring, and (3) Policies and Procedures.

Table 4. ACI Raw Scores

	Team Building/ Group Work	Policies and Procedures	Resource Development	Training, Coaching, and Delegating	Appraising People and Performance	Staffing, Recruiting and Hiring	Risk Management, Decision Making, and Project Planning	Political Climate and Relationship Building	Budget Management
001	11	10	4	8	12	11	11	4	2
002	9	13	3	12	14	7	9	5	0
003	6	5	5	13	11	8	12	9	2
004	14	5	7	10	11	8	8	6	3
005	7	11	9	6	11	11	6	8	3
006	7	10	3	10	12	8	8	5	9
007	12	10	2	11	12	8	9	5	3
008	10	8	4	8	14	9	9	5	5
009	11	7	7	10	12	5	7	6	5
010	11	2	5	13	8	7	7	11	8
Total	98	81	49	101	117	82	86	64	40

*The higher the total, the greater the perception of strength.

Strengths as Compared to Critical Elements and Literature

Strengths of Nutrition Programs Supervisors were measured both by the

Administrative Competency Indicator in which the supervising agents rated their own

strengths and through the leadership questionnaire in which all stakeholders listed the

strengths of their own supervisor. Table 5 below compares the characteristics identified

as strengths to the competencies considered critical according to the survey and to the

literature. All characteristics listed as important are not represented. Only the three

competencies ranking within the top three on either the survey or the ACI are included.

There is general agreement between what stakeholders list as either supervisor

strengths or characteristics critical to the role and what supervising agents list as their

strengths. In regards to motivational leader characteristics, Training, Coaching and

Delegating is considered as a strength of the individuals in the position both through

stakeholder and self- assessment and it is considered to be an instrumental motivational

leader characteristic. The general agreement between those characteristics listed as most

important and the characteristics deemed as strengths suggests training, coaching,

delegating, and team building are being sought as characteristics for this position or

individuals are trained in these areas upon entering the job.

Table 5. Comparison of Leader Strengths to Critical Leader Characteristics

NPS Strengths as Identified by stakeholders	Self-Identified Strengths of NPS	Most Important Leader Characteristics as Identified by Stakeholders	Critical leader Characteristics Identified in Literature
*Training, Coaching, Delegating *Team Building *Policies and Procedures	*Appraising People and Performance *Training, Coaching, Delegating *Team Building	*Training, Coaching, Delegating *Team Building *Staffing, Recruiting, Hiring	*Coaching Skills *Support *Goal-setting Skills *High Expectations *Feedback and Reflective Practice *Structure Setting *Individualizing *Resource Development

The additional comments of stakeholders on the survey yield even more critical

motivational leader characteristics as important to the supervising agent position. Table 6

below shows a comparison between the literature and stakeholder comments.

Table 6. Stakeholder Perceptions of Leader Characteristics as Compared to Research

Motivational Leader Characteristics Identified in Literature	Comments on Motivational Leader Characteristics Across Stakeholder Groups
*Coaching Skills *Support *Goal-setting Skills *High Expectations *Feedback and Reflective Practice *Structure Setting *Individualizing *Resource Development	*Communication and Listening *Coaching *Team Development *Consistency and Fairness in Policies and Procedures *Frequent Observations *Regular feedback

A comparison of the comments with the literature reveals there is consistency

between the literature on motivational leader characteristics and the comments received

across groups of stakeholders. Furthermore, subjects were not instructed explicitly to

state which leader characteristics they considered to be motivational. They were simply asked to state the characteristics or competencies regarded as most important. The comment section of the survey simply requested an elaboration on any of the competencies or a listing of other characteristics/issues they felt was not addressed by the survey instrument. The consistency between the research for motivational characteristics and the responses of the subjects suggests motivational leader characteristics are important to all stakeholders for the position of Nutrition Programs Supervisor.

Workloads

Workload data were analyzed to determine the number of NPAs who could be classified at a level 3 or better, indicating acceptable performance by organizational standards. Using the Performance Appraisal Instrument developed for each program, a raw performance score was calculated. Performance scores range from a level 1 (Unsatisfactory) to a Level 5 (Outstanding). Level 3 is considered to be the expected work performance by the organization.

Of the 58 NPAs who responded to the survey, 43 agreed for their workload data to be used for the purpose of this study. Twelve NPAs had tenure in their position of less than one year and were eliminated. Of the remaining 31 workloads submitted, 29 offered complete information. The state team used historical performance data to establish workload criteria for each performance level within each program. This measure was used to calculate the performance scores. The 29 scores ranged from a low of level 1 to a high of level 5. The mean performance score was 3.76 for the NPA group as a whole. Table 6 shows the frequency of performance level rankings by program served.

Table 7. Frequency of Performance Level by Program Served.

Performance Level	Level 1	Level 2	Level 3	Level 4	Level 5	Totals
Adult EFNEP	2		1		12	15
Youth EFNEP	2				2	4
IHBSP		1			2	3
OFL	3		1	1	1	6
HWC					1	1
Totals	7	1	2	1	18	29

Performance scores of those who did respond indicate 87 percent of those individuals working in the Adult EFNEP program have a performance rating of Level 3 or better. Fifty percent of the program assistants working in the Youth EFNEP program are rated as outstanding performers while the remaining 50 percent are rated as unsatisfactory performers. Sixty-seven percent of the IHBSP had a rating of outstanding. In the OFL program 50 percent had a rating of level three or higher and 50 percent had a rating of level 1. This is the only program within the group of programs supervised by NPS Agents for which there is some division of supervisory responsibilities between the NPS Agent and the FCS Agent. Only one individual responding worked exclusively for the HWC program and this individual had a rating of level 5 at the time of the survey.

Differences in mean scores can be noted by area of supervision with a range of mean between 2.33 and 5.0. Although this information cannot be generalized to the area as a whole, Table 7 shows the mean scores by supervision area as compared to the NPS Agent's self-identified strengths and the motivational leader characteristics identified in the literature as well as the most important competencies to the stakeholders. Area

numbers do not correspond to actual area numbers to protect the anonymity of the

respondents.

Table 8. Area Mean Performance Level as Compared to Supervisor Strengths and MLC.

Supervision Area	Mean Performance Level	Supervisor Strengths	Motivational Leader Characteristics Identified in Literature/Most Important to Stakeholders
1	3.0	Appraising People/Performance, Team Building, Staffing/Recruiting/Hiring, Risk Management/Decision-Making/Planning	Feedback, Team Building, Staffing/Recruiting/Hiring
2	3.67	Appraising People/Performance, Policies/Procedures Training/Coaching/Delegating	Feedback, Coaching Skills, Structure Setting, Training/Coaching/Delegating
3	2.8	Training/Coaching/Delegating, Risk Management/Decision-Making/Planning, Appraising People/Performance	Feedback, Coaching Skills, Training/Coaching/Delegating
4	3.0	Team Building/Group Work, Appraising People/Performance, Training/Coaching/Delegating	Feedback, Coaching Skills, Team Buidling, Training/Coaching/Delegating
5	2.33	Appraising People/Performance, Staffing/Recruiting/Hiring, Policies/Procedures	Feedback, Structure Setting, Staffing/Recruiting/Hiring
6	4.67	Appraising People/Performance, Training/Coaching/Delegating, Policies/Procedures	Feedback, Coaching Skills, Structure Setting, Training/Coaching/Delegating
7	5.0	Team Building/Group Work, Appraising People/Performance, Training/Coaching/Delegating, Policies/Procedures	Feedback, Coaching Skills, Structure Setting, Training/Coaching/Delegating
8	5.0	Appraising People/Performance, Team Building/Group Work	Feedback, Team Building

In the table above, feedback is a motivational leader characteristic matched with

the competency, Appraising People and Performance. Structure setting is a motivational

leader characteristic matched with the competency, Policies and Procedures. This

comparison shows the NPS Agent team as a whole has similar perceived strengths. All

respondents identified the competency, Appraising People and Performance as a

perceived strength. This is possibly due to much of the training received by NPS Agents

has involved this competency.

The comparison of NPA performance mean scores, NPS Agent self-identified

strengths, leader characteristics identified as motivational in the literature, and important

competencies identified by the stakeholders do not show a significant association in this

study. It is apparent that all NPS Agents possess some traits identified as motivational

and some strengths in competencies identified as important.

CONCLUSIONS

The "most vital task of the leader is to motivate, inspire, empower, and encourage the team's primary resource---the unlimited, creative human potential---to find better ways" (Losoncy, 1995, p. 1). This research sought to establish the association between specific leader behaviors and motivation in Nutrition Program Assistants working for the Cooperative Extension Service. Although the study could not be completed as originally intended, showing the relationship between specific leader behaviors and Nutrition Program Assistants' motivation and performance, important revelations occurred as a result of the research that will inform the program, the organization, and leaders within it.

Prior to the beginning of the formal study, an open-ended survey was distributed to Nutrition Program Assistant groups to gain preliminary insights about their perceptions of important leader characteristics. The survey can be found in Appendix H. The North Carolina Cooperative Extension Service has established nine competencies for administrators with supervisory responsibilities in the organization. While the data show all competencies are considered important to the position of the NPS Agent, and some competencies are considered more important than others, when asked an open-ended question NPAs responded by listing additional traits rather than competencies.

This survey asked program assistants to list five characteristics they felt were present in an "excellent" Nutrition Programs Supervisor. The responses from this open-ended survey were consistent with the literature in regards to core traits of a leader considered to be motivational. Nine of the ten areas surveyed responded to the open-ended questionnaire. The responses of the nine areas are in Table 8 below. Group

numbers do not correspond to the program area numbers to protect the anonymity of subjects responding. Only the top responses are listed.

Table 9. Distribution of Most Important NPS Characteristics by Program Area Group

Group 1	Group 2	Group 3	Group 4	Group 5
*Friendly, caring, considerate *Goal-oriented *Positive *Truthful/honest *Non-discriminatory *flexibility	*knowledgeable *available *open-minded/ understanding	*friendly/builds relationships *listens/ communicates *trustworthy/ dependable *fair *respectful *empathizes	*communication *dependable/ trustworthy *fair *open-minded *understanding *supportive *knowledgeable	*knowledgeable *builds relationships *communication

Group 6	Group 7	Group 8	Group 9
*communication *builds relationships *flexibility *knowledgeable *understanding *honest	*respectful *listens *knowledgeable *strives for personal growth *responsible	*listening/ communication *honest/ trustworthy *supportive *coaching *fair *understanding	*positive team builder *non-discriminatory *honest *knowledgeable *flexible *understanding

The traits listed above in the open-ended survey are consistent with the core traits identified in the research as being motivational. Honesty, flexibility, and dependability are specifically identified as core traits (Meyer, 2002). Additionally, Meyer identifies key leaders behaviors including accessibility, listening, communication, and respectfulness.

This research was developed to determine the relationship between leader characteristics and the motivation and performance of Nutrition Program Assistants. Data regarding agreement of critical leader characteristics, importance of specific characteristics to the supervisor position, supervisor self-identified strengths, and NPA

performance workloads as an indicator of motivation were analyzed and compared to motivational leader characteristics identified in the literature. Conclusions are based on the four questions which guided this research.

(1) Does stakeholder agreement on critical leader components affect employee motivation and performance?

(2) Does agreement between NPS Agent strengths and stakeholder identified critical

leader components affect employee motivation and performance?

(3) Are motivational leader characteristics identified as important to stakeholders present in NPS Agents?

(4) Does the presence or absence of motivational leader characteristics in NPS Agents affect NPA performance and motivation?

Question 1

Subjects of the study displayed agreement on the competencies and tasks presented as important to the role of Nutrition Programs Supervisor. Training, Coaching, and Delegating is considered to be the most important competency by all but one of the groups surveyed. Coaching skills is one of the motivational leader characteristics identified by the literature. The primary importance of this competency to the majority of stakeholders and the identification of this competency as a motivational characteristic suggest a relationship between leader characteristics and Nutrition Program Assistant motivation and performance exists.

The group not listing this competency as the most important for the role, when asked to provide additional comments addressed training and coaching. The group was the District Extension Directors and their primary interaction with the Nutrition Programs Supervisor is generally concerning disciplinary actions, policies, and procedures. This interaction between these two positions was reflected in their response.

More research on this question is needed to determine what affect specific leader characteristics have on Nutrition Program Assistant motivation and performance. Future research could possibly match the nine competencies of administrators used in this research with specific motivational leader characteristics and traits. Further research could also examine the differences between the interactions of positions and their perceived importance of a particular leader characteristic to motivation and performance.

Question 2

In developing the nine competencies for administrators, the North Carolina Blue Ribbon Commission did not place a greater level of importance on one competency over another. Subjects of the study agreed the tasks associated with various competencies were either Critical/Most Important or Very Important to the role of Nutrition Programs Supervisor however, this study found three competencies to be more important than others to the stakeholders surveyed. Training/coaching/delegating, team building, and staffing/recruiting/hiring were considered to be the most important competencies. This study suggests competencies may have different values of importance among various supervisory roles.

The findings of the research suggests Nutrition Program Supervisors need to possess strong abilities and knowledge in the three competencies indicated as most critical to the position. Performance appraisals for NPS Agents should be developed to reflect the importance of these competencies. In planning professional development opportunities for this group of individuals, the competencies identified as critical should be considered in order to meet the needs of individuals serving the organization in this capacity.

Question 3

This study revealed that all NPS Agents who responded to the survey did possess some characteristics identified by the research as motivational. Comparisons of NPS self-identified strengths and motivational characteristics from the research show the group of NPS Agents possesses many similar characteristics.

Additional important characteristics and traits were revealed through stakeholder comments and through the preliminary survey guiding this research. One particular characteristic that was listed repeatedly throughout groups was effective communication and listening skills. The development of a more comprehensive list of motivational leader characteristics important to this position needs to be established. This research could serve as a pilot for beginning such a study.

Question 4

This research has established an association between perceived critical leader characteristics and characteristics of leaders found to be motivational in the research.

Although an association can be concluded, there can be no generalizations made

regarding the impact of specific leader characteristics on NPA performance and

motivation. More research needs to be completed with a larger sample of respondents to

determine specific relationships between specific leader characteristics and program

assistant motivation and performance.

Implications

Public schools in North Carolina hold those in leadership positions responsible for

student motivation and learning. The North Carolina Cooperative Extension Service is

an educational organization and appraising leaders on their effectiveness in improving

employee performance should be considered as a part of the leader's evaluation.

In order for leaders to be effective in their role, the organization needs to design

criteria for selection of individuals serving in supervisory roles which includes the

identified critical leader characteristics. Interview questions need to be structured to

evaluate the applicants possession of critical characteristics and abilities in critical

competencies. Additionally, on-going professional development should include training

in critical motivational leadership characteristics, strategies for implementation, and the

impact on employee performance.

Although the research reviewed, as well as the research conducted, indicate

employees associate negative experiences with manager behavior and positive

experiences with work behavior, the structure of the supervisory positions in educational

organizations requires a person be competent in both sets of skills. What seems apparent

from the research is the supervisor needs to have fine-tuned their skills in management to

the point that they almost happen automatically. The negative experiences relayed in both the review of literature and in the research for this project all have commonalities in their findings regarding these issues. Managerial type behaviors are associated with a negative experience by employees if these behaviors are a predominant aspect of their interaction with their supervisor. In many cases, comments from employees suggests the need for their supervisors to be good managers.

Good policies and procedures which are well understood and implemented with consistency, equity, judiciousness, and effectiveness assist a good supervisor in performing this role of the job well. In addition, the supervisor must balance this part of the job so their function in this capacity is a hidden skill rather than a predominant characteristic. The Nutrition Programs Supervisor's position is fraught with many managerial tasks. These tasks, if not performed well, could possibly result in loss of both positions and programs. These tasks, if performed at a high level, can be the backbone of the area program and allow the Nutrition Programs Supervisor to focus efforts on professional development of the staff, staff selection, team building, visioning, and the many leader characteristics valued by all the stakeholders.

For any supervisor the balance between necessary managerial characteristics and motivational leader characteristics can be difficult. There is a need to investigate more regarding the balance of individual characteristics and how these affect motivation and performance in employees. Future research in this area could be beneficial to both the North Carolina Cooperative Extension and to the field of Curriculum and Instructional Supervision.

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APPENDIX A. Administrative Core Competencies

PERSONAL & ORGANIZATIONAL DEVELOPMENT
N O R T H   C A R O L I N A   C O O P E R A T I V E   E X T E N S I O N

COLLEGE OF AGRICULTURE AND LIFE SCIENCES, NC STATE UNIVERSITY • NORTH CAROLINA A&T STATE UNIVERSITY

Core Competencies

KNOWLEDGE OF THE ORGANIZATION

An understanding of the history, philosophy, and contemporary nature of North Carolina Cooperative Extension.

TECHNICAL EXPERTISE

The mastery of a scientific discipline, a research body of knowledge, or a technical proficiency that enhances individual and organizational effectiveness.

PROGRAMMING

The ability to plan, design, implement, evaluate and account for significant Extension education programs that improve the quality of life for NCCE customers.

PROFESSIONALISM

The demonstration of behaviors that reflect high levels of performance, a strong work ethic, and a commitment to continuing education and to the mission, vision, and goals of the NCCE.

COMMUNICATIONS

The ability to transfer and receive information effectively.

HUMAN RELATIONS

The ablity to successfully interact with diverse individuals and groups creating partnerships, networks, and dynamic human systems.

LEADERSHIP

The ability to influence a wide range of diverse individuals and groups positively.

County Extension Director Core Competency Knowledge of the Organization An understanding of the history, philosophy, and contemporary nature of NCCE.			
Sub-Competency	**Proficiencies**		
	Level I	Level II	Level III
History, philosophy, and mission	Understands fully and can articulate the history of NCCE Knows and can explain the mission of NCCE	Internalizes and models philosophy of extension Operationalizes the mission through action.	Instills belief in mission by others through consistent espousal.
NCCE organizational structure, function, & relationships	Knows structure and systems and their functions Is aware of critical relationships between systems and groups within NCCE	Demonstrates a clear understanding of roles within unit goals Demonstrates clear understanding of roles within Extension	Effectively works within structure and relationships to achieve goals Effectively leverages "external to the unit" relationships to achieve unit goals
NCCE programs and goals (Program Focus)	Knows NCCE programs and goals	Establishes and creates initiatives for programs and goals	Links interrelationship between programs to strategic direction of organization
Maintaining Strong County Partnerships	Understand the importance of the county partner. Demonstrates clear understanding of Memorandum of Understanding	Effectively builds and nurtures relationships with county government	Helps to develop multi-beneficial strategic goals between county government and other NCCE partners.

Funding Process	Understands funding process	Demonstrates a clear understanding of funding process to others	Effectively communicates funding process to all partners, clients and employees.
National Perspective of Cooperative Extension	Understands national perspective of CES.	Demonstrates a clear understanding of national perspective to others.	Effectively communicates national perspective of CES to all.

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County Extension Director Core Competency
Technical/Subject Matter Expertise
The mastery of a scientific discipline, a research body of knowledge, or a technical proficiency that enhances individual and organizational effectiveness.

Sub-Competency	Proficiencies		
	Level I	Level II	Level III
Team Building & Group Work	Knows the principles of Team Building. Develops an understanding and acceptance of individual roles and responsibilities within the team policies and procedures. Knows and can address differences between state & county policies and procedures. Knows and can follow procedures for addressing liability and crisis issues. Is aware of the organizational reporting requirements of all team members. Ensures that all team members complete appropriate reports in a timely manner..	Engages unit staff & volunteers effectively in team building. Builds an effective environment for team development. Knows principles and skills of effective facilitation. Effectively facilitates group meetings.	Engages organization staff, volunteers, and leaders effectively in team building. Develops understanding of team strengths and weaknesses. Can develop and facilitate the strategic planning effort of a team.
Policies & Procedures	Knows, models, and practices key	Knows interpretive policies and	Serves as a resource to other administrators on policy and procedure

		procedures.	issues.
		Demonstrates good judgment in application of interpretive policies and procedures.	Participates in evaluating and revising organizational reporting activities.
		Demonstrates ability to manage liability and crisis.	
Resource Development	Demonstrates ability in assisting staff in assessing resource needs of office and county (personnel, volunteers, space, money, time, educational/program materials, equipment, etc.). Demonstrates techniques that ensure staff members become knowledgeable of resources.	Secures additional resources. Can develop a resource development plan for new program, equipment and personnel. Can identify potential sources of resources available. Can develop grants and administer them. Secures resources for optimal program by team. Secures resources for programming efforts of county team (Budgets, Grants, Fundraising, & Donations).	Executes a resource development management plan successfully. Assists others on the team in developing resource development plan and in securing additional resources. Can prepare, present, and justify budget to county manager or commissioners for consideration. Exercises control of expenditures of budgeted funds. Able to manage self and negotiate priorities.
Training, Coaching &	Seeks to develop team	Demonstrates good practices in	Mentors other supervisors on

Delegating	members. Understands the principles of empowerment. Mentors employees on their performance development plans. Orients new employees using the prescribed process into their work environment and programs successfully. Recognizes needs and methods of achievement of others.	delegating and sharing assignments that help others to grow & develop. Develops buy-in and commitment to delegated assignments. Recognizes the major achievements of others.	methods for developing others and empowerment. Consistently recognizes and celebrates achievements of others.
Appraising People and Performance	Understands and performs effective performance appraisal for each employee. Understands and follows organizational guidelines for creating consistent performance appraisals. Understands the skills required in building agreement of future expectations among employees. Demonstrates the ability to give effective feedback on an ongoing basis. Knows, models, & practices legally appropriate methods in evaluating performance.	Demonstrates the ability to give counsel and implement disciplinary measures in a positive manner. Demonstrates the ability to get employees to accept responsibility for improving performance.	Demonstrates the ability to restore employee's performance to within the accepted standards without loss of respect or trust.
Staffing, Recruitment & Hiring	Understands staffing & program needs of customer-base. Has knowledge of and	Executes a staffing plan successfully. Knows and uses appropriate	Anticipates needed staffing changes and incorporates them into existing staffing plans.

	demonstrates effective behavioral interviewing skills. Knows, models, and practices legally appropriate methods in recruitment and hiring.	methods & markets in the recruitment of new employees. Understand implications & manages the impact of county-state matching formula.	
Risk Management, Decision Making, & Project Planning	Understands risk implications related to all decision making areas of responsibility. Uses an effective approach in evaluating decisions.	Has knowledge of and uses decision-making techniques to evaluate choices.	Mentors and provides training to others on the use of decision making techniques. Uses decision-making techniques with groups.
Political Climate, & Relationship Building	Understands the principles of "positioning the organization." Understands the needs of primary customers. Demonstrates awareness of the political nature of community. Can identify key political leaders & related characteristics.	Demonstrates abilities to position the unit and organization in the market. Demonstrates abilities in building a customer focus among subordinates. Demonstrates abilities in maintaining strong relationships with key customer and political leaders. Furthers knowledge of relationship marketing.	Demonstrates relationship making with political savvy.

Budget Management	Knows how to find information on accounting and financial management. Knows how to develop budgets and administer budgets.	Knows and understands tools for analyzing financial management.	Demonstrates ability to manage budgets to address unexpected circumstances. Manages and maximizes finances and resources successfully to achieve unit goals.

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County Extension Director Core Competency Programming The ability to plan, design, implement, evaluate, and account for significant Extension education programs that improve the quality of life for NCCE customers.		
Sub-Competency	**Proficiencies**	
	Level I	Level II	Level III
Planning	Studies & maps the organization's publics. Identifies target publics Identifies and networks with leaders of target publics Facilitates collaborative identification of needs specific to target audience.	Models program planning for others. Integrates trend and prediction data into identification of needs. Examines unfelt needs of target audiences. Helps community leaders to understand the target audience's needs.	Assists others in mapping organization's publics. Helps others facilitate identification of needs specific to target audience. Utilizes team in program planning effectively
Design	Develops clear educational goals for target publics Defines specific measurable outcomes (teaching objectives) for each goal.	Develops multi-organizational goals for target publics.	Facilitates goal development for others. Manages the design and delivery of programs by team effectively
Implementation	Develops plan of action (specfic educational	Develops multi-organizational plan of action.	Facilitates plan of action development for others.

	strategies & learning activities to address desired outcomes). Develops plans for evaluating learning outcomes & assessing learning experience. Implements marketing for plan of action.		
Evaluation & Accountability	Measures outputs linked to specific program goals. Uses program revisions for accounting to stakeholders. Knows and demonstrates ability to evaluate programs and be accountable on total program effectiveness.	Uses evaluation findings for program revisions. Develops evaluation studies. Knows who, what, where, when, & how to be accountable. Writes high level success stories and narratives and worthwhile ERS reporting efforts. Demonstrates how to collect accountability information. Demonstrates the difference between accountability and evaluation. Develops team approach to reporting accomplishments to stakeholders.	Assists others in the development of evaluation plans. Participates in regional and statewide evaluation studies. Provides appropriate info relating to accomplishments for funding sources and citizens. Markets program impacts of unit or team effectively.

Effective use of Volunteers and the Advisory Leadership System	Knows value of involving volunteers in each phase of program development. Demonstrates the ability to use volunteers in program planning, development and delivery. Demonstrates the ability to build and manage an effective ALS system. Understands and demonstrates the skills needed to maintain a strong advisory leadership system. Knows and values the relationship of all program areas and the ALS. Understands and can interpret the ALS handbook.	Helps others develop and utilize effective volunteer system. Role models and can articulate an appreciation for ALS and it's relationship to the program process. Instills ownership and appreciation of their role among ALS leaders & volunteers. Insures county agents have active ALS component within their program.	Uses volunteers effectively throughout programming process. Has significant programs managed by volunteers. Effectively leverages "external to the unit" relationships to achieve unit goals Teaches and coaches staff in understanding the importance of the ALS. Teaches and advises other CED's on building an effective County ALS system.
Adult Education	Knows principles and practices of adragogy (adult education). Demonstrates the ability to delivery effective education activities.	Demonstrates the ability to delivery educational program using innovative methods & techniques	Encourages others to effectively use principles and practices of adragogy. Demonstrates ability to use emerging educational technologies.
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County Extension Director Core Competency Professionalism The demonstration of behaviors that reflect high levels of performance, a strong work ethic, and a commitment to continuing education and to the mission, vision, & goals of the NCCE.			
Sub-Competency	Proficiencies		
	Level I	Level II	Level III
Personal Organization Skills	Knows effective work habits and time management. Knows how to set personal goals. Has basic understanding of and demonstrates good work behavior.	Practices effective work habits and time management. Demonstrates ability to work toward achieving goals. Performs outstanding work behavior skills when working with people. Manages multiple tasks without becoming overwhelmed.	Engenders in others effective work habits and time management to achieve desired results Inspires others to achieve program goals Instills the highest level of work behavior in others when working with people. Instills in others the ability to manage multiple tasks without becoming overwhelmed.
Professional and Personal Development	Understands work expectations and the need for balance between professional and personal life. Demonstrates ability to balance administrative and	Performs duties as expected by administration and practices good balance. Takes advantage of professional development opportunities with professional	Instills in others high performance while maintaining balance between professional and personal life. Takes active individual leadership role in appropriate professional

	program duties. Knows various professional development opportunities for staff and self. Practices self examination and has targeted personal and professional development goals	associations. Takes advantage of professional development opportunities and shares information with others. Demonstrates ability to develop and implement a self-development plan.	development activities and associations. Inspires, supports staff, and helps others seek opportunities for professional development.
Managing Change	Demonstrates ability to understand change and change process. Demonstrates ability to continuosly evaluate environment for change.	Demonstrates ability to reevaluate existing processes and explore new methods in response to change.	Demonstrates ability to effectively assist others in dealing with change.
Ethical Behavior	Understands the value of ethical behavior. Understands need for NCCE Ethics Guidelines	Practices ethical behavior. Interprets and practices NCCE Ethics Guidelines.	Instills the highest level of ethical behavior in others.
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County Extension Director Core Competency Communications The ability to transfer and receive information effectively.			
Sub-Competency	Proficiencies		
	Level I	Level II	Level III
Oral Communication	Can speak well in front of groups. Can effectively communicate orally. Can create an effective presentation. Can present organized oral presentations. Can develop and use visuals for presentations. Understands and adapts to level and skill of audience. Values need for bilingual communication.	Can present well organized oral presentations using effective topic transitions, introductions, and summaries. Can effectively speak at a moment's notice. Can develop and use high quality visuals for presentations to audience. Works toward bilingual communication.	Gives dynamic motivational and inspirational speeches. Teaches others how to develop and use high quality visuals for presentations to audience. Masters bilingual communication.
Written communication	Can write documents that are grammatically correct and appropriate. Effectively communicates	Writes effective and marketable impact statements. Writes and produces effective marketing materials.	Writes with vision, incorporating strategies and learner-focused information. Create publishable documents and

	information to audiences with different levels of expertise and interests. Writes in appropriate way for each delivery media.		training materials. Inspires others through writing. Facilitates writing skills development in others.
Listening	Uses feedback appropriately. Practices active listening. Receives information and ideas shared by others.	Demonstrates the art of inquiry	Receives, interprets and articulates information and ideas shared by others. Uses feedback effectively to access performance and make appropriate modifications.
Information Communication Technology Skills	Reads, sends, and manages e-mail. Uses and manages voice mail. Uses computers to write. Can comfortably use the computer to create visuals and presentation materials. Can find and retrieve materials via the Internet and World-Wide-Web. Develops communication system for timely and accountable	Can use the computer to make presentations with projector. Demonstrate ability to effectively search the Internet and specific resources such as the Libraries databases. Chooses appropriate delivery method for communicating with others.	Can use communications information technologies to deliver educational activities at a distance. Uses Internet and WWW technologies to communicate with others. Encourages others to use emerging information communication technologies.

	responses. Understands strengths and weaknesses of different communication delivery methods.		

County Extension Director Core Competency Human Relations The ability to successfully interact with diverse individuals and groups creating partnerships, networks, and dynamic human systems.			
Sub-Competency	Proficiencies		
	Level I	Level II	Level III
Interpersonal Relationships & Emotional Intelligence	Recognizes the importance of developing interpersonal skills. Has high self-awareness of emotions. Demonstrates skills in managing emotions. Understands importance of assessing and appreciating the feelings and thoughts of others.	Practices effective interpersonal skills Creates an environment that allows everyone to perform at an optimal level. Understands the importance of body language Demonstrates skills in managing emotions when under stress.	Inspires others to use appropriate interpersonal skills to build an effective environment. Demonstrates effective assertiveness skills. Works with others in helping them deal with emotions.
Networking, Partnerships, & Collaboration	Values Extension's relationship with appropriate partners.	Effectively networks with partners. Maximizes opportunities to position NCCE in a positive relationship with appropriate partners.	Develops and manages collaborative relationships.

Negotiation & Conflict Management	Understands and is aware of effective negotiation skills. Understands conflict and personal styles in dealing with conflict Understands stress management. Understands trust and trust building.	Demonstrates appropriate negotiation skills. Effectively uses conflict management skills. Effectively manages stress in normal situations.	Engages others in successful negotiation to achieve a win-win situation. Demonstrates skills in helping others resolve conflict through facilitation. Trains others effectively in the use of conflict management
Customer Service	Understands the importance of good public relations. Understands the importance of customer service.	Demonstrates skills that exhibit public relations. County center demonstrates effective customer service.	Effectively uses public relations skills to enhance Cooperative Extension. Creates an environment where customers return and exhibit a high level of satisfaction.

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County Extension Director Core Competency Leadership The ability to influence a wide range of diverse individuals and groups positively.			
Sub-Competency	Proficiencies		
	Level I	Level II	Level III
Creativity, Innovation, & Visionary Thinking	Identify problems and alternatives. Examines trends and looks for opportunities.	Is creative in solving problems. Understands paradigms and can brainstorm new ways of thinking.	Instills creativity in others for problem solving and achieving program goals. Effectively makes cutting edge decisions.
Model the Way	Understands the importance of a positive image. Understands characteristics of a positive role model.	Projects a positive image. Displays characteristics of a positive role model and projects a vision. Demonstrates the ability to mentor others on a specific job, task, or area of expertise.	Demonstrates the ability to project oneself in a manner that is positively received by an audience. Inspires and motivates others to be a positive role model. Has the ability to lead others to create a shared vision for the team.
Understanding Self and Others	Understands personal strengths and weaknesses. Demonstrates ability to recognize	Demonstrates ability to develop and articulate a personal mission and vision. Demonstrates ability to	Demonstrates the ability to work effectively with diverse individuals. Assists others in

	differences between self and others. Operationalizes a core set of principles for leading.	set and achieve personal development goals. Demonstrates ability to explore diverse mental models when addressing issues.	understanding self and others through providing appropriate training and/or counseling.
Systems Thinking	Understands core principles of systems thinking. Demonstrates ability to understand interrelationships between objects and systems.	Demonstrates ability to articulate impacts of decisions to systems. Can identify and explain structures and patterns of behavior within organizational systems.	Demonstrates ability in identifying actions and changes in structures which lead to significant and enduring improvements.
Working with Teams/Groups	Understands group development theory and can recognize stages. Can facilitate group brainstorming and consensus building.	Recognizes dysfunctional behaviors that interfere with group work. Demonstrates skill in addressing dysfunctional behaviors in a group setting. Understands and can demonstrate skills in using basic group process techniques including affinity diagrams, nominal group techniques, multivoting, and the Interrelational Diagram.	Understands and demonstrates skills in using advance group process techniques. Understands the stages and techniques of strategic planning. Demonstrates ability to take a group through an effective strategic planning process.

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Appendix B. ACI

Self Assessment

Instructions: This is not a test! This is an individual self-assessment instrument to assist you in developing your Personal Staff Development Plan. There is a force choice instrument and thus will force you to decide between two skills that may seem almost equal in importance. You are not being asked to choose which skill is more important. You are being asked choose which skill you feel you are more accomplished in. For each item, please select the phrase that best describes your knowledge and skills by placing an **X** in the box to the left of the phrase.

98 ☐ DEMONSTRATES ABILITY TO MANAGE BUDGETS TO ADDRESS UNEXPECTED CIRCUMSTANCES

☑
DEMONSTRATES ABILITY TO RESTORE EMPLOYEE'S PERFORMANCE TO WITHIN THE ACCEPTABLE STNDARDS WITHOUT LOST OF RESPECT OF TRUST.☐

1 ☐ A. KNOWS THE PRINCIPLES OF TEAM BUILDING
☐ B. KNOWS, MODELS, AND PRACTICES MANDATORY POLICIES, PROCEDURES AND GUIDELINES

2 ☐ A. EXERCISES CONTROL OF EXPENDITURES OF BUDGETED FUNDS.
☐ B. PARTICIPATES IN EVAUATING AND REVISING ORGANIZATIONAL REPORTING ACTIVITIES.

3 ☐ A. CAN DEVELOP AND FACILITATE THE STRATEGIC PLANNING EFFORT OF A TEAM.
☐ B. SERVES AS A RESOURCE TO OTHER ADMINISTRATORS ON POLICY, PROCEDURE, AND GUIDELINES ISSUES.

4 ☐ A. DEMONSTRATES KNOWLEDGE OF RELATIONSHIP MARKETING.
☐ B. KNOWS AND USES APPROPRIATE METHODS & MARKETS IN THE RECRUITMENT OF NEW EMPLOYEES.

5 ☐ A. HAS KNOWLEDGE OF AND USES DECISION-MAKING TECHNIQUES TO EVALUATE CHOICES.
☐ B. SECURES RESOURCES FOR OPTIMAL PROGRAM BY TEAM.

6 ☐ A. KNOW HOW TO DEVELOP BUDGETS AND ADMINISTER BUDGETS.
☐ B. KNOWS, MODELS AND PRACTICES LEGALLY APPROPRIATE METHODS IN RECRUITMENT AND HIRING.

7 ☐ A. INSURES THAT ALL TEAM MEMBERS COMPLETE APPROPRIATE REPORTS IN A TIMELY MANNER.
☐ B. USES AN EFFECTIVE APPROACH IN EVALUATING DECISIONS.

8 ☐ A. MAINTAINS AN EFFECTIVE ENVIRONMENT FOR TEAM DEVELOPMENT.
☐ B. DEMONSTATES ABILITY IN ASSISTING STAFF IN DETERMINING RESOURCE NEEDS OF PROGRAM EFFORTS.

8 ☐ A. DEMONSTRATES ABILIITY TO RESTORE EMPLOYEE'S PERFORMANCE TO WITHIN THE ACCEPTED STANDARDS WITHOUT LOST OF RESPECT OR TRUST.
☐ B. MENTORS AND PROVIDES TRAINING TO OTHERS ON THE USE OF DECISION MAKING TECHNIQUES.

10 ☐ A. EFFECTIVELY FACILITATES GROUP MEETINGS.
☐ B. CAN DEVELOP GRANTS AND ADMINISTER THEM.

11 ☐ A. DEMONSTRATES AWARENESS OF THE POLITICAL NATURE OF COMMUNITY.
☐ B. KNOWS, MODELS, & PRACTICES LEGALLY APPROPRIATE METHOS IN EVALUATING PERFORMANCE.

12 ☐ A. DEVELOPS AN UNDERSTANDING AND ACCEPTANCE OF INDIVIDUAL ROLES & REPONSIBILITIES WITHIN THE TEAM.
☐ B SEEKS TO DEVELOP THE KNOWLEDGE, SKILLS, AND ABILITIES OF TEAM MEMBERS.

13 ☐ A. USES DECISION MAKING TECHNIQUES WITH GROUPS.
☐ B. ANTICIPATES NEEDED STAFFING CHANGES AND INCORPORATES THEM INTO EXISTING STAFFING PLANS.

14 ☐ A. KNOWS AND UNDERSTANDS TOOLS FOR ANALYZING FINANCIAL MANAGEMENT.
☐ B. CAN PREPARE, PRESENT, AND JUSTIGY BUDGET TO COUNTY MANAGER OR COMMISSIONERS FOR CONSIDERATION.

15 ☐ A. ENGAGES UNIT STAFF & VOLUNTEERS EFFECTIVELY IN TEAM BUILDING.
☐ B. UNDERSTANDS IMPLICATIONS AND MANAGES THE IMPACT OF COUNTY-STATE MATCHING FORMULA.

16 ☐ A. EXERCISES CONTROL OF EXPENDITURES OF BUDGETED FUNDS.
  ☐ B. CAN DEVELOP AND FACILITATE THE STRATEGIC, PLANNING EFFORT OF A TEAM.

17 ☐ A. UNDERSTANDING STAFFING & PROGRAM NEEDS OF CUSTOMER-BASE.
  ☐ B. DEMONSTRATES ABILITY TO GIVE EFFECTIVE FEEDBACK ON AN ONGOING BASIS.

18 ☐ A. KNOWS HOW TO FIND INFORMATION ON ACCOUNTING AND FINANCIAL MANAGEMENT.
  ☐ B. KNOWS, MODELS, & PRACTICES LEGALLY APPROPRIATE METHODS IN EVALUATING PERFORMANCE

19 ☐ A. DEMONSTRATES THE ABILITY TO GET EMPLOYEES TO ACCEPT RESPONSIBILITY FOR IMPROVING PERFORMANCE.
  ☐ B. DEMONSTRATES GOOD JUDGMENT IN APPLICATION OF INTERPRETIVE POLICIES, PROCEDURES AND GUIDELINES.

20 ☐ A. DEMONSTRATES GOOD PRACTICES IN DELEGATING AND SHARING ASSIGNMENTS THAT HELP OTHERS GROW & DEVELOP.
  ☐ B. SECURES RESOURCES FOR PROGRAMMING EFFORTS OF COUNTY TEAM.

21 ☐ A. HAS KNOWLEDGE OF AND USES DECISION-MAKING TECHNIQUES TO EVALUTATE CHOICES.
  ☐ B. RECOGNIZES THE MAJOR ACHIEVEMENTS OF OTHERS.

22 ☐ A. MAINTAINS AN EFFECTIVE ENVIRONMENT FOR TEAM DEVELOPMENT.
  ☐ B. UNDERSTANDS AND PERFORMS EFFECTIVE PERFORMANCE APPRAISAL FOR EACH EMPLOYEE.

23 ☐ A. PARTICIPATES IN EVALUATING AND REVISING ORGANIZATIONAL REPORTING ACTIVITIES.
  ☐ B. DEMONSTRATES RELATIONSHIP MAKING WITH POLITICAL SAVY.

24 ☐ A. KNOWS PRINCIPLES AND SKILLS OF EFFECTIVE FACILITATION.
  ☐ B. DEMONSTRATES ABILITY TO MANAGE LIABILITY AND CRISIS.

25 ☐ A. MENTORS OTHER SUPERVISORS ON METHODS FOR DEVELOPING OTHER AND EMPOWERMENT.
  ☐ B. BUILDS AN EFECTIVE ENVIRONMENT FOR TEAM BUILDING.

26 ☐ A. DEMONSTRATES ABILITY TO GIVE COUNSEL AND IMPLEMENT DISCIPLINARY MEASURES IN A POSTIVE MANNER.
  ☐ B. BUILDS AN EFFECTIVE ENVIRONMENT FOR TEAM BUILDING

27 ☐ A. UNDERSTANDS THE SKILLS NEEDED TO BUILD AGREEMENT ON FUTURE EXPECTATIONS OF EMPLOYEES
  ☐ B. HAS KNOWLEDGE OF AND DEMONSTRATES EFFECTIVE BEHAVIORAL INTERVIEWING SKILLS.

28 ☐ A. KNOWS HOW TO FIND INFORMATION ON ACCOUNTING AND FINANCIAL MANAGEMENT.
  ☐ B. UNDERSTANDS THE PRINCIPLES OF EMPLOYMENT

29 ☐ A. DEVELOPS AN UNDERSTANDING AND ACCEPTANCE OF INDIVIDUAL ROLES & RESPONSIBILITIES WITHIN THE TEAM.
  ☐ B. UNDERSTANDS STAFFING & PROGRAM NEEDS OF CUSTOMER-BASE.

30 ☐ A. ANTICIPATES NEEDED STAFFING CHANGES AND INCORPORATES THEM INTO EXISTING STAFFING PLANS.
  ☐ B. ASSISTS OTHERS IN DEVELOPING RESOURCE DEVELOPMENT PLAN AND IN SECURING ADDITIONAL RESOURCES.

31 ☐ A. KNOWS AND UNDERSTANDS TOOLS FOR ANALYZING FINANCIAL MANAGEMENT.
  ☐ B. KNOWS INTERPRETIVE POLICIES, PROCEDURES AND GUIDELINES.

32 ☐ A. KNOWS HOW TO DEVELOP BUDGETS AND ADMINISTER BUDGETS.
  ☐ B. DEMONSTRATES ABILITIES TO POSITION THE UNIT AND ORGANIZATION IN THE MARKET.

33 ☐ A. DEMONSTRATES ABILITY TO MANAGE BUDGETS TO ADDRESS UNEXPECTED CIRCUMSTANCES.
  ☐ B. MENTORS AND PROVIDES TRAINING TO OTHERS ON THE USE OF DECISION MAKING TECHNIQUES.

34 ☐ A. CAN IDENTIFY KEY POLITICAL LEADERS AND RELATED CHARACTERISTICS.
  ☐ B. USES AN EFFECTIVE APPROACH IN EVALUATING DECISIONS.
35 ☐ A. HAS KNOWLEDGE OF AND USES DECISION MAKING TECHNIQUES TO EVALUATE CHOICES.
  ☐ B. UNDERSTANDS IMPLICATIONS AND MANAGES THE IMPACT OF COUNTY-STATE MATCHING FORMULA.

36 ☐ A. DEVELOPS AN UNDERSTANDING AND ACCEPTANCE OF INDIVIDUAL ROLES & RESPONSIBILITES WITHIN THE TEAM.
☐ B. UNDERSTANDS RISK IMPLICATIONS RELATED TO ALL DECISION MAKING.

37 ☐ A. DEMONSTRATES ABILITY TO RESTORE EMPLOYEE'S PERFORMANCE TO WITHIN THE ACCEPTED STANDARDS WITHOUT LOST OF RESPECT OR TRUST.
☐ B. DEMONSTRATES RELATIONSHIP MAKING WITH POLITICAL SAVY.

38 ☐ A. EXECUTES A STAFFING PLAN SUCCESSFULLY.
☐ B. DEMONSTRATES ABILITIES IN MAINTAINING STRONG RELATIONS WITH KEY CUSTOMER.

39 ☐ A. DEMONSTRATES TECHNIQUES THAT ENSURE STAFF MEMBERS BECOME KNOWLEDGEABLE OF RESOURCES.
☐ B. UNDERSTANDS THE NEEDS OF PRIMARY CUSTOMERS.

40 ☐ A. DEMONSTRATES ABILITY TO GIVE COUNSEL AND IMPLEMENT DISCPLINARY MEASURES IN A POSTIVE MANNER.
☐ B. DEMONSTRATES KNOWLEDGE OF RELATIONSHIP MARKETING.

41 ☐ A. DEMONSTRATES THE ABILITY TO GET EMPLOYEES TO ACCEPT RESPONSIBILITY FOR IMPROVING PERFORMANCE.
☐ B. KNOWS AND USES APPROPRIATE METHODS & MARKETS IN THE RECRUITMENT OF NEW EMPLOYEES.

42 ☐ A. KNOWS AND CAN ADDRESS DIFFRENCES BETWEEN STATE & COUNTY POLICIES, PROCEDURES AND GUIDELINES.
☐ B. DEMONSTRATES TECHNIQUES THAT ENSURES STAFF MEMBERS BECOME KNOWLEDGEABLE OF RESOURCES.

43 ☐ A. MANAGES AND MAXIMIZES FINANCES AND RESOURCES SUCCESSFULLY TO ACHIEVE UNIT GOALDS.
☐ B. DEMONSTRATES RELATIONSHIP MAKING WITH POLITICAL SAVY.

44 ☐ A. KNOWS HOW TO DEVELOP BUDGETS AND ADMINISTER BUDGETS.
☐ B. USES AN EFFECTIVE APPROACH IN EVALUTING DECISIONS.

45 ☐ A. KNOWS AND UNDERSTANDS TOOLS FOR ANAYLZING FINANCIAL MANAGEMENT.
☐ B. DEMONSTRATES ABILITIES IN BUILDING A CUSTOMER FOCUS AMONG SUBORDINATES.

46 ☐ A. DEMONSTRATES ABILITY TO MANAGE LIABILITY AND CRISIS.
☐ B. CAN DEVELOP A RESOURCE DEVELOPMENT PLAN FOR NEW PROGRAM, EQUIPMENT, AND PERSONNEL.

47 ☐ A. KNOWS AND CAN ADDRESS DIFFERENCES BETWEEN STATE & COUNTY POLICIES, PROCEDURES AND GUIDELINES.
☐ B. MENOTRS EMPLOYEES ON THEIR PERFORMANCE DEVELOPMENT PLANS.

48 ☐ A. CONSISTENTLY RECOGNIZES AND CELEBRATES ACHIEVEMENTS OF OTHERS.
☐ B. ABILITY TO RESTORE EMPLOYEE'S PERFORMANCE TO WITHIN THE ACCEPTED STANDARDS WITHOUT LOST OF RESPECT OR TRUST.

49 ☐ A. UNDERSTANDS RISK IMPLICATIONS RELATED TO ALL DECISION MAKING.
☐ B. UNDERSTANDS THE PRINCIPLES OF POSITIONING THE ORGANIZATION.

50 ☐ A. KNOWS AND UNDERSTANDS TOOLS FOR ANALYZING FINANCIAL MANAGEMENT.
☐ B. ENGAGES UNIT STAFF & VOLUNTEERS EFFECTIVELY IN TEAM BUILDING

51 ☐ A. HAS KNOWLEDGE OF AND USES DECISION-MAKING TECHNIQUES TO EVALUATE CHOICES.
☐ B. DEMONSTRATES THE ABILITY TO GET EMPLOYEES TO ACCEPT RESPONSIBILITY FOR IMPROVING PERFORMANCE.

52 ☐ A. DEMONSTRATES RELATIONSHIP MAKING WITH POLICTICAL SAVY.
☐ B. USES DECISION MAKING TECHNIQUES IN GROUPS.

53 ☐ A. DEVELOPS BUY-IN AND COMMITMENT TO DELEGATED ASSIGNMENTS.
☐ B. DEMONSTRATES GOOD JUDGMENT IN APPLICATION OF INTERPRETIVE POLICIES, PROCEDURES AND GUIDELINES.

54 ☐ A. KNOWS AND CAN FOLLOW PROCEDURES FOR DEALING WITH LIABILITY AND CRISIS ISSUES.
☐ B. UNDERSTANDS AND FOLLOWS ORGANIZATIONAL GUIDELINES FOR CREATING CONSISTENT PERFORMANCE APPRAISALS.

55 ☐ A. EFFECTIVELY FACILITATES GROUP MEETINGS.
☐ B. DEMONSTRATES GOOD PRACTICES IN DELEGATING AND SHARING ASSIGNMENTS THAT HELP OTHERS GROW & DEVELOP.

56 ☐ A. KNOWS INTERPRETIVE POLICIES, PROCEDURES AND GUIDELINES.
☐ B. CAN IDENTIFY POTENTIAL SOURCES OF RESOURCES.

57 ☐ A. MANAGES AND MAXIMIZES FINANCES AND RESOURCES SUCCESSFULLY TO ACHIEVE UNIT GOALS.
☐ B. DEVELOPS UNDERSTANDING OF TEAM STRENGTHS AND WEAKNESSES.

58 ☐ A. KNOWS HOW TO FIND INFORMATION ON ACCOUNTING AND FINANCIAL MANAGEMENT
☐ B. DEMONSTRATES TECHNIQUES THAT ENSURE STAFF MEMBERS BECOME KNOWLEDGEABLE OF RESOURCES

59 ☐ A. DEMONSTRATE ABILITY TO MANAGE BUDGETS TO ADDRESS UNEXPECTED CIRCUMSTANCES.
☐ B. ENGAGES ORGANIZATION STAFF, VOLUNTEERS, AND LEADERS EFFECTIVELY IN TEAM BUILDING.

60 ☐ A. KNOWS AND UNDRSTANDS TOOLS FOR ANALYZING FINANCIAL MANAGEMENT
☐ B. EXECUTES A STAFFING PLAN SUCCESSFULLY.

61 ☐ A. IS AWARE OF THE ORGANIZATIONAL REPORTING RESPONSIBILITIES OF ALL TEAM MEMBERS.
☐ B. KNOWS, MODELS, AND PRACTICES LEGALLY APPROPRIATE METHODS IN RECRUITMENT AND HIRING.

62 ☐ A. DEMONSTRATES ABILITY IN ASSISTING STAFF IN DETERMINING RESOURCE NEEDS OF PROGRAM EFFORTS.
☐ B. ORIENTS NEW EMPLOYEES USING THE PRESCRIBED PROCESS INTO THEIR WORK ENVIRONMENT AND PROGRAMS.

63 ☐ A. DEMONSTRATES ABILITY TO RESTORE EMPLOYEE'S PERFORMANCE TO WITHIN THE ACCEPTED STANDARDS WITHOUT LOST OF RESPECT OR TRUST.
☐ B. ANTICIPATES NEEDED STAFFING CHANGES AND INCORPORATES THEM INTO EXISTING STAFFING PLANS.

64 ☐ A. HAS KNOWLEDGE OF AND USES DECISION-MAKING TECHNIQUES TO EVALUATE CHOICES.
☐ B. DEMONSTRATES ABILITIES IN MAINTAINING STRONG RELATIONSHIPS WITH POLICTICAL LEADERS.

65 ☐ A. MENTORS EMPLOYEES ON THEIR PERFORMANCE DEVELOPMENT PLANS.
☐ B. DEMONSTRATES TECHNIQUES THAT ENSURE STAFF MEMBERS BECOME KNOWLEDGEABLE OF RESOURCES.

67 ☐ A. CONSISTENTLY RECOGNIZES AND CELEBRATES ACHIEVEMENTS OF OTHERS.
☐ B. ANTICIPATES NEEDED STAFFING CHANGES AND INCORPORATES THEM INTO EXISTING STAFFING PLANS.

68 ☐ A. UNDERSTANDS RISK IMPLICATIONS RELATED TO ALL DECISION MAKING.
☐ B. RECOGNIZES NEEDS AND METHODS OF ACHIEVEMENT OF OTHERS.

69 ☐A. CAN IDENTIFY KEY POLITICAL LEADERS AND RELATED CHARACTERISTICS.
☐B. HAS KNOWLEDGE OF AND DEMONSTRATES EFFECTIVE BEHAVIORAL INTERVIEWING SKILLS.

70 ☐ A. DEMONSTRATES ABILITY TO GIVE COUNSEL AND IMPLEMENT DISCIPLINARY MEASURES IN A POSTIVE MANNER.
☐ B. DEVELOPS BUY-IN AND COMMITMENT TO DELEGATED ASSIGNMENTS.

71 ☐ A. MENTORS OTHER SUPERVISORS ON METHODS FOR DEVELOPING OTHERS AND EMPOWERMENT.
☐ B. ASSISTS OTHERS IN DEVELOPING RESOURCE DEVELOPMENT PLAN AND IN SECURING ADDITIONAL RESOURCES.

72 ☐ A. DEMONSTRATES GOOD PRACTICES IN DELEGATING AND SHARING ASSIGNMENTS THAT HELP OTHERS GROWN & DEVELOP.
☐ B. DEMONSTRATES ABILITIES IN BUILDING A CUSTOMER FOCUS AMONG SUBORDINATES.

Appendix C. Letter to Nutrition Program Assistants.

May 13, 2003

30 Partridge Road
Wilmington, NC 28412

Dear Nutrition Program Assistants:

As many of you know, I am a Nutrition Programs Supervisor for Cooperative Extension. Presently, I am working on a research project and desperately need your assistance to complete the final stages of the research. Your participation in this study is completely voluntary. If you choose not to participate, there will be no penalty in regard to employment or treatment by your supervisor.

Attached to this letter you will find a personal data sheet, a permission waiver, and a leadership survey. I am asking that you complete the data sheet and survey and return it to the labeled collection box prior to your departure from conference. Please do not place your name on your survey.

First, for the permission waiver, I am asking you to review the waiver and sign if you will allow me to obtain the numerical workload information already collected by your Nutrition Programs Supervisor for the purpose of this study. At no time will your name be attached to your data, nor will your data be used in any way to compare you to another program assistant. Your data will not be used without this permission. If you choose to grant permission for the use of your workload data in this study, your name will never be attached to your data. The data is not used to compare you to anyone else. It will be used collectively to help identify leader characteristics in supervisors which help you to become more successful. Your anonymity will never be jeopardized. *If you agree to provide your data, please read and sign the waiver prior to the end of the opening luncheon for conference.* Separate the waiver from the survey and data sheet and give the waiver to your Nutrition Programs Supervisor. For those of you from Susan Meyers area, the supervising agent who recently resigned, I am asking that you submit your waivers to Jessica Tice as she was the acting interim previously for your area. The Nutrition Programs Supervisors will then enter your numeric data ONLY on a collection sheet. Your permission waivers will be returned to me in a separate collection box from all of the other surveys and data sheets in order to provide you complete anonymity.

The second item I am asking you to complete is the Leadership Survey. This will take you about fifteen to twenty minutes to complete. The survey has identified tasks of the job of Nutrition Programs Supervisors. Please rank these tasks according to their importance to the job using the key included in the survey. You will only be stating the importance of each task as related to the overall tasks of a Supervising Agent. This is not an evaluation of your supervisor. It is simply the identification of what you feel are the most important tasks or competencies for a person serving in this position.

On this survey, you are asked to list three competencies for which you feel your present supervising agent has as strengths. For the area whose supervising agent has recently resigned, please complete this as if she were still here. You are encouraged to include any additional comments which will clarify what you feel are the most important leader characteristics for someone serving as a Nutrition Programs Supervisor in the comments section. Your anonymity is assured by the fact that every other individual in your area is assigned the same number and your name is not requested. *Before you leave conference, please complete this survey and return to the pre-labeled box at the conference.*

The third and final item I am asking for you to complete is the Personal Data Sheet. This is demographic data necessary for any research project. At no time have I requested information which could be used to identify you specifically. . *Before you leave conference, please complete this survey and return to the pre-labeled box at the conference.*

The purpose of this study is to determine the association between specific leader characteristics and program assistant success. It is hoped the research will be used to identify areas for development of key competency training for new and existing Nutrition Programs Supervisors.

The findings will be shared with you at the completion of the study. This study, survey, and workload data collection sheet have been approved by the Administrative Council.

I am confident this research will be useful in the continued development of the nutrition programs for North Carolina Cooperative Extension. Thank you for your cooperation and assistance.

Sincerely,

Lorelei A. Jones

As a Nutrition Program Assistant for North Carolina Cooperative Extension, I am aware that my workload data has already been collected by my Nutrition Programs Supervisor and I agree to allow my average workload for the past six months to be used in the study requested by Lorelei A. Jones and approved by the Extension Administrative Council under the following conditions:

(1) My name will never be attached to my data.

(2) My data will not be used individually to compare me to any other Program Assistant.

(3) This signed permission form will be kept separate from the actual data and not used in any way to match my name to my data.

I grant permission for my Supervising Agent to provide my workload average for the past six months for the purpose of this study.

Signature:_____

Date:_____

Appendix D. Letter to Nutrition Programs Supervisor.

May 12, 2003

30 Partridge Road
Wilmington, NC 28412

Dear Nutrition Programs Supervisor:

As most of you know I am presently working towards the completion of my thesis. In order to complete the final stages of this process, I desperately need your assistance. Your participation in this study is completely voluntary.

Each of you have randomly selected a packet including several items. Attached to this letter you will find the following: an Administrative Competency Indicator, a Leadership Survey, a Personal Data Sheet, and a Workload Data Collection Sheet. These documents are for you to complete.

The large packet of items held together by clips and rubber bands are for distribution to the program assistants attending conference from your area. For each program assistant you should have the following: a cover letter, a permission waiver, a personal data sheet, and leadership survey. I am requesting that you place one set of these items in the front flap of each of the registration notebooks for the program assistants in your area.

The final items in your packet are mailers for your FCE Agents, CEDs, and DEDs. Please find the pre-printed address labels for your area and place on these pre-sealed envelopes. Return these to me for mailing.

Each of the forms in your packet has been pre-labeled with a number. The numbers will be used to match data for an area, but at no time will the anonymity of the participants of these questionnaires be jeopardized. You will be the only person to know the number for your area. No names are requested for this research.

Please complete your personal data sheet. For the workload data collection form, Nutrition Program Assistants will be asked to return their permission waivers to you following the opening luncheon of the conference. Only enter workload data for those Program Assistants in your area who signed a permission statement granting the release of their data for this study. Do not place names beside workload data; simply enter under the column for their program area. There will be separately labeled boxes for each of the data. Please return each form you have including the permission waivers you collected to the appropriately labeled box in the hospitality suite for the conference.

For your self-assessment, you will be asked to make a choice between two different competencies for a number of items. The instrument will identify what you believe to be your personal strengths in your job as a supervisor. The instrument is in no way a measure of your cognitive knowledge regarding your job, nor is it a measure of how well

you perform in each of the competency areas. It is simply a measure of your perceived strengths. If you wish to have feedback from this assessment, you will need to remember the number printed on the form. Mitch Owen with NCSU will complete the analysis of the self-assessment and can be contacted for the feedback personally or he is willing to come to an NPS meeting to share your results with you. You will have to tell him your number to do this.

The final instrument for you to complete is the Leadership Survey. This is a survey instrument which ranks the importance of several different tasks to the role of the Nutrition Programs Supervisor. This instrument will also ask you to identify three competencies for which you feel you have strength in performing. This is the instrument your Program Assistants, County Extension Directors, Family and Consumer Science Agents are being asked to complete. This is not a ranking of your skill as a supervisor, but it is an indication of what each person feels is important to your position.

If for any reason, you are unable to complete any part of the instruments during the conference, please see me for a self-addressed, postage paid envelope prior to your departure. I would ask that you complete any incomplete instruments and return to me by May 30, 2003.

The purpose of this study is to determine the association between specific leader characteristics and program assistant success. It is hoped the research will be used to identify areas for development of key competency training for new and existing Nutrition Programs Supervisors.

I will share the findings with you at the completion of the study. The Administrative Council has approved this study, questionnaire, self-assessment, and workload data collection sheet.

Although your assistance will aid me in completing my research and degree, I am confident the information will be of value to the further development of our position. Thank you for your cooperation and assistance.

Sincerely,

Lorelei A. Jones

Appendix E. Letter to Co-Workers.

<div align="right">May 13, 2003</div>

30 Partridge Road
Wilmington, NC 28412

Dear Co-Workers:

As many of you know, I am a Nutrition Programs Supervisor for Cooperative Extension.
Presently, I am working on a research project and desperately need your assistance to
complete the final stages of the research. Your participation in this study is completely
voluntary.

In this letter you will find a Personal Data Sheet and a Leadership Survey. If you are a
District Extension Director with multiple Nutrition Programs Supervisors, you will find
one leadership survey only. I am asking that you complete this personal data sheet and
survey and return it to me using the self-addressed, postage-paid envelope included in
this mailing no later than May 30, 2003. Please do not place your name or the name of
the supervising agent for your county or district on your data sheet or survey.

The survey has identified tasks of the job of Nutrition Programs Supervisors. Please rank
these tasks according to their importance to the job using the key included in the survey.
You will only be stating the importance of each task as related to the overall tasks of the
Supervising Agent. This is not an evaluation of the supervising agent serving your
county or district. It is simply the identification of what you feel are the most important
tasks for a person in this position.

One section of the survey does ask you to identify three strengths of the supervising agent
presently serving your county or district. If you are a District Extension Director
supervising two NPS agents, please list three strengths you see as shared by the NPS
Agents you supervise. List only three shared strengths and not three strengths for each
NPS. Everyone is encouraged to include any additional comments which will clarify
what you feel are the most important leader characteristics for someone serving as a
Nutrition Programs Supervisor in the comments section. Your anonymity is assured by
the fact that every other individual in your area is assigned the same number and your
name is not requested. If you are currently in one of the counties whose present position
for supervising agent is vacant, please list for this section the three strengths of the most
recent supervising agent.

Please complete the personal data sheet included in this mailing. This information is
general demographic data needed for any research study. There are no questions which
could be used to identify you specifically. You can only be identified by position. All
District Extension Directors, County Extension Directors, Family and Consumer Science
Agents, Nutrition Program Assistants, and Nutrition Programs Supervisors in the counties
served by the Nutrition Programs Supervisor model are being asked to participate in this
research.

The purpose of this study is to determine the association between specific leader characteristics and program assistant success. It is hoped the research will be used to identify areas for development of key competency training for new and existing Nutrition Programs Supervisors.

The findings will be shared with you at the completion of the study. This study, questionnaire, and workload data collection sheet have been approved by the Administrative Council.

I am confident this research will be useful in the continued development of the nutrition programs for North Carolina Cooperative Extension. Thank you for your cooperation and assistance.

Sincerely,

Lorelei A. Jones

Appendix F. Leadership Questionaire.
Leadership Questionnaire

Please complete the following surveys rating of characteristics you deem to be most important for a Nutrition Programs Supervising Agent. Your responses are completely anonymous and will be compiled and used in research. It is hoped the results of the research will identify key areas of training for persons acting as Nutrition Programs Supervisors. The Unit Secretary of the researcher will collect and compile these surveys, but will not share individual comments or response sheets with the Supervising Agent.

> Using the key below, circle the number corresponding to your ranking of the importance of each skill listed in the survey to the position of Nutrition Programs Supervisor.
>
> 1 = Critical/Most Important
> 2 = Very Important
> 3 = Important
> 4 = Somewhat Important
> 5 = Not very important

Please check the space below that indicates your job title:
Nutrition Program Assistant _____   FCE Agent_____   CED_____
DED_____   Nutrition Programs Supervisor _____

Administrative Management:

1.   Interprets and implements policies and procedures fairly.   1   2   3   4   5

2.   Insures program coordination and momentum of
       long-term projects.   1   2   3   4   5

3.   Sets priorities to accommodate timely schedule for
       meetings and conferences.   1   2   3   4   5

4.   Develops and manages resources to meet program
       needs.   1   2   3   4   5

5.   Monitors and maintains reporting of program
       accomplishments to county and state.   1   2   3   4   5

6.   Develops personnel through open communication

and meaningful performance feedback.   1 2 3 4 5

7.   Addresses and supports diversity issues in personnel
and programs.   1 2 3 4 5

8.   Addresses personnel issues in a positive, professional,
proactive manner.   1 2 3 4 5

Leadership:

9.   Exemplifies a positive "change agent" role model and
inspires staff toward high performance.   1 2 3 4 5

10.   Develops high performance team members through
coaching, delegating, listening and effective feedback.   1 2 3 4 5

11.   Builds effective relationships with county staffs and
collaborating agencies.   1 2 3 4 5

12.   Consistently promotes collaboration, teamwork and
program excellence through training, communication
and role-modeling.   1 2 3 4 5

13.   Provides leadership for the development and
ownership of individual, county and unit goals.   1 2 3 4 5

14.   Incorporates ideas and feedback from others in
decision making.   1 2 3 4 5

15.   Responds and follows through with appropriate
decisions.   1 2 3 4 5

16.   Builds and maintains positive relationships with
all CED's in NPS's area.   1 2 3 4 5

Programming:

17.   Utilizes input from Program Assistants, FCE Agents,
CEDs, State staff and other sources to examine trends
In program needs, goals and opportunities.   1 2 3 4 5

18.   Insures training for Nutrition Program Assistants in
educational programming, diversity and technical
subject matter areas; consistently provides opportunities
for staff to learn from program successes.   1 2 3 4 5

19.   Has evidence of impact of programming efforts from
all staff.   1 2 3 4 5

20.   Observations, conferences and Unit Meetings are well
conducted and meaningful learning opportunities for

staff.   1 2 3 4 5

21.   Evidence that supervisor works to increase own
      job skill and performance.   1 2 3 4 5

22.   Provides recognition for staff successes.   1 2 3 4 5

Communication:

23. Delivers and markets professional image of the
     University, Extension programs and staff.   1 2 3 4 5

24. Uses public speaking and interpersonal communication
     skills to present persuasively to groups and individuals.   1 2 3 4 5

25. Exhibits ability to solve conflicts professionally with
     positive outcomes.   1 2 3 4 5

26. Program Assistants, County Staff and State Staff are
     well informed of goals, successes, policies, procedures
     and events.   1 2 3 4 5

27. Ability to establish and maintain reciprocal communication
     links with all CED's in NPS's area.   1 2 3 4 5

Most Important Competencies for A Nutrition Programs Supervisor:

Please rank the competency areas below from Most Important to Least Important
with (1) being the most important and (9) being the least important.

_____ Policies and Procedures

_____ Resource Development

_____ Training, Coaching, and Delegating

_____ Appraising People and Performance

_____ Staffing, Recruiting, and Hiring

_____ Risk Management, Decision Making, and Project Planning

_____ Political Climate and Relationship Building

_____ Budget Management

_____ Team Building and Group Work

Please list (3) competencies you feel are strongest in your present Nutrition Programs Supervisor:

_____

_____

Comments:

Comments are encouraged to address any of the above skills in greater detail or to address any areas not covered by the above survey. All comments will be compiled. Your name will never be attached to this survey nor to these comments. None of the information provided will be used other than for the purpose of completion of this research and identifying areas of training for Nutrition Programs Supervisors.

_____

_____

_____

_____

_____

_____

_____

Appendix G. Personal Data Sheet.

Personal Data Sheet

The data provided on this form is to be used for statistical information only for the purpose of the research project.

1. Year of Birth: _____
2. Ethnic Background:
    _____ Caucasian
    _____ African American
    _____ Hispanic
    _____ American Indian
    _____ Other

3. Highest Level of Education Completed:
    _____ GED
    _____ High School Diploma
    _____ Some College
    _____ College Graduate
    _____ Graduate School

4. Your Position:
    _____ Nutrition Program Assistant
    _____ Nutrition Programs Supervisor
    _____ Family and Consumer Science Agent
    _____ County Extension Director
    _____ District Extension Director

5. Your Program (Check all that apply):
    _____ Adult EFNEP
    _____ Youth EFNEP
    _____ Hey! What's Cookin'
    _____ Out for Lunch
    _____ In-Home Breastfeeding Support

6. How many years have you been employed in your current position?
    _____ years

7. How long have you been employed with Cooperative Extension?
    _____ years

***For NPS respondents only:
    _____ Came to present position from a NCCES position.
    _____ Came to present position from an organization/agency other than NCCES.

Appendix H. Nutrition Program Assistant Workload Data.

Please complete the following table of workload data for each program assistant in your area for the past six months. Please do not list your name or the name of the program assistants beside the data you are providing. Include all program assistants in this data collection. The data for workload is being used in a research project to determine if there is an association between specific leader characteristics and program assistant success. It is hoped this research can be used to identify training needs of Nutrition Programs Supervisors.

Adult EFNEP Average Workload Oct 1, 2002 – March 31, 2003	Youth EFNEP Average Workload Oct. 1, 2002 – March 31, 2003	Hey! What's Cookin' Average Workload Oct 1, 2002 – March 31, 2003	OFL Adult Average Workload Oct. 1, 2002 – March 31, 2003	In-Home Breastfeeding Support Total Workload Oct. 1, 2002 – March 31, 2003
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				

Appendix I. Leadership Survey.

Leadership Survey

1. What do you consider to be the five most important characteristics of an excellent Nutrition Programs Supervisor?

___ a. _____

___ b. _____

___ c. _____

___ d. _____

___ e. _____

2. Please mark your response to question number one by:

    1 – Most Important
    2 – Next Most Important
    3 – Next in Importance
    4 – Next in Importance
    5 – Next in Importance