

LEADERSHIP COMPETENCIES AND NEEDS OF COUNTY EXTENSION
DIRECTORS AS PERCEIVED BY COUNTY AND DISTRICT EXTENSION
DIRECTORS AND COUNTY ADMINISTRATORS IN FLORIDA

By

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A DISSERTATION PRESENTED TO THE GRADUATE SCHOOL
OF THE UNIVERSITY OF FLORIDA IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY

UNIVERSITY OF FLORIDA

2014

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To my family: Danny, Summer, & Danny

ACKNOWLEDGMENTS

I am thankful for the family support that I had during this entire doctoral process. As a third generation Gator, I will be the first PhD in a 6th generation Florida cracker family, what an honor. I wish my grandparents were here to celebrate with us, but they are here in spirit.

First I would like to thank my advisor Dr. Edward Osborne for his continued guidance, support, and encouragement. I have truly valued his knowledge and words of wisdom. I would like to thank my committee: Dr. Nick Place, Dr. Hannah Carter, Dr. Rod Clouser, and Dr. Pete Vergot. Dr. Place was my master's degree committee chair and encouraged me to start this process many years ago. Thanks for the continued encouragement. What a wealth of knowledge and expertise this committee has provided. Thank you so much for being an integral part of this research.

I would also like to thank my fellow graduate students, especially Jessica Gouldthorpe for facilitating my focus groups. Thank you to my fellow county Extension directors that participated in focus groups and the questionnaire and to our five district Extension directors for their participation.

I thank God and my family for believing in me and supporting me. God has blessed me with a beautiful and loving family. Working as a full-time county Extension director, mother of two children and being married to a loving husband has been a balancing act for the past several years. Thank you for your continued support, I could not have done it without you.

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Abstract of Dissertation Presented to the Graduate School
of the University of Florida in Partial Fulfillment of the
Requirements for the Degree of Doctor of Philosophy

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By

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May 2014

Chair: Edward Wayne Osborne
Major: Agricultural Education and Communication

Florida Cooperative Extension has been the outreach component of the University of Florida/Institute of Food and Agricultural Sciences (UF/IFAS). Cooperative Extension is located in all sixty-seven counties in Florida. At the county level, a county Extension director (CED) is responsible for the leadership and management of the local Extension office.

CEDs have sometimes begun their new careers without prior leadership training or experience or without a clear understanding of their responsibilities. The inadequate preparation of county Extension directors for effectively meeting the complex leadership challenges inherited within their positions needed addressing. A strong need to identify these leadership competencies has been ignored. To address these problems, the leadership competencies perceived by the CEDs and the DEDs must be identified.

The purpose of this study was to identify the leadership competencies of Florida county Extension directors. Qualitative and quantitative research methods were used to determine the leadership competencies as perceived by county and district Extension

directors and county administrators in Florida. This study sought to determine the importance, knowledge, and competence of forty leadership competencies as perceived by county Extension directors. Additionally, this study examined the CED leadership competency needs based on the perceptions of CEDs and county administrators, using the Borich needs assessment model.

Findings of this study suggested that the leadership competencies needed by CEDs include both human skills and conceptual skills, and county administrators have similar views on the leadership competencies needed by CEDs. Furthermore, the study revealed that effective CEDs are knowledgeable and proficient in a defined set of 40 leadership competencies. The highest MWDS by CEDs ratings based on importance/knowledge included “conflict resolution,” “saying no when warranted,” “Extension marketing,” “time management,” and “creating a supportive work environment.”

Given the nature of the data collection, the implications and recommendations resulting from this research can be used to develop educational leadership training opportunities for CEDs.

CHAPTER 1 INTRODUCTION

Background

Over 150 years ago Justin Morrill and Abraham Lincoln conceived the idea of the land-grant institution. The idea of public service to society has brought research to the nation and the world and has been on the forefront of research for 150 years. Land-grant institutions across the United States were the institutions that educate the future leaders of tomorrow. Faculties have been charged with providing research and education, and at the same time, have been responsible for preparing students for citizenship (McDowell, 2001). Land-grant institutions have made great accomplishments over the past 150 years, providing education, agricultural productivity in the United States and around the world, and a scientific base upon which our nation's defense, diplomacy, and economic competitiveness have all depended throughout the 20th century (Kellogg Commission, 1999).

Cooperative Extension has been the outreach component of land-grant institutions. The Cooperative Extension System (CES) was formalized when the Smith-Lever Act was passed by Congress in 1914. Cooperative Extension has been a nationwide organization and a partnership between federal, state, and local governments. The purpose of Cooperative Extension was defined by Rasmussen (1989), who stated that, "The mission of the Cooperative Extension Service is to help people improve their lives through an educational process which uses scientific knowledge focused on issues and needs" (p.4).

Extension educators have served as change agents to bring researched-based information from the land-grant institution to the citizens of the local communities. No

other organization in the United States has offered these educational opportunities to the citizens (Seevers, et. al., 1997). Extension has provided solutions to issues in the areas of agriculture, family and consumer science, 4-H youth development, and community development. These educational efforts of Extension agents have helped to provide research-based solutions and have helped people become more productive members of society (Seevers, et. al. 1997). The desired outcomes based on educational programming have related to social, economic, or environmental issues within a community.

The Florida Cooperative Extension Service (FCES) was established in 1915 (UF/IFAS website, 2013). Florida Cooperative Extension has been the outreach component of the University of Florida/Institute of Food and Agricultural Sciences (UF/IFAS). Extension agents in Florida have played an important role in identifying the community needs of county citizens at the grassroots level. Once those needs have been identified, Extension agents have developed educational programming to provide solutions with research-based information. Today, Extension professionals, “regardless of their location throughout the state, are land-grant university employees” (Seevers, et al. 1997, p. 50). In Florida, county Extension agents have been faculty of the University of Florida (UF) and the Institute of Food and Agricultural Sciences (IFAS).

Florida has maintained the traditional Extension model, with an Extension dean, five district Extension directors (DED), and Extension agents in all 67 counties who report directly to a county Extension director (CED). In Florida, county Extension agents have had split funding, where a percentage of their salary has been paid through the state and the remainder paid by local government (T.Obreza, personal communication,

May 24, 2013). Although each county Extension office in Florida may be different, funding at the local Extension office has been a partnership between local and state government. The local office has traditionally been the center for programming (Seevers, et al., 1997). The basic partnership of the local office has been the board of county commissioners and UF/IFAS administration. County Extension offices have had a great deal of freedom to plan, implement, and evaluate educational programs, based on the needs of the local clientele (Seevers, et al., 1997).

At the county level, each office has a county Extension director (CED). According to recent University of Florida county Extension director position announcements (IFAS Human Resources), the responsibilities of the county Extension director have included overall leadership and management for the office administrative affairs, both for the county and University of Florida; leadership for county Extension faculty in the development and implementation of educational programs; responsibility for development and implementation educational programs in their respective fields; preparation of reports to the county commission, or in larger counties, a county manager or division director; and development and maintenance of the county budget for the Cooperative Extension office (IFAS-Human Resources). In addition, the CED has been a vital link between field staff and upper levels of administration (Radhakrishna, Yoder, and Baggot, 1994). Therefore, the leadership role of CEDs has become an increasingly complex responsibility.

Rudd (2001) described an effective county Extension director as “both a manager and leader” (p.83). Kouzes and Posner (2002) described leaders as individuals who possess the desire and persistence to lead. Northouse (2007) explained

that a manager produces order and consistency, and a leader produces change and movement. Kouzes and Posner (2002) explained that effective leaders possess observable and learnable practices that can be changed over time. Leadership can be defined several different ways, depending on the situation. Katz (1955) in the Harvard Business Review described the three-skilled approach to leadership: technical skill, human skill, and conceptual skill. Katz (1955) defined skill as the ability to translate knowledge into action. Herringer (2002) described a competence as the ability to perform a task using knowledge, education, skill, and past experience. According to Pernick (2001), there have been three ways for organizations to determine leadership competencies: use leadership competencies found in theory, develop their own competencies, or obtain the competencies from the organization's mission.

Within the FCES the leadership competencies required for CEDs have not been clearly defined. Furthermore, over the past four years, 24 CEDs were hired in Florida, and of those, only seven had previous leadership or Extension experience (T.Obreza, personal communication, May 24, 2013). In addition, data from the Florida Cooperative Extension CED training showed a need for leadership training for CEDs (FCES, CED Inservice Training, November, 2012). Ladewig and Rohs (2000) found that very few Extension leaders had the leadership competence appropriate for today's Extension organization. Ladewig and Rohs (2000) also suggested that Extension faces three leadership challenges: managers are expected to address issues in which they have limited experience, new management competencies will be required related to information technology, and most Extension leaders lack professional leadership training. Historically, training programs for Extension administrators (including CEDs)

have included instruction in program planning, personnel management, resource allocation and budgeting, advisory committee organization and other managerial skills (Rudd, 2001). At the same time, there has been a lack of training for extension administrators in leadership skill areas, such as participatory leadership, visioning, communication, innovation, empowerment, and constituent recognition (Rudd, 2001).

In 1993 the Personnel and Organization Committee of the Extension Committee on Organization and Policy identified sixteen core competencies that all Extension professionals should possess (Seevers, et al., 1997). However, the leadership competencies of CEDs had not been defined at the time of this study. What leadership competencies have been needed for CEDs to perform their duties? What has been the perception of Extension administrators of leadership competencies for CEDs?

A number of current trends have continued to challenge the effectiveness of the FCES. The Extension Committee on Organization and Policy (2000) identified three trends that Extension should address: funding, human capital, and system relevancy. These organizational changes and issues have continued to challenge FCES. Therefore, CEDs must develop their full leadership potential. Parker (2004) explained that leadership involves change. These organizational changes, as well as the day-to-day leadership roles that CEDs provide, have presented challenges for effective leaders to overcome.

During these times of change, Extension must remain relevant at the grassroots level. Have county extension directors been well prepared for these leadership changes? No doubt change will take place, and in order to make this transition a

success, CEDs at the county level must possess the leadership competencies needed to provide the leadership to stakeholders, faculty, and staff.

The CED has been the vital link between Extension agents and upper levels of administration (Radhakrishna, et al., 1994). The leadership role of CEDs has been a critical element in the success of county Extension programs (Radhakrishna, et al., 1994).

Problem Statement

Academic leaders sometimes have begun their new careers without prior leadership training or experience and without a clear understanding of the ambiguity and complexity of their roles (Gmelch, et al. 1999). The inadequate preparation of county Extension directors for effectively meeting the complex leadership challenges inherited within their positions needed addressing. A strong need to identify these leadership competencies has been ignored. This study sought to define the leadership competencies as perceived by CEDs, DEDs, and county administrators. To address these problems, the leadership competencies perceived by the CEDs and the DEDs must be identified. Therefore, the problem addressed by this research was the lack of formal preparation of county Extension directors for the complex leadership challenges inherent in these positions.

Purpose and Objectives

The purpose of this study was to identify the leadership competencies needed by Florida county Extension directors.

The following objectives were developed to guide this study.

1. To identify the leadership competencies needed by Florida county Extension directors as determined by Extension county and district directors.

2. To identify the leadership competencies needed by Florida county Extension directors as determined by county administrators.
3. To determine the level of importance of CED leadership competencies as perceived by CEDs and county administrators, CED self-perceptions of leadership competency importance, knowledge and proficiency, and county administrators' perceptions of leadership competency importance, knowledge and proficiency levels needed by CEDs.
4. To determine the relative need for additional training for each CED leadership competency as perceived by CEDs and county administrators.

Significance of the Study

Within FCES, identifying the critical leadership competencies required for effectiveness will help in defining the skills leaders need (Pernick, 2001). The sixty-four county Extension directors in Florida have been constantly faced with leadership challenges and must understand the leadership competencies that are needed to perform their job responsibilities.

The identification of these leadership competencies both from county Extension directors and district Extension directors will provide current and future CEDs a better understanding of their leadership role. In addition, knowing this information will be beneficial to the organization in many ways. Results can be used in the recruitment of new county Extension directors and provide direction for future professional development in the leadership skills area. Therefore, the results of this study will be beneficial to all levels of administration, including county, district, and state levels, as well as stakeholders.

Florida district Extension directors and state administrators could use the research findings to assist in the hiring of CEDs. Administration at the University of Florida/IFAS, as well as county administration, may find this research useful when mentoring or coaching CEDs, as well as during the evaluation process. Through the mentoring of

new CEDs, district Extension directors and county administrators can use the research to aid in developing the leadership qualities, skills, and competencies needed for CEDs.

Where many studies have focused on Extension-based competencies, very few have focused on the leadership competencies of CEDs. All levels of administration, as well as stakeholders, may benefit from the findings of this study. By identifying leadership skills needed in leadership positions, as well as determining the leadership needs of current CEDs, better recruitment and retention of CEDs should result.

Competent, county Extension leaders have not only been a reflection of their county faculty, staff, and clientele, but the entire Florida Extension organization.

Definition of Terms

- County Extension Agent Professional employees of the state Extension service, faculty of the land-grant institution (University of Florida). Extension agents in Florida may be at the county level, multi-county level, or regional level. These Extension agents, also known as extension educators or county extension faculty, provide research-based information to local clientele. (UF/IFAS District Director webpage <http://ded.ifas.ufl.edu/faculty>)
- County Extension Director The administrative leader at the local level. CEDs are responsible for daily operations, personnel, budgeting, policies, as well as their own extension programs (Seevers, et. al., 1997).
- County Extension Office Serves as the local component of the three-way county, state, and federal partnership. In Florida, county Extension offices are located in all 67 counties. (UF/IFAS Extension webpage <http://extension.ufl.edu>)
- District Extension Director The district, a geographic region of the state, is headed by a director appointed by the dean for Extension in accordance with the University Constitution. The district Extension director serves as chief executive and administrative officer of the district and provides financial planning and policy direction, supports county operations, supervises the unit, and conducts faculty evaluations. The district Extension director is

	responsible to the dean. (UF/IFAS District Director webpage http://ded.ifas.ufl.edu/faculty)
Ethnicity	Ethnicity or ethnic group is a socially defined category of different cultures in society. This study included the following ethnic categories: African American, Asian, Hispanic, and White. (UF/IFAS Human Resources, http://ifas.hr.ufl.edu)
Extension Dean	The administrative leader of the Florida Cooperative Extension Service. The dean is responsible for meeting the mission and goals of the University of Florida Extension program and serves on the UF/IFAS administrative team. (UF/IFAS District Director webpage http://ded.ifas.ufl.edu/faculty)
Extension Partnership	The organizational structure of the Cooperative Extension Service. Includes federal, state, and local government partners (Seevers, et. al., 1997).
Leadership	“Leadership is a process whereby an individual influences a group of individuals to achieve a common goal” (Northouse, 2007).
Leadership Competency	The knowledge, technical skills, and personal characteristics that lead to improved performance (Stone & Bieber 1977).
Rural County	A county or area with a population density of less than 100 individuals per square mile or an area defined by the most recent United States Census as rural. (Florida Department of Health, www.doh.state.fl.us/workforce/ruralhealth/PDFs/ruralcounties)
Urban County	Areas with a population greater than or equal to 50,000 people. (United States Department of Agriculture, www.ers.usda.gov/datafiles/Rural)

Limitations

A limitation of this study was the participants were all from Florida. Therefore, generalization of the results beyond Florida Extension was a limitation. In addition, these data were self-reported and reflected a certain point in time of the data collection.

Assumptions

The researcher made the assumption that participants would answer the questionnaire honestly and in a timely manner. The researcher also assumed that responses provided by the focus group of CEDs would generally reflect the views of the county Extension directors. The researcher also assumed variability in the operation and management of a county Extension office. Finally, the researcher assumed that no significant events occurred during the data collection that influenced the respondents at the time of the study.

Summary

This chapter explained the background of Cooperative Extension and the role it has played in society, as well as the need for a study to define and identify Florida county Extension directors' leadership competencies. The purpose of this study was to identify the leadership competencies of Florida county Extension directors. All levels of Florida administration may benefit in the identification of these competencies from hiring aspects, training in leadership skills, and retention of CEDs. The role of leadership has played an integral part of the Florida Extension Service, from the grassroots county Extension directors to the district Extension directors, and finally to the Dean of Florida Extension.

CHAPTER 2 LITERATURE REVIEW

Introductory Remarks

Chapter 1 provided the background information that established the need for this research study. The history and background of the Cooperative Extension Service was discussed, as well as the structure and background of FCES. Chapter 1 also discussed the importance of leadership competencies needed by CEDs.

The purpose of this study was to identify the perceived leadership competencies and needs of Florida county Extension directors. To accomplish this purpose, the study was guided by four objectives, which were to: 1) to identify the leadership competencies needed by Florida county Extension directors as determined by Extension county and district directors, 2) to identify the leadership competencies needed by Florida county Extension directors as determined by county administrators, 3) to determine the level of importance of CED leadership competencies as perceived by CEDs and county administrators, CED self-perceptions of leadership competency importance, knowledge and proficiency, and county administrators' perceptions of leadership competency importance, knowledge and proficiency levels needed by CEDs and 4) to determine the relative need for additional training for each CED leadership competency by CEDs and county administrators.

The purpose of this chapter is to present the literature related to the leadership competencies needed by Florida county Extension directors. Specifically, this chapter will focus on the literature that supports the leadership competencies as perceived by Florida county Extension directors and Florida Extension district directors, leading to establishing the theoretical and conceptual framework. This chapter is divided into the

following major sections: theoretical framework, conceptual model, related research studies, and summary.

Theoretical Framework

The theoretical framework that guided this research was based on the systems approach to competency development (Stone, 1997). “Competency models are frequently used to identify core skills and characteristics that are essential in successful extension work ...” (Brodeur, et al., 2011). Competency models have been in use since McClelland (1973) developed a model to define competencies that were specific to a particular job and organization. The enthusiasm for competency models has grown as a result of McClelland’s (1973) work. Furthermore, the Hogan and Warrenfeltz (2003) model identified four managerial competencies: (1) intrapersonal skills, (2) interpersonal skills, (3) business skills, and (4) leadership skills. Competency models have been used in human resource management (Shippmann, et al., 2000). The competency approach within human resource management has enabled organizations to identify knowledge, skills, and abilities essential to success (Vakola, et al., 2007).

Stone and Bieber (1997) suggested that competencies should be the foundation of improved performance of county Extension professionals. Competency-based models enhance the knowledge, skills, attitudes, and behaviors of Extension employees through career development and training (Cooper and Graham, 2001). Stone (1997) explained that competency models have been used in the identification of competencies and have been associated with higher levels of performance. According to Stone (1997), “competency modeling is a highly participatory process, and Extension educators play a large role in identifying and assessing their level of skill.” Stone’s (1997) competency model identified five stages to building a systems approach to

competency development: (1) identifying the areas of opportunity, (2) targeting potential audiences, (3) collecting competency data and associated behaviors, (4) building competency models, and (5) communicating the new competencies. This research study focused on steps one through four in Stone's (1997) five stages of systems approach competency development. Pickett (1998) suggested the most common problems of competency programs are: (1) difficulty in identifying competencies, (2) not allowing sufficient time for the project, (3) resistance by participants, and (4) lack of time management.

Abilities, competencies, or skills have been equated with general human capacities related to the performance of tasks (Jones, 2006). Herringer (2002) defined competence as the ability of an individual to perform a task using his/her knowledge, education, skills, and experience. Athey and Orth (1999) defined a competency as a set of observable performance skills, including individual knowledge, skills, attitudes, and behaviors (p.216). Katz (1955) defined a skill as "an ability which can be developed, not necessarily inborn, and which is manifested in performance, not merely in potential" (p. 33-34). Lindner and Dooley (2002) defined a skill as a "present, observable competence to perform a learned psychomotor act" (p.57).

The identification of leadership competencies has provided for individual and organizational growth and has helped organizations as a whole (Pickett, 1998). Pickett (1998) explained the critical responsibility of senior management is to identify the core competencies of the enterprise and to ensure that the competencies required by managers, specialists and the workforce, in general, are adequate (p.104). When organizations identify the skills, knowledge, and abilities and work to develop those

skills in their employees, they see an increased need for training and education (Harder et al., 2010).

Competency models have been used in Cooperative Extension. For example, Texas AgriLife Extension used the YES model (Stone and Coppernoll, 2004), Michigan State University Extension developed a core competency initiative (Rodgers, et al., 2012), and Ohio State University developed the model of extension education related to core competencies (Scheer, et al., 2006). North Carolina Cooperative Extension identified multi-level skills important to administrative leaders (Owen, 2004). The University of Arkansas Cooperative Extension also identified competencies needed for successful supervisors (Cooper, et al., 2001).

Katz (1955) identified three categories of skills needed by leaders: technical skills, human skills, and conceptual skills (p.34). Technical skills have been more important at lower levels of administration (Goleman, 1998; Katz, 1955). Human skills have been essential throughout all management levels. Conceptual skills have been the most important at the top level of management "...where policy decisions, long-term planning, and broad scale actions are required" (Hicks and Gullett, 1975; Katz 1955). Based on Stone's (1997) five stages of competency development and Katz (1955) categories of skills needed by leaders, this research study looked at identifying the leadership skills and competencies needed by Florida CEDs. Moore and Rudd (2005) believed that those responsible for hiring Extension directors would find leadership skills important to their job responsibilities. Current Florida Extension directors play a number of different job roles. Competence within these leadership skills has been expected (Moore and Rudd, 2005).

In terms of core competencies for leaders, few studies have focused on Extension. Extension leaders must fulfill a number of different roles, and therefore, must possess leadership competency in many areas (Moore and Rudd, 2004). The successful leaders of FCES will be those who can lead their organization to make adaptability a common way of business. These leadership skills will require leading others to think innovatively and have staff that works towards a common goal (Cropper, 1998).

Good leadership fosters change that is both transformative and sustainable. It can be concerned with moral or organizational matters. It can define the college's role in the world beyond its walls, or it can determine their internal dynamics of the institution. Most importantly, it requires a worthy goal-vision, if you will--but it also requires persistence. (Ekman, 2003)

Conceptual Model

Guided by the systems approach to competency development as the theoretical frame (Stone, 1997), this study proposed to identify the leadership skills and competencies perceived by Florida county Extension and district Extension directors, as well as county administrators. Leadership competencies were the bases of this systems approach.

Originally, Katz (1955) identified the three categories of skills needed by leaders: technical skills, human skills, and conceptual skills. Goleman (1998) outlined three domains of leadership skills: technical skills, cognitive abilities, and competencies that demonstrate emotional intelligence. Robbins (2001) further adapted the leadership skills domains and identified industry knowledge as a domain skill within the healthcare industry. The conceptual model developed by Moore and Rudd (2004) included human skills, conceptual skills, technical skills, emotional skills, and industry knowledge skills,

as shown in Figure 2-1. The conceptual model for this research study was adapted from Moore & Rudd (2004), Goleman (1998), and Katz (1955), and is shown in Figure 2-2.

This conceptual model was used to develop the leadership competencies perceived by Florida Extension directors. A number of different perspectives can be used to study leadership based on the different classification systems of leadership skills (Rudd and Moore, 2005). The leadership competencies found will relate to one of the four subskills areas. Research has been conducted in the area of management in Extension, but little attention has been given to the area of leadership competencies among Extension directors (Rudd, 2005).

For this research study, the emotional skills explained by Goleman (1998) were incorporated into the human skills as emotional intelligence skills. The model uses the skill sets of human and conceptual skills together to identify the CED leadership competencies at the base. For purposes of this research, technical skills were not included. "Linking individual competencies that lead to superior performance to the strategic directions of the organization will help Extension anticipate new knowledge, skills and behaviors needed in the future in order to respond to complex problems" (Stone, 1997). This conceptual model was built around the skills that CEDs need to be effective in the future.

Stone and Bieber (1997) believed, "to be truly effective, competency models must have strong ties to the strategic issues of the extension organization" (p.1). Consistent with Stone and Bieber (1997) the leadership competency-based model designed for this research study was based on the following assumptions: (1) the link between individual performance and organizational performance drives the system, (2)

competency development is based on participation of CEDs, and (3) the competency model serves as a powerful decision-making tool to clarify the knowledge, skills, and behaviors needed for future CEDs.

Moore and Rudd (2004) determined the major leadership skill areas and specific leadership competencies within each skill. Based on the research from Moore and Rudd (2004), the skill sets were determined for both human and conceptual skills related to leadership competencies of Florida CEDs. The subskill sets that were used to represent human skills were coaching, communication, and emotional intelligence. The subskills that comprised the conceptual skills included vision, organizational knowledge, and organizational culture and environment.

Related Research

The conceptual model presented included the human skills and the conceptual skills, which served as the basis for examining the leadership competencies needed by Florida CEDs. The related studies found have been broad in terms of leadership skills, and many of the studies cited applied to managers and administrators in the corporate sector. Research within Extension and the leadership skills and competencies related to county Extension directors was lacking in the literature (Moore and Rudd, 2005).

Leadership Competencies

Moore and Rudd (2004) stated that in order for an Extension educator to be as effective and successful as possible, leadership skills are needed. Kouzes and Posner (2002) presented five leadership practices of exemplary leadership: (1) model the way, (2) inspire a shared vision, (3) challenge the process, (4) enable others to act, and (5) encourage the heart. This study researched skills that related to each of the leadership practices presented by Kouzes and Posner (2002).

Katz (1955) supported the idea that leadership skills and competencies can be learned. Goleman (1998) described the idea that leadership skills can be developed over time. Schreiber and Shannon (2001) believed that leadership development should be a life-long endeavor. Kouzes and Posner (2002) believed that leadership is an observable set of skills, and any set of skills can be strengthened if given the motivation and desire. Bennis and Nanus (1985) expressed that some people have some natural leadership abilities, but those abilities can still be enhanced, and others can be learned.

Leadership traits, competencies, and skills of successful leaders showed some commonalities and can be classified into one or more of the following categories:

1. Conceptual skills
2. Human skills
3. Technical skills
4. Emotional Intelligence skills
5. Industry Knowledge skills

The most recent research designs have centered on leadership skills being built upon technical, human, and conceptual skills. Goleman (1998) introduced emotional intelligence as a set of leadership skills to be added to the model. Moore and Rudd (2004) surveyed forty-nine Extension directors and administrators and found that five of the six perceived leadership skills areas (human skills, conceptual skills, communication skills, technical skills, emotional skills, and industry knowledge skills) were rated between important and very important. The researchers also found that technical skills were rated the lowest in perceived importance by these groups.

Oklahoma Extension professionals developed the Action Leadership Retreat (ALR), where faculty attend a two-day developmental experience and participate in simulated exercises on coaching (Kutilek and Earnest, 2001). At the ALR the activities

have centered around 12 leadership skills, including interpersonal skills, communication skills, decision making, planning, and visionary skills.

Human Skills

Katz (1955) defined human skills as the ability to work with people. Katz (1955) believed that a person with “highly developed human skills is aware of his own attitudes, assumptions, and beliefs about other individuals and groups; he is able to see the usefulness and limitations of these feelings” (p.34). Katz (1955) also stated that human skills are demonstrated in how people communicate with one another. Katz (1955) concluded that leaders must encourage subordinates to express themselves and participate in planning. Lepak and Snell (1999) suggested the main reasons that organizations invest so heavily in leadership has been to enhance their human capital. Goleman (1998) explained in that in order to get individuals to think and act in new ways, individuals’ human skills, abilities and knowledge must be emphasized. These types of skills and abilities may include intrapersonal competence, self awareness, emotional awareness, self confidence, self-regulation, and self-motivation (Manz and Sims, 1989). From the individual leadership perspective, the importance of these capabilities contributes to individual knowledge and is imperative for leaders (Zand, 1997).

Other organizations have believed that, in addition to human capital within their organization, they need skills in social capital as well. The main emphasis in leadership development has been to use these interpersonal skills to build interpersonal competence: social skill, collaboration, building bonds, conflict management, and developing others (Goleman, 1998; McCauley, et al. 1994).

Bruce and Anderson (2012) surveyed forty-nine Extension agents, including county Extension directors, on the perceived importance of leadership skills and determined that human skills were perceived as the most important skill and the one skill in which agents were the most proficient.

Coaching and mentoring skills

Coaching or mentoring has been seen as a subset skill related to human skills. Coaching has been defined by Day (2000) as “practical, goal-focused form of one-on-one learning.” Coaching may be used to improve individual performance and enhance organizational goals (Katz & Miller, 1996). Seevers et al. (1996) found that positive experiences, such as mentoring throughout college, provide opportunities that improve the educational retention rate on college campuses, and therefore, increase the pool of potential applicants and Extension agents within the field of agricultural sciences. Thach (2002) surveyed 281 executives over three years and found that the overall effectiveness of coaching as perceived by others impacted leadership effectiveness by 55%. Kutliek and Earnest (2001) concluded that coaching helps employees successfully understand Extension’s complex environment, and the success of coaching balances the relationship between the coach, employee, and organization. The researchers also concluded that through the ALR program at Oklahoma State Extension, Extension professionals improved their overall leadership effectiveness, and peer coaching was more successful over a shorter time frame.

County Extension directors have served as a coach in mentoring new and seasoned agents. Research revealed that coaching as a dimension of leadership provided the following (Olivero, Bane, et al., 1997):

1. employee career development;
2. increased job satisfaction;
3. improved employee retention;
4. positive cultural assimilation;
5. transfer of training into practice;
6. higher employee loyalty to the organization;
7. improved educational programming;
8. improved ability to deal with change; and
9. better understanding of the Extension political and economic climate.

“Successful coaches provide continuous support, are easy to access, and help employees set goals, determine vision, seek out and use feedback, find and apply professional development, solve problems, involve stakeholders, and evaluate results” (Franz & Weeks, 2008).

Communication skills

Several research studies over the last twenty years have related communication competence and other communication attributes to leadership. Greenbaum (1974) developed five priority categories of communication skills for leaders which included: (1) task communication, (2) performance communication, (3) career communication, (4) communication responsiveness, and (5) personal communication. Schultz (1980) found that individuals' use of communication behaviors, as perceived by their colleagues, predicted the future emergence as leaders. More recent research has supported the hypothesis that higher performing managers exhibit higher levels of communication skills (Penley et al., 1991). Barge (1994) stated “leadership is enacted through communication” (p.21). Communication has been directly related to listening skills. Kouzes and Posner (2002) explained that the simple act of listening to what other people say has been important, and leaders that listen are more likely to become accepted than those that don't listen. Furthermore, Kouzes and Posner (2002) revealed the importance of face-to-face leader communication with employees; this face-to-face

communication develops opportunities for group members to associate across disciplines. The researchers also discussed the importance of ongoing communication between administrators and members, which develops long-term relationships and trust (Kouzes and Posner, 2002).

Flauto (1999) surveyed 151 leaders and found a strong relationship between competent leaders and those leaders being effective leaders of communication. In addition, the research found a similar relationship between poor communication competence and ineffective leader communication experiences.

Bruce & Anderson (2012) surveyed forty-nine Extension agents, including county Extension directors, and found that communication skills ranked fifth out of six subskills dealing with agents' perceived proficiency and fifth in level of importance. Owen (2004) surveyed county Extension leaders in North Carolina and found that oral communication ranked among the critically important skills for achieving success as an administrative leader. Owen's (2004) study also found that new county Extension directors came to the job with strong oral communication skills.

Emotional intelligence.

According to Bar-On (2002), emotional intelligence is "an array of noncognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures" (p.14). The Bar-on Emotional Quotient Inventory measures five components of emotional intelligence, which include the following (Bar-On, 2002): intrapersonal skills, interpersonal skills, adaptability, stress management, and general mood. Intrapersonal skills include assertiveness, self regard, self actualization, independence, and emotional self awareness (Bar-On, 2002). Bar-On (2002) described interpersonal skills as interpersonal relationships, social responsibility,

and empathy. Adaptability deals with problem solving, reality testing, and flexibility (Bar-On, 2002). One's general mood would include happiness and optimism (Bar-On, 2002). The ability of leaders to manage emotions and relationships has been shown to increase their ability to understand followers' needs and react accordingly (Bar-On, 2002).

Merkowitz & Earnest (2006) found that 75% of those attending leadership programs provided by Ohio State Extension indicated their attitude toward others improved, and 90% had used the knowledge gained about their personal emotional intelligence to improve professional relationships. Argabright, et al. (2013) found that emotional intelligence training for Extension professionals enhanced leadership capacity among Extension agents.

Gardner and Stough (2002) researched the relationship between leadership and emotional intelligence and found that the outcomes of leadership were highly correlated with the components of emotional intelligence. In addition, the researchers found that the leaders who were identified with high emotional intelligence levels were more likely to desire success and lead an effective team. Gardner and Stough's (2002) research demonstrated that the ability to "identify and understand the emotions of others in the workplace is important for leaders, so that they can influence the feelings of subordinates to maintain enthusiasm and productivity" (p.77).

Conceptual Skills

Katz (1955) defined a conceptual skill as the "ability to see the enterprise as a whole; and includes recognizing how the various functions of the organization depend on one another, and how changes in any one part affect all the others; and it extends to visualizing the relationship of the individual business to the industry, the community, and

the political, social, and economic forces as a whole” (p.36). Moore and Rudd (2005) defined conceptual skills as the “thinking skills” needed by leaders (p.69). Conceptual skills have been the most important at top management levels, where most of the policy decisions and long-term planning actions are required (Hicks and Gullett, 1975; Katz, 1955).

Parker (2004) surveyed ninety-four past, present, and future managers of agricultural education and communications units at land-grant institutions from forty-nine states and found that this group of managers most closely resembled the profile of conceptual producers. Quinn (1988) defined this group of conceptual producers as conceptually skilled because they work with ideas and are good at coming up with new ideas and selling them to their staff. Bruce & Anderson (2012) surveyed forty-nine Extension agents, including county Extension directors, and found that conceptual skills ranked third out of six subskills dealing with agents’ perceived proficiency and fourth in level of importance. For purposes of this study visioning skills, organizational knowledge, and environment and culture were researched as subskills of conceptual skills.

Visioning skills

Hogan and Kaiser (2005) defined visioning skills as the ability to “project a vision, to explain to the group the purpose, meaning, and significance of its key undertakings” (p.174). Morden (1997) defined vision as “an organized perception or phenomenon that is imagined or perceived, that others can be drawn to, and given the necessary enthusiasm to follow that vision” (p.668). A shared vision held by all parties is an essential step in the organizational process, and according to Schaefer (2004),

“worthwhile work involves understanding the work and knowing how the work helps others.”

Within Extension, as well as private sector businesses, the role of the leader has been to express a vision, get buy-in, and implement it. Extension’s future will rely on what the current leaders create and the vision for what Extension will look like, how Extension will function, and how Extension will serve the needs of a changing society (Fehlis, 2005). Visionary leaders in Extension must know where they are going and why they are going in that direction.

Bennis (1985) studied ninety successful United States business leaders and concluded that the ability to create a vision that others can believe in and adopt, to market that vision, and bridge the present to the future of the organization are all leadership skills. Graetz (2000) researched companies in Australia and found that there has been a strong need for leadership that provides a clear vision and focus for the traditional organizations.

Effective leadership has been about supplying a vision, creating social power, and directing that power so an individual can realize that vision. Along similar lines, House's (1971) Path-goal Theory saw the successful leader as someone who engages followers by reconciling their personal goals with those of the group. This theory relates to “modeling the way” explained by Kouzes and Posner (2002), where leaders clarify their values, build shared values, align actions with values, and set the example for others to follow. The successful, effective leader has the ability to have his or her vision accepted, as well as to motivate followers to work toward a common end (Chemers,

2001). Motivation has been described as one of the most important functions of a county Extension director (Bedeian, 1993; Higgins, 1994; Kreitner, 1995).

Texas A&M Extension surveyed Extension agents and found that 80% of the respondents reported that Extension does not have a clear vision of the organization's direction, and 75% suggested that organizational decisions are made without regard to achieving the strategic plan (Boltes, et al., 1995). A recommendation for Extension leadership has been to implement a communication strategy that describes a vision consistent to all employees (Young et al., 1993).

Bennis and Nanus (1985) found in their research that leaders "seek counsel from constituencies in creating a vision of the organization for the future, synthesize the information, and focus attention on the new vision." Kouzes and Posner (2002) explained that leaders should give life to a vision by using language to communicate the shared vision and practice positive communication. Fehlis (2005) stated:

A positive future for Extension depends upon having visionary leaders at all levels. It depends upon selecting individuals as director, vice-president, president or chancellor not just on their professional vitae of past accomplishments, but upon the careful analysis of their visionary leadership skills (p.2)

Organizational knowledge skills

Organizational learning has been defined by Bennis and Nanus (1985) as the process by which an organization obtains and uses new knowledge, tools, behaviors, and values. Learning in Extension occurs at all levels of the organization. Extension agents learn as part of their daily activities within the organization, as well as working with clientele. Rowe (2010) believed that the extent to which an organization learns is related to both structural factors and cultural factors. The structural factors are the mechanisms and procedures that allow organizations to use the information (Rowe,

2010). The cultural factors are made up of shared values, leadership, and vision of the organization (Rowe, 2010). Marsick and Watkins (1999) found that the following leadership actions take place at the individual, team, organizational, and societal learning levels:

1. create continuous learning opportunities;
2. promote inquiry and dialogue;
3. encourage collaboration and team learning;
4. establish systems to share and capture learning;
5. empower people toward a collective vision;
6. connect the organization to its environment; and
7. provide strategic leadership for learning.

Rowe (2010) surveyed 93 Extension educators and leaders in Vermont and found that continuous learning, team learning, and systems to capture learning were all significant. The survey by Rowe (2010) provided a baseline to identify strengths and weaknesses of leadership professionals and their knowledge and understanding of their organization.

Extension leaders have played an important role in the process of managing organizational knowledge. Leaders have provided vision, motivation, systems and structures at all levels of the organization to encourage organizational knowledge (Fehlis, 2005). Bryant (2003) found that “managing knowledge requires a conscious effort on the part of leaders at all levels of the organization to manage three key processes: creating, sharing and exploiting knowledge” (p.32). Bryant (2003) used the example of Xerox and how the company’s leadership failed to envision the future of computing, while Steve Jobs with Apple succeeded as a visionary leader. Bryant (2003) found that managers can make their organizations stronger by managing organizational knowledge effectively. Owen (2004) found that Extension directors in North Carolina

perceived knowledge of organizational structure as a critical development need in the early careers of being a county Extension director.

Environment and culture skills

Holmes, et al., (2007) defined culture as the “artifacts, that is, the visible and tangible things that can be found around an organization: the mission statement, the way an office is set up and decorated, official and unofficial signs, the stories people tell, etc.” (p.435). Bryant (2003) explained that leaders are responsible for creating cultures, systems and structures that foster knowledge creation, sharing and cultivation. The inner environment and the culture of an organization can affect the learning process, as well as the leadership.

Vera and Crossan (2004) examined the relationship of leaders to the organizational environment and found that charismatic leaders are more likely to create a culture that inspires and encourages their staff. When leaders model encouragement within the organization, others follow their example, and the organization then develops a reputation for being a place where people enjoy working (Kouzes and Posner, 2002). Leaders should encourage workers to share their ideas and knowledge by creating a climate that is receptive to new ideas (Bryant, 2003). Carter (2004) stated, “a climate needs to be generated in an organization where the members feel that they are heard, supported, and have a sense that the organization is open to new ideas.” Carter (2004) stated that the goals of an organization help to shape the organizational leaders, as do the context, norms, and values of the organization, and determine the effectiveness of a group. County Extension directors have been the grassroots leadership level of Extension have played a critical role in supporting and developing an environment and culture that Extension agents and stakeholders feel comfortable with at the county level.

Summary

This chapter provided a review of the pertinent literature related to the research problem of this study. A theoretical framework was presented, based on the systems approach to competency development (Stone, 1997). The conceptual model of the study was adapted from Moore and Rudd (2004). This conceptual model contained both human and conceptual skills and subsets skills for each. Subskills in the human skills area were coaching, communication, and emotional intelligence. Subskills in the conceptual skills area were vision, organizational knowledge, and culture and environment. The related research focused on the theory and importance of leadership skills and competencies of Florida county Extension directors.

This research provided support for the major tenets of the Florida CED leadership competency model. These studies provided evidence that a systems approach model can serve as the basis conceptual framework of this study. The reviewed studies suggested that human and conceptual skills and their components are a basis for leadership competencies. Although the literature cited in this study provided a basis for identifying the needed leadership competencies of CEDs, no comprehensive research has established consensus on these elements.

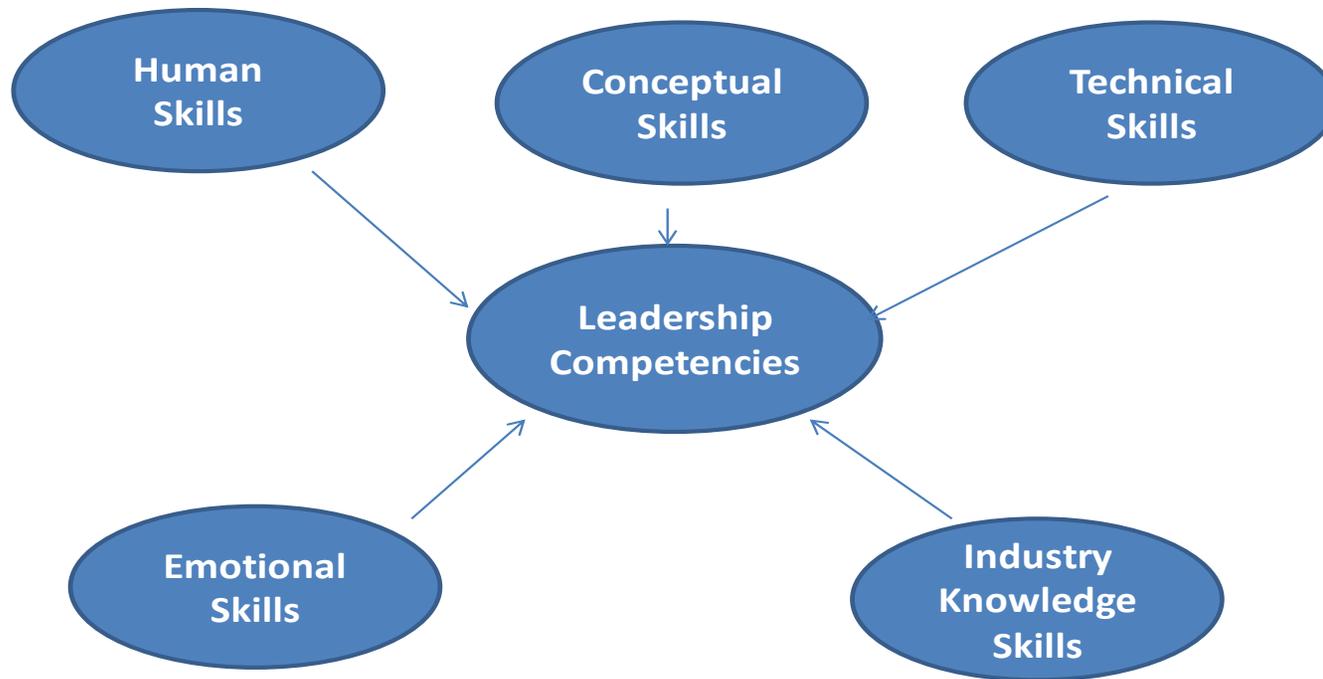


Figure 2-1. Conceptual framework for the study of leadership is presented by Moore & Rudd (2004).

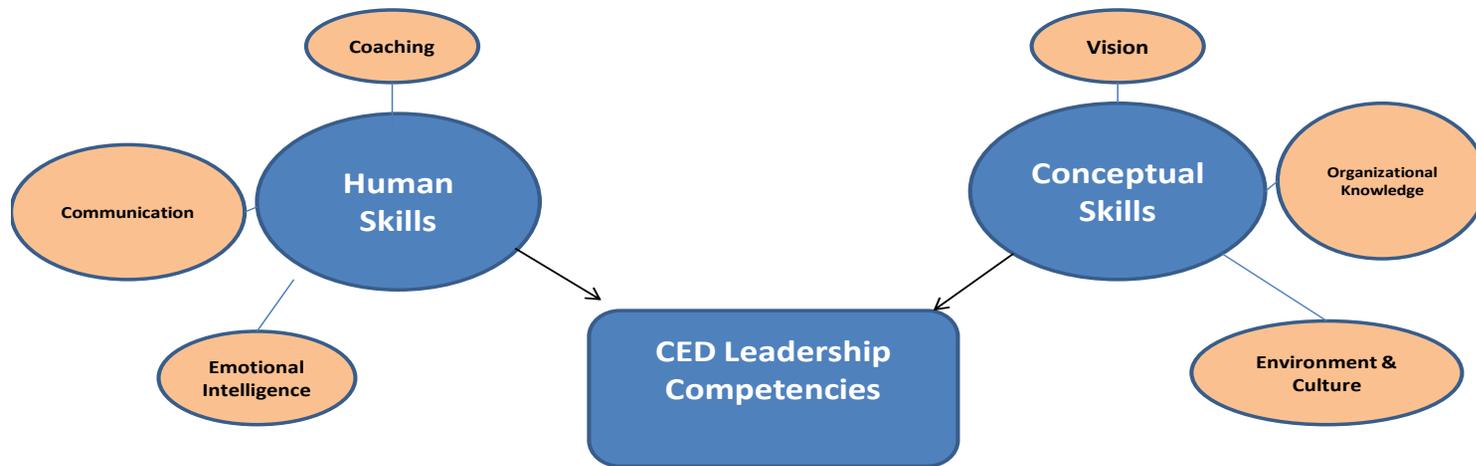


Figure 2-2. A Conceptual Model for the Development of Florida CED Leadership Competencies (Adapted from Moore & Rudd, 2004; Goleman, 1998; and Katz (1955)

CHAPTER 3 METHODOLOGY

Chapter 1 provided an introduction and the background of this study relating to the leadership competencies and needs as perceived by County and District Extension directors in Florida. An overview of the methodology used in this study and limitations of the study are outlined in this chapter.

A thorough review of relevant literature was provided in Chapter 2. This literature focused on areas which included human leadership skills and conceptual leadership skills. These two broad skills were further divided into sub skills, which included coaching, communication, emotional intelligence, vision, organizational knowledge, and environment and culture.

This chapter explains the methodology and data analysis used in this study. The objectives identified for the study were to: (1) to identify the leadership competencies needed by Florida county Extension directors as determined by Extension county and district directors, (2) to identify the leadership competencies needed by Florida county Extension directors as determined by county administrators, (3) To determine the level of importance of CED leadership competencies as perceived by CEDs and county administrators, CED self-perceptions of leadership competency importance, knowledge and proficiency, and county administrators' perceptions of leadership competency importance, knowledge and proficiency levels needed by CED and, and (4) to determine the relative need for additional training for each CED leadership competency as perceived by CEDs and county administrators.

In this chapter the research design, population, procedures used for data collection, and the statistics used to analyze the data are described.

Subjectivity Statement

According to Lincoln and Guba (1985), researchers are never separate from their studies. Therefore, researchers must explain personal perspectives that may influence the research or study. There are multiple factors that a researcher may bring to the study that can influence a study, including personal background, experiences, or education.

This researcher is a sixth generation Floridian, growing up on a citrus and cattle operation. Growing up in Florida, I was very involved in the Florida 4-H program showing cattle. After graduating with a bachelor's degree from the University of Florida in Animal Science and Agricultural Extension and Education, I went to work for a pure-bred Angus operation in Florida and became the ranch manager. After about three years, I pursued my teaching degree and taught vocational agriculture for about five years. After getting married I worked as a processing supervisor for Sunnyland, Inc. in Thomasville, Georgia. When approached about an Extension position as a livestock agent in Alachua County, Florida, my interest in education was spurred again.

I began my Florida Extension career 13 years ago as a livestock agent. Following in my grandfather's footsteps, he too served as a county Extension agent in Florida in the 1940s. Therefore, Florida Extension runs deep in my roots.

In December 2005, I received my master's degree in Agricultural Education and Communication from the University of Florida. In 2007, I was offered the opportunity to become the UF/IFAS Alachua County Extension Director.

Throughout my career, I have always held leadership positions or roles. Whether serving on the county cattlemen's association board, the county Farm Bureau board, supervising ranch workers, supervising 25 workers on the processing line, serving as

the vocational department chair while teaching, or as a county Extension director, my leadership experience has evolved over the years. Today, as the county Extension director, I rely on my leadership skills and competencies every day in dealing with the day- to-day issues with both county and UF/IFAS policies and procedures.

These experiences led me to pursue my doctoral degree in agricultural education and communication at the University of Florida, with an emphasis in Extension administration and leadership. As a full- time faculty, I have worked for the past five years to fulfill my degree requirements. With a strong interest in Florida agriculture, Florida Extension, and leadership I decided to study Extension leadership with an emphasis on the leadership competencies perceived by county Extension directors in Florida. I am a firm believer in education and the training and education of our Extension agents, particularly the county Extension directors as it relates to leadership skills.

Through training and education in the leadership competencies needed by county Extension directors, UF/IFAS can strengthen the leadership within Extension, as well as within our county partnerships.

Research Design

The research design included both qualitative and quantitative research methods. The advantages of using mixed-methods have been widely discussed in the literature. For example, Greene et al. (2001, p. 27) stated that “the fundamental uncertainty of scientific knowledge – especially about complex, multiple- determined, dynamic social phenomena – can be better addressed through the multiple perspectives of diverse methods than through the limited lens of just one.” An advantage of combining methods in an evaluation study is that the results may represent several

collection methods which make them valuable for stakeholders (Greene, et al. 2001).

Data in this study were collected through focus groups, semi-structured interviews, and an electronic questionnaire.

Quantitative and qualitative research methods share common ground (Glassford, 1987). In quantitative research more control and objectivity can be exercised, therefore following the scientific method more closely. Both methods seek to discover truth and new ideas. Both qualitative and quantitative research follow an orderly, systematic plan or research design. Quantitative research methods cannot address the full range of problems in the behavioral sciences due to complete control and objectivity, and the data gathering instruments do not answer all the questions of behavioral scientists.

Qualitative Research

Qualitative research is descriptive, personal, interpretive, and naturalistic. According to Glaser and Straus (1967), qualitative research is designed to develop theory. Qualitative research is usually an in- depth study of society or a certain phenomena that takes time. The method used for qualitative research is exploratory or bottom up; the researcher generates a new theory or hypothesis from the data collected. This research is used to understand and interpret social interactions. The data collected might include transcriptions of interviews, case studies, words, images, personal experience, life stories, observations, or objects that describe moments and meanings in individuals' lives. Therefore, open-ended responses, interviews, observations, or field notes are the tools for the data collection. Many times in qualitative research, the researcher and his/her biases may be known to participants, as the researchers themselves may be a participant within the research. The findings are narrative in nature with contextual description and direct quotations from participants.

There are certain assumptions researchers make when conducting qualitative research. The first assumption is ontology, which includes the researcher's stance towards the nature of reality. Qualitative research assumes multiple realities and subjectivity as seen by participants in the study. The second assumption is epistemology or the knowledge of what the researcher knows, and the relationship between the researcher and what is being researched (Creswell, 2007, p.17). The third assumption is the notion of values in the research. Qualitative research includes the views of the researcher and allows an open study that may include personal values and biases (Creswell, 2007, p.18). The final assumption of qualitative research as identified by Creswell (2007) is methodology. Creswell (2007) stated the methods of qualitative research are characterized and shaped by the researcher's experience in collecting and analyzing the data.

Validity and reliability are also concerns of qualitative research. Ways to control error in qualitative research include internal and external validity; construct validity, objectivity, and reliability measures. Validity is a concern with qualitative research using data collection sources such as interviews and observations. In addition, controlling the reliability of qualitative research is an issue; records of interviews and observations have to be kept, and data gathering procedures must be reliable in order to be replicated. Another issue with qualitative research is that the sample size is usually small, not random, and rarely representative of the entire population (Hatch, 2002). Instead, purposive samples are chosen based on the researcher's personal knowledge of participants (Lincoln and Guba, 1985). For qualitative research, reliability is the extent to which a measuring device is consistent in measuring whatever it measures.

The most important indicator of validity in qualitative research is the presence of the internal consistency that is achieved where there is a clear connection between the purpose of the study, the theoretical framework, the methods used to carry out the study, and the results (Gubrium and Koro-Ljunberg, 2005). Lincoln and Guba (1981) propose four criteria to control error in qualitative research: “credibility in place of internal validity, transferability in place of external validity, dependability in place of reliability, and confirmability in place of objectivity” (p.219).

Credibility refers to the truthfulness of the findings. Credibility can be established with triangulation (use of multiple sources of data or methods), member checking, peer/colleague examination, researcher subjectivity statements, and submersion in the research (Merriam, 1995). Dependability or trustworthiness refers to the consistency of the findings, over multiple studies. Peer-review can also be used in qualitative research to enhance both the credibility and the confirmability of the findings (Lincoln and Guba, 1985). The researcher’s subjectivity statement is also an indicator of validity. To address trustworthiness, code-recoding, inter-rater comparisons, and methods of triangulation can be used (Merriam, 1995; Ary, et al., 2006).

Transferability relates to the extent the findings can be applied to other situations. Reflective statements of the researcher’s biases, multi-stage designs using several sites, cases, and model comparisons to the majority are strategies used for transferability (Merriam, 1995, Ary, et al., 2006).

To address credibility, trustworthiness, and confirmability with the focus groups and interviews, the moderator reviewed with the participants what was said to ensure accuracy in the responses. This review process is termed member checking (Lincoln

and Guba, 1985). To determine the dependability of the study (Lincoln and Guba, 1985), the entire research process and methods were systematically documented. Credibility, transferability, dependability, and confirmability measures were addressed throughout the analysis and coding process.

Quantitative Research

The quantitative segment of this study had its ontological roots in realism, and adhered to the theoretical perspective of positivism (Crotty, 2004). This approach assumes that a truth exists, and that truth is embedded in the object of the study and can be determined through the process of the scientific method. Quantitative research involves objective measurements, standardized instruments, and a numerical analysis of data to explain a phenomenon (Ary et al., 2006). Quantitative research is based on numbers and statistics with precise measurements using structured and validated data collection instruments. Descriptive survey research was used for this research, and the four types of validity described by Cronbach (1971) were addressed in the study.

Ary et al., (2007) defined validity as the extent to which a survey instrument measures what it is intended to measure. A measure of validity describes how well an instrument measures what it was designed to measure (Ary et al., 2006). The reliability and validity of the instruments are important to consider in utilizing survey instruments. This reliability can be measured for the quantitative data using statistical software.

To minimize measurement error, careful consideration was taken with the layout and design of the questionnaire, as well as the wording of questions (Dillman, Smyth, and Christian, 2009). In an effort to improve the validity of the instruments, a panel of experts reviewed the instrument. The researcher applied feedback from the panel of experts and made appropriate revisions to the survey instrument.

The threat of instrumentation occurs when an instrument does not measure consistently throughout the course of an experiment (Ary et al., 2006). To address this threat, a panel of experts was used to pilot test the questionnaire to establish face and content validity. Black (1999) described pilot testing as a form of pre-testing in which subjects from the population are given the instrument and asked to provide feedback to determine if the survey instrument is measuring what it is supposed to measure. Internal consistency of the questionnaire was measured using Cronbach's alpha to make certain the questionnaire was, in fact, measuring what it claimed to measure.

The total number of county Extension directors who responded were to the survey was 60 (95%), and the total number of county administrators responding was 33 (55%). The researcher chose to eliminate data for all cases that were missing data for perceived importance, perceived knowledge, perceived competence and those that failed to answer demographic questions. Therefore, incomplete or missing data included eleven questionnaires from the county Extension director's and fourteen from the county administrators. Complete questionnaires were available for 49 county Extension directors (78%), and 17 county administrators (28%).

Several follow-up reminders to participants were included in an email to reduce non-response error. After eliminating those with incomplete data, the researcher addressed non-response error, a comparison of early-to-late respondents was conducted on the entire sample group for county Extension directors (n=60), and for the county administrators (n=33). Studies and research have shown that non-respondents are often similar to late respondents (Ary et al., 2006). There was no significant

difference between early and late respondents based on key variables on the average leadership competency importance, knowledge, and proficiency, and on demographics.

Population

The populations of interest for this study were Florida district Extension directors, Florida county Extension directors, and Florida county administrators or managers. A census was used for the survey instrument, and sixty-three CEDs were sent the questionnaire. Two focus groups were conducted in this study. The first focus group included a census of all five Florida district Extension directors, and the second focus group was a purposively selected group of seven Florida CEDs. Patton (2002) described a focus group as an interview with a small group of people, usually six to eight people, that last from one-half hour to two hours. The district directors represented the northwest, northeast, central, south-central, and south districts of Florida Extension.

The second focus group included seven exemplary CEDs, three from rural counties and four from urban counties. CEDs for this focus group were recommended by the district Extension directors.

Individual interviews were conducted with two rural and one urban county administrator. Those interviews were, recommended by the chairman of the Florida Association of Counties.

The questionnaire was e-mailed to the full population of sixty-three CEDs. An up-to-date listing of CEDs was obtained from the UF/IFAS Extension Dean's office. Although there were sixty-seven counties in Florida, three CEDs are multi-county, and the researcher eliminated herself as a participant. A census of 60 Florida county

administrators was used for the questionnaire. The county administrator e-mails were obtained through the Florida Association of Counties' website.

Instrumentation

Three instruments were used for data collection. The moderator's guide for the two focus groups is found in Appendix C. The interview guide for the three county administrator's interviews is found in Appendix D. The research on focus groups dated back to 1950s, when Merton used focus groups to examine people's reaction to war. The basic principles of focus group methodology have been refined by Patton (2002). A focus group is an interview (Robinson, 1999). Robinson (1999) stated that "a focus group can be used to probe the underlying assumptions that give rise to particular views and opinions" (p.906). For this research project, focus groups were used with district directors and CEDs to better understand their perceptions of leadership competencies needed by CEDs.

Data derived from the focus groups and interviews provided the foundation for development of the survey instrument found in Appendix F. Ary et al., (2006) described a survey as a research technique in which data are gathered by asking questions of a group of individuals or respondents. Survey research asks questions about the nature, incidence, or distribution of the variables and/or the relationships among the variables.

Based on the content analysis of the focus groups with district directors and CEDs and interviews with county administrators, a list of forty leadership competencies was identified in the areas of human and conceptual skills. These forty competencies were used to develop the survey instrument.

The survey instrument for this study was created in and distributed through Qualtrics. Qualtrics is survey software that has capabilities for creating and delivering

web-based surveys (Qualtrics, 2012). Online surveys have become increasingly more common as more individuals are using new technology and the internet (Dillman et. al., 2009).

Data Collection

This research project was approved by the Institutional Review Board at the University of Florida (Appendix A). Upon IRB approval, data were collected during the fall 2013 and spring 2014 semesters. A copy of the informed consent letter was signed by the participants (Appendix B). Participants were also informed of their rights as research subjects in a cover letter they received explaining the survey and the importance of their participation.

The district Extension director's focus group was the first part of the study and provided the foundation for the development of the leadership competencies instrument given to county Extension directors and county administrators. Interview questions included their expectations of desired leadership skills and competencies of county Extension directors and their leadership expectations of county Extension directors. The focus group was led by a moderator, conducted on the University of Florida campus, and lasted about ninety minutes. The information provided in this focus group accomplished the first objective of this study. The first focus group with district directors was conducted on October 2, 2013 (See Table 3-1).

A second qualitative focus group was used to determine the leadership competencies as perceived by county Extension directors. This group also provided the foundation for the development of the leadership competencies instrument given to county Extension directors. This focus group was one hour in length, led by a focus group moderator, and conducted via Polycom® with county Extension directors

throughout the state. The second focus group was conducted October 23, 2013 (See Table 3-1). The same moderator's guide was used (Appendix C) to conduct the focus group. This focus group was used to accomplish the first objective of this study.

Three semi-structured interviews were conducted by the researcher with county administrators in two rural and one urban county. An interview guide was used by the researcher with several open-ended questions to allow the respondent to respond openly and freely (Appendix D). The researcher worked individually with each participant to secure a convenient and acceptable meeting time and method of interview. Two interviews were conducted via the telephone, and one interview was face to face.

A quantitative survey instrument was developed by the researcher, based upon findings from the two qualitative focus groups and three interviews, and given to all sixty-three Florida county Extension directors and sixty county administrators. From the content analysis of focus groups and interviews, a list of forty leadership competencies was developed. Participants were asked to rate the level of importance, self-perceived knowledge level, and self-perceived proficiency level of each leadership competency. CEDs were asked to rank the importance level of each competency using a Likert-type scale ranging from 1 (Not Important) to 5 (Very Important). CEDs were also asked to rank their level of knowledge of each competency using a Likert-type scale ranging from 1 (Little Knowledge) to 5 (High Level of Knowledge). In addition, CEDs were asked to rank their competency level using a Likert-type scale ranging from 1 (Not Competent) to 5 (Very Competent).

This instrument was pilot tested by a panel of county Extension directors in Georgia, Alabama, Virginia, Louisiana, and North Carolina for content and validity. After pilot testing this instrument and analyzing the data, minor changes were made to the demographics section. This instrument was used to accomplish the third and fourth objectives of this study.

Descriptive research was used to accomplish objectives one through four. According to Ary and others (2006), descriptive research is used to “summarize, organize, and describe observations” (p. 118).

Focus Groups

The CED participants were invited to participate with a personal letter from the researcher in advance. This letter explained the purpose and importance of their participation in the focus groups.

All participants were either e-mailed an informed consent prior to the session or in the case of the district director’s focus group, given the informed consent in person. The focus groups used a moderator’s guide (Appendix C), which was developed by the researcher and sought to determine CED leadership competencies and skills as perceived by district Extension directors and exemplary CEDs. The moderator’s guide consisted of four parts: (1) welcome/group purpose, (2) group introductions, (3) discussion session, and (4) concluding discussion. The discussion session was further divided into categories of questions that related to the leadership competencies of CEDs: (1) opening questions, (2) transition questions, (3) key questions, and (4) ending questions. The moderator’s guide was evaluated by a panel of experts for content validity. The focus groups were administered by a moderator and audio recorded. Notes on key comments were taken during the process. Later, all documents were transcribed

and analyzed for content. The process of transcription serves as a measure of validity and method of analysis (Mathews, 2010). These documents were organized and formatted in preparation for coding and data analysis. The themes that emerged from the transcriptions of both focus groups were used in the development of the survey instrument.

Interviews

An interview guide led the semi-structured interviews with the three county administrators (Appendix D). Interviewees were chosen through a purposive sample that included both rural and urban county representation. The researcher worked with the participants in scheduling the interview, whether face to face or via phone. Each participant was e-mailed an informed consent and asked to return it via email. These interviews took place in the fall of 2013. The length of the interviews varied from 30 to 45 minutes. At the conclusion of each interview, the researcher briefly reviewed what was said in the interview and asked the respondents if the information was valid. Each interview was recorded and transcribed. In addition, field notes were taken by the researcher during each interview.

Survey Instrument

The basic survey procedure outlined in Salant and Dillman (2006) guided the development of the survey instrument. The survey procedure was comprised of four separate electronic mailings to both county CEDs and county administrators. The first was a personalized notice letter (Appendix G), which was e-mailed to all participants on January 9, 2014 (Table 3-1). This letter, as suggested by Dillman (2009), was brief, personalized, positively worded, and aimed at building anticipation rather than providing the details or conditions for participation in the survey” (p.156). Two separate notice

letters were sent to county Extension directors and county administrators. Dr. Nick Place, UF/IFAS Extension Dean, addressed the county administrators in a notice letter (Appendix H), and the notice to county Extension directors came from the researcher (Appendix G).

Three days after the pre-notice email was sent, the questionnaire (Appendix F) was emailed to participants. The cover letter included critical elements identified by Dillman (2009) to motivate response behavior. These included why this request was useful and important, that answers were confidential, participation was voluntary, and who to contact with questions.

Exactly one week after the second electronic mailing, a reminder e-mail (Appendix I) was sent to the participants thanking those who had responded to the questionnaire and requesting a response from those who had not yet responded. One week after the third electronic mailing of the survey instrument, a fourth electronic mailing (Appendix J) was sent to those who had not responded. This e-mail included a personalized letter explaining the importance of returning the questionnaire, along with the link to the questionnaire.

At the time of the initial survey email, each participant was assigned an individual identification number, and all instruments were coded with these identification numbers. As the researcher received the completed instruments, the identification numbers were used to eliminate respondents from future requests.

Data Analysis

Focus Groups and Interviews

The analysis stage of focus groups relies upon “words spoken by participants” (Grudens-Schuck, et al., 2004). The focus on language earns focus group methodology

the qualitative label, (Creswell, 1998). The primary data analysis procedure used was comparative analysis.

The first step in the analysis of the focus groups and interviews was the transcription of the taped recordings of the participants' answers to the questions. Both focus groups and interviews were transcribed verbatim and analyzed by the researcher. Patterns of interrelationships between categories were examined with both focus group transcriptions and interview transcriptions. The objective of the analysis was to determine the relationships, categories and assumptions that informed the respondents' views of the topics discussed (McCracken, 1988).

To study the data, the researcher separated and sorted the data using qualitative coding. According to Strauss and Corbin (1998), coding procedures (1) build rather than test theory; (2) provide researchers with analytic tools for handling data; (3) help researchers consider alternative meanings to phenomena; (4) are systematic and creative; and (5) identify, develop and relate concepts. Weft QDA was the software used for the qualitative analysis. All text was transcribed and loaded into the program. The data were coded and re-coded to look for patterns that emerged relating to leadership competencies.

The technique of constant comparison was used throughout the analysis process. Glaser and Strauss (1967) described this process as developing conceptual categories and generalizing relations among the categories. The transcriptions of the focus groups, combined with the interviews, developed patterns, which were then organized into themes. The themes found in the responses were subsequently used in the development of the competencies used in the survey instrument given to the sixty-

three Florida CEDs and sixty county administrators. The information provided by this content analysis was used in objectives one through three.

Questionnaire

A pilot test of the questionnaire was completed in December of 2013 to determine the instrument's reliability and validity. A panel of experts, which included four tenured professors and the UF/IFAS Dean for Extension, reviewed the instrument for face and content validity prior to the pilot test. The instrument was piloted with a sample of 12 county Extension directors from five southern states. A response rate of 83% (n=10) was achieved for the pilot test. Item analysis statistics were run to measure the construct reliability for each construct scale using SPSS ® 22.0. A reliability coefficient of .80 or higher in the social sciences indicates that the construct is measuring what it intends to measure (Norcini,1999;Traub, 1994). The 40-item leadership competencies for importance had a reliability coefficient of .96, knowledge had a reliability coefficient of .94, and competence had a reliability coefficient of .87.

The data analysis of the survey instrument was used to explain and predict the perceived importance, level of knowledge, and proficiency of the determined leadership competencies by CEDs, as well as the relative needs the CEDs possessed in the leadership skills area. A Likert-type scale was used, which assesses attitudes towards a topic by presenting a set of statements about the topic and asking the respondents to indicate whether they strongly agree, agree, are undecided, disagree, or strongly disagree (Ary, et.al., 2006). Once the survey data were collected, each possible answer was assigned a particular code. Answers to Likert-type questions were numbered progressively using a scale from "1" to "5," where five represented the most positive answer. Questions with only two possible answers were coded "0" and "1,"

where the latter represented either the most positive (i.e., the “yes” from a Yes/No answer) or the most common answer (e.g., “male” from a Male/Female answer). Descriptive statistics were compiled and analyzed to determine patterns in the data and assess the demographics of the respondents. The demographic information collected from the survey was used to accomplish objectives three and four. To avoid problems with missing data, values were imputed using the Missing Value function of the Statistical Package for the Social Sciences (SPSS).

Independent variables included gender, ethnicity, age, education, years in position, years of previous leadership experience, type of county, percentage of administrative assignment, primary program area, years in Extension before becoming a CED, number of faculty supervising, number of full-time employees, and number of program assistants. Selected independent variables were used with other data as predictors of Florida CED perceptions of leadership competencies. The dependent variables included the importance of leadership competencies as perceived by CEDs and DEDs, the perceived knowledge level of the leadership competencies, and the proficiency level of the leadership competencies.

Quantitative data were analyzed using SPSS ® 22.0 for Windows. Standard statistical analysis was performed to calculate the measures of central tendency, including mean, mode, frequency, and percentage for each leadership competency. The categorical variables were subjected to frequency analyses. The mean, frequency, and percentage were calculated for the perceived importance, level of knowledge, and the proficiency level of the leadership competencies, as well as a summated importance,

knowledge, and proficiency levels for each set of competencies (human and conceptual).

The Borich (1980) needs assessment model was used to determine the relative need for each leadership competency by CEDs. This calculation used to accomplish the fourth objective of this study. Borich (1980) developed an approach to conducting educational needs based upon a discrepancy model, whereby the needs are weighted and ranked. Borich (1980) stated that “the needs assessment model is essentially a self-evaluative procedure which relies on participants’ judgment about their own performances” (p.42). By analyzing the perceived importance and self proficiency about a particular topic, individuals will learn the actual need for further education or programming efforts (Waters and Haskell, 1989). The mean weighted discrepancy score (MWDS) was used to rank the need for further training for each leadership competency. Mean Weighted Discrepancy Score (MWDS) = $[M \text{ Importance Rating} (\text{Importance} - \text{Knowledge Rating})] / \text{Number of Observations}$. Where (*M*) importance rating equals the mean importance rating, (*I*) is the importance rating, (*K*) is the knowledge rating, and (*n*) equals the number of observations.

The higher the weighted mean discrepancy score the greater the need for future training in this competency. The discrepancy score was calculated by comparing the importance/knowledge and importance/ability for each competency, “a discrepancy analysis that identifies the two polar positions of what is and what should be” (Borich, 1980).

Pearson’s product- moment correlation coefficient (*r*) was calculated to determine the direction and strength of the relationship between the continuous and dichotomous

independent variables. Pearson r was calculated to determine the relationship between the independent variables and each of the summated scores for each set of competencies. When two variables are highly related in a positive way, the correlation between them approaches +1.00, and when they are highly related in a negative way, the correlation approaches -1.00. When there is little relation between variables, the correlation will be near 0 (Ary, et al., 2006).

Multiple regression is a correlational procedure that describes how the mean of the response variable changes according to the value of the explanatory variables (Ary, et al., 2006). Most statistical tests rely upon certain assumptions about the variables used in the analysis. For the multiple regression analysis the following assumptions were met: variables were normally distributed, a normal linear relationship was found between the independent and dependent variables, and variables were measured without error using reliability estimates (see Cronbach's alpha values). Stepwise multiple regression was used to determine the percent of variance in the importance, knowledge, and proficiency of the leadership competencies as perceived by CEDs that could be explained by the linear combination of independent variables.

Summary

This chapter explained the research design and methodology used to accomplish the stated objectives. An overview of both qualitative and quantitative research foundations was provided. Research objectives, population and sample, instrumentation, data collection, and data analysis procedures were outlined in the methodology section. Data analysis included descriptive statistics. The mean, frequency, and percentages were calculated for each leadership competency, as well as a summated score for each set of leadership competencies. In addition, the Borich

model was used to determine the highest needs for additional training among the list of leadership competencies. Multiple regression was used to determine the amount of variance in proficiency and importance explained by the combination of selected independent variables. Results of the study will be presented in the next chapter.

Table 3-1. Timeline for data collection

Focus Group #1	Focus Group #2	Survey Instrument
District Directors	CEDs	63 CEDs & 60 County Administrators
October 2, 2013	October 23, 2013	January 13, 2014

CHAPTER 4 RESULTS

The purpose of this study was to determine the perceived leadership competencies and needs of Florida county Extension directors. Chapter one provided the background to this study, the problem statement, significance of this study, definitions of key terms and limitations of the study. The following objectives were developed to guide this study.

1. To identify the leadership competencies needed by Florida county Extension directors as determined by Extension county and district directors.
2. To identify the leadership competencies needed by Florida county Extension directors as determined by county administrators.
3. To identify the level of importance of CED leadership competencies as perceived by CEDs and county administrators, CED self-perceptions of leadership competency importance, knowledge, and proficiency, and county administrators' perceptions of leadership competency importance, knowledge, and proficiency levels needed by CEDs.
4. To determine the relative need for additional training for each CED leadership competency based on the perceptions of CEDs and county administrators.

Chapter two provided the theoretical framework for this study. This framework focused on the systems approach to competency development (Stone, 1997) which guided this research. The conceptual model for this research study was adapted from Moore and Rudd (2004), Goleman (1998), and Katz (1955). This model divides leadership competencies into human and conceptual skills and then further divides these into three subskills (Figure 2-2).

The research methodology used in this study was described in Chapter three. The research design, population, instrumentation, data collection, and data analysis were described.

This chapter will present the findings of the study, which are organized in order of the research objectives. The research included three data collection instruments and the focus groups and interviews, which provided the foundation for the questionnaire.

Demographics for Focus Groups

Focus group participants were comprised of a purposive sample of seven CEDs and the five Florida DEDs. These members held either master's degrees or doctoral degrees. The CED focus group represented both rural and urban counties. Three of the CED participants had over twenty years of Extension experience, and the other four CED participants held from five to twenty years of Extension experience. The five DEDs represented the five Extension districts in Florida.

Objective One

Objective 1: To identify the leadership competencies needed by Florida county Extension directors as determined by Extension county and district directors.

Data collected from the focus groups and interviews were used to achieve the first objective of this research.

Focus Groups

The first focus group with DEDs was held on October 2, 2013. The second focus group was held on October 23, 2013. The transcriptions from each focus group underwent content analysis using Weft QDA. The content was recorded by each question, and all responses were combined. Two major theme areas emerged from the analysis of both focus groups transcriptions human and conceptual skills.

Both groups were asked to define leadership competencies. Some of the definitions of leadership competencies included, "a skill that is needed or required as a leader and that leader is competent in it. So, a competency is simply something that we

would expect a leader to have and to do well, or develop.” A DED provided the following definition of a leadership competency, “like having the tools necessary, they are the skills and knowledge and behaviors that you want your CED’s to be competent in.”

Human skills

The competencies found in the human skills theme area included skills related to communication, mentoring, listening, relationships, and interpersonal skills. Both focus groups referred to these human skills as the people skills needed for a CED. A complete list of human skills competencies that were developed from the responses of both focus groups can be found in Appendix E.

Both focus groups deemed communication and listening skills as highly important for CEDs. Participants were asked what leadership traits are required of CEDs, and both groups immediately responded that communication is number one. As one participant stated in the DED focus group, “communication is huge.” All participants, both DEDs and CEDs, stated how important communication is for CEDs. Both focus groups expressed the importance of communication with staff, county government, direct supervisors (UF or county), and Extension clientele. A CED described communication as, “communication within the office and figuring out what is going on and partnering. Being in touch with the community and making sure the community knows what is going on.” In addition it was stated that, “the CED must have the ability to communicate effectively with the staff and faculty members and be able to sometimes pull out what their real concern is, if an issue arises. All that goes back to the listening skills.” Communication skills were described in the CED focus group as “communication skills; you know, speaking and writing, using technology . . . those are very important

skills to look for in this type of job.” The idea of communication in both focus groups included oral and written communication skills.

A CED stated, “mentoring is an important role in terms of helping to guide not only programmatic efforts but also, you know, develop the skills of the individuals in the office and help develop those.” Both focus groups expressed that mentoring and coaching skills were needed to help new agents succeed and encourage “seasoned agents”. A DED commented on having a CED that does not mentor, “the question for us is, can the office go on without having the CED mentor anybody? Well, there are some offices that everybody has thirty plus years of service and maybe that’s okay. If everybody is not . . . or nobody has permanent status, then that is not okay.” The DED focus groups also expressed that mentoring falls under the important duties of the CED. One participant stated that the “biggest challenge is leading by example, modeling what is excellence in Extension, but also training the people, coaching the people with respect . . .”

Each focus group expressed that relationship building is a huge task for CEDs. DEDs stated, “Folks who engage and build relationships with the county government and county commissioners, so, engagement is huge in terms of needs assessment of what the counties are looking for.” A strong emphasis was expressed by a DED on relationship building, “the number one . . . the large portion of the criteria that I am looking for is relationship building. Anything that has to do with that, like people skills and relationship building, it is so important in the job that . . . especially doing as a CED. It is number one criteria to me.” Both groups emphasized the importance of building

relationships and maintaining very good connections with the county government, with stakeholders.

Empathy, trust, and honesty were interpersonal skills that were suggested by both focus groups as being important CED leadership trait. Several responses by CEDs stated, “The trait I am thinking about is trustworthiness”, and many agreed.

Another CED remarked,

I thought about some different ways that we build that, one is honesty, being honest with our team members, watching the way that we talk about people . . . whether it is the way we as CEDs talk about our administration, or others in the office, because if people can’t trust us to talk about one person in a positive light, they could be concerned about how we are talking about them behind their back as well.

In agreement another CED commented, “being open in our communication, being as open with people with praise as we are when we have criticism so that they can trust us when we are coming to them with something that may need improvement or, you know, something that we would like to see them doing differently.” In addition the CEDs agreed other traits that build trust are, “integrity, dependability, and professionalism.”

Another interpersonal skill that was mentioned was that a CED is a peacemaker. One CED stated, “When we talk about being able to treat people fairly, I have found that treating people fairly doesn’t necessarily mean treating people the same. So, not everybody gets approached exactly a certain way . . . the same way and that also plays into the way that people in the office are dealing with one another. So, anyway . . . just kind of setting the tone of peace and I think that setting the example for how people deal with one another by the way that I deal with them.”

Conceptual skills

Conceptual skills that were deemed highly important by both focus groups included management of resources, liaison between county government and UF/IFAS Extension, marketing of Extension, visioning, expertise in a program, management of the office, local clientele involvement, and providing a working environment. A complete list of conceptual skills developed from the responses of both focus groups can be found in Appendix E.

The CED and DED focus groups expressed the importance of resource and budget management. A DED stated that CEDs need to, “Be able to manage a budget.” There was also discussion in the DED group that although CEDs may not be in charge of allocating funds, they do have to oversee and manage. For example, “in Miami-Dade, somebody else may be doing the function of the budget, but she better know the numbers.” The DED discussion stated that CEDs must be able to say, “yeah, we need to spend twenty percent on that. We need to spend thirty percent on that. We need to be able to make managerial decisions about the budget.” One of the first important roles of the CED brought up in the CED focus group was managing the county budget. One CED stated, “I know budget was mentioned, but has the overall program grown . . . leading the program growth? By that I mean, incorporating all these things that you were talking about . . . the evaluation processes, mentoring the faculty, providing the resources for everyone to succeed . . . be it through equipment for everyone, new equipment, expanding programming . . . unless you are . . . but all of that goes in, in one big ball, if you will, managing resources.” Another skill related to resource management was discussed in the DED focus group on raising funds, “and not only raise money, but also requesting funds and, because you don’t get budgets during budget season. You

get budgets the entire year and you have got to be strategic in when you do that. And so with a whole, without funds the office doesn't operate. And we look towards the county director being the leader in that area."

The idea of CEDs being a liaison between county government and UF/IFAS Extension was brought up in discussion many times. There was a strong notion that the liaison role was very important. In addition, the liaison role also was also seen as important between the CED and the Extension clientele. One CED stated, "There is this relationship that you build with county government." In addition, "There's duties in terms of your relationship with the University of Florida administration . . . um, your local stakeholders, your advisory group. So, it is really maintaining all those relationships on a daily basis." Another CED stated, "We serve as a liaison between the county government and the office in terms of programs and that kind of thing." The liaison was described as, "being the end of the bridge or the beginning of the bridge between the office and the dean's office. The dean is a big part of the CED at the end or the beginning. "

Marketing was a leadership competency that was discussed in both groups. Both groups agreed that this competency is needed now more than ever, due to declining budgets. Marketing Extension included, "having a presence at the table, being visible in the community, showing up at social events where people see you and that will go along way with marketing."

The idea of a CED being a visionary and taking risks was discussed in both groups. A DED stated, "They need to be a strategic person, a future thinker, look ahead and have a vision." Another DED stated that when hiring a CED he looks for a person

that is “creative, an innovator, and thinks outside the box.” A CED commented that an important leadership skill is, “having a vision, having the big vision kind of up front and keeping that vision in front of the team and helping team members to keep connecting back to that vision. Sometimes people don’t see exactly how they fit into, especially since we are so diverse in Extension with our program areas, so being able to keep connecting people back to that big vision of who we are at the county level.”

Both focus groups discussed the fact that CEDs are not just administrative leaders, but also have an Extension programmatic role as well. A CED commented,

But we have our own program responsibility, too. And so one of the things that is really key is time management because to do the director role well, you have got to be free and open to help your people. But to do your program with excellence, you have got to have some focus. So, that is one of the real juggling acts is to do both, be a leader administrator and have your own program that is strong.

As A CED, “you have got to be the educational leader for the whole office and you have got a program yourself, too.” DEDs discussed the programmatic efforts of CEDs, “They do an excellent job in program areas that they are assigned to. They do a good job at teaching and also sharing their expertise with others.” DEDs also discussed the lack of succession within the organization which relates to, “bringing people up from within the organization who apply for the job, but don’t necessarily have the leadership and management skills that we are looking at.” The DED group discussion explained that the good expert or programmatic Extension agent may not always be the best at leadership. CEDs also discussed the importance of having leadership experience, “experience in a leadership role, and already an accomplished leader before becoming a CED.”

The subject of management versus leadership was heard from both groups. DEDs discussed, “in the managerial part, also, they prefer to have good organizational skills, managing of the budget and people well; these are all managerial, but still, you have to have that balance.” The balance referred to leadership and management. The DEDs believed, “you have to have a balance” and that CEDs have to be, “either a manager with some balance of it and then in the leadership area, especially they need to understand that they are the leader of not only their program, but total Extension.” One CED stated, “A manager of people and resources.” DEDs stated that when CEDs are, “just doing routine management, they will never be successful and their faculty won’t be successful.”

Grassroots involvement seemed very important for both focus groups. A DED stated that an exemplary CED, “really encourages collaboration among all the people, has created a very positive work environment, is respected by people in the community, and contributes significantly through advisory committees.” Another DED commented that CEDs “have to have somewhat of a good standing in the community from a moral standpoint.” CEDs expressed the importance of building relationships not only with local government, but your local stakeholders, your advisory group. So, it is really maintaining all those relationships on a daily basis.”

When DEDs were asked to describe an exemplary CED, one commented, “an exemplary County Extension Director elicits respect from their staff and faculty, that they promote success within the workplace. That they create a positive work environment and they encourage collaboration among the faculty.” Another commented, “CEDs provide a supportive and creative as far as the work environment for everybody

who works including volunteers.” CEDs mentioned that a leader must create an environment where they “inspire others to follow them.” In addition, the CEDs talked about their responsibilities to create a working environment, “my job is to help serve them and make their jobs easier and to help them get the resources that they need to get to do their job, and to do it well.” One of the biggest challenges for a CED was said to be, “leading people down that path and asking those questions of why are we doing it this way, is there a way to do it better? So, I think we kind of need to be that person to pull them in a direction that maybe they don’t really want to go in, but to open up that door of opportunity.”

Summary for Objective One

From the data received from both the district Extension director’s focus group and the county Extension director’s focus group, two theme areas emerged: human skills and conceptual skills. Data from the focus groups were then combined with data with qualitative data from objective two to create the list of competencies that was used in the survey instrument.

Objective Two

Objective two: To identify the leadership competencies needed by Florida county Extension directors as determined by county administrators.

Interviews

Data collected from the three county administrator interviews were used to achieve the second objective of this research. County administrators from three counties participated in interviews conducted by the researcher. Two interviews were conducted via telephone and one interview was conducted in person. The researcher used an interview guide (Appendix D) to conduct the interviews and to determine the

county administrators' perceptions of leadership competencies needed by county Extension directors. The responses from each of the interviews underwent content analysis using WEFT QDA software.

Eighteen competencies (Appendix E) in two theme areas emerged: human skills and conceptual skills. Questions during the interview were not separated into these two areas, but the responses given by the interview participants were easily categorized into these theme areas. Competencies were eliminated if they were repetitive with the focus group findings.

Participants in the interview were asked to describe an exemplary leader. One administrator replied,

I think an exemplary leader is a servant leader, someone who understands that part of their role, besides sitting in that position in the organization, is to facilitate the growth of the organization and the individuals who work for them, be a mentor.

Another participant replied, "an exemplary leader is honest, has an engaging personality, and believes in the organization." He continued to say, "this leader is involved in the community."

Human skills

The people skills that the participants referred to included communication, listening, honesty, and respect. Communication was the first answer in all three interviews when asked to discuss some leadership competencies necessary for county Extension directors. They replied, "to be a good leader I think you've got to have great communication skills up and down." In addition,

You have to listen to, you know, if there's an issue, you have to listen to both sides. If there's things that have to be decided upon in the community or if there's a problem between two people, listen to both sides before you make a judgment.

Another replied, “I think it has to be a servant leader who leads by example who doesn’t have expectations that they themselves are not going to meet or exceed. And I think you want somebody who is ever hungry for growth and knowledge within their profession.”

Honesty was discussed in all three interviews and was deemed to be an important human leadership skill. As one participant stated, “probably the number one skill would have to be honesty.” When describing an exemplary leader, a participant described this person as, “as genuine and of course, in the political realm you talk about gravitas, he was seen as open, very candid. I think those are kind of cohorts of honesty and he just had a very engaging personality.” Another administrator described an exemplary leader as,

One who has values that they can embrace. He’s the kind of guy that when he tells you something you have comfort and a security level knowing that you’ve been told what you needed to know and its associated strongly with the truth.

In addition, the discussion of the importance of honesty was strong when an administrator said, “my number one characteristic of a leader has to be honesty.”

Respect was also a leadership competency that seemed important to the county administrators. “I think people go to him for advice and I think they value his opinion, they see how this person interacts with the community and its a mutual respect.”

Related to respect, participants talked about a leader that was loyal and displayed integrity. “I think that integrity is critical, and loyalty is critical, and loyalty to the organization and to individuals within the organization, realizing that loyalty is framed within a fiduciary responsibility that you have both ethically and morally,” as an exemplary leader. One participant stated, “People will do a lot more out of respect and

admiration or love for a leader than they will ever do out of fear and intimidation or threats.”

Conceptual skills

Katz (1955) defined a conceptual skill as the “ability to see the enterprise as a whole”. The participants in the interviews identified several conceptual skills that were also identified in the focus groups. Some of the conceptual skills identified by the county administrators included visionary, community involvement, and organizational needs.

A participant stated, “I think one of the most important things for the leader is to have a vision for the organization and foster that within the organization.” Another commented, “We would want someone that would want to take what we have to the next level; that would not fear change; that would not fear an enormous challenge.” Included with vision, a participant stated, “I think you want somebody who is ever hungry for growth and knowledge within their profession,” and in addition, “I think sometimes it’s easy for leaders to forget that a critical portion of the visioning is to determine what the community or your immediate supervisors think you should be doing.”

Community involvement and understanding the needs of the clientele were important to the county administrators,

Knowing their community and willing to get outside of their comfort level to look beyond the normal skill set they come in with or their normal expectations and seeking community input as to how you should grow or change the organization.

A leader should have, “a lot of community involvement. He’s a leader within the community.” A county Extension director needs, “to be involved in the community. And of course, you can’t do everything, but there are a lot of different organizations that you

can be involved in and have that outreach and touch a lot of people in the community.” One participant expressed, “the ability, once again, to be able to learn exactly the needs of the community, I would consider that number two behind communication skills.” County Extension directors, “need to be flexible and learn what the needs are in that community and respond to it.”

The organizational knowledge of both county and UF/IFAS was discussed in all three interviews. As stated a county Extension director is,

Someone that realizes that you’ve got to please not only the county commission and the county administrator and how you perform your responsibilities, but you also have to understand that you’re seen as an instructor and I guess as an assistant professor level position by IFAS and the University of Florida.

County Extension directors also have programmatic efforts, “extending the educational body, the corpus of knowledge, of the university into the community, but I think you can’t forget the word service.” One participant posed the question, “How do I tie this common core thread into all these things that I am doing?” One participant explained that, “sometimes leaders get caught up in processes instead of really looking at, you know, what’s my minimal essential task list?” “An administrator commented, “a lot of times you have to move an organization slowly to achieve what you want to given the culture and the climate within the community and organization.” Another comment made by a participant said he would like to “see better match up between IFAS and the counties. I think that it would be helpful if county administrators were asked to provide input into the evaluations of directors.”

Summary for Objective Two

From the qualitative interviews with county administrators two theme areas emerged: human skills and conceptual skills. From these interviews, data were

combined with the previous focus groups of district Extension directors and county Extension directors. These competencies were then used in the survey instrument emailed to both county Extension directors and county administrators.

Objective Three

Objective three: To determine the level of importance of CED leadership competencies as perceived by CEDs and county administrators, CED self-perceptions of leadership competency importance, knowledge, and proficiency, and county administrators' perceptions of leadership competency importance, knowledge, and proficiency levels needed by CEDs.

Data from the focus groups and interviews resulted in a list of forty competencies that were used in the survey (Appendix E). Literature reviewed in Chapter Two also supported the identified competencies of human skills and conceptual skills. The competencies were divided into three sections: level of importance, knowledge level, and proficiency level. A Likert-type scale for each section was used, and participants were asked to rank level of importance of each competency with 1=not important to 5=very important. They were asked to rank level of knowledge for each competency with 1=little knowledge to 5=high level of knowledge. Finally they were asked to rank level of competence or proficiency for each with 1=not competent to 5=very competent.

The researcher chose to eliminate cases with missing data for perceived importance, perceived knowledge, perceived proficiency, and all demographic questions. Therefore, incomplete or missing data included questionnaires from 14 county Extension directors and 13 county administrators. A total of forty-nine county Extension directors completed the survey, yielding a response rate of 78%. A total of seventeen county administrators completed the survey, with a 28% response rate.

Demographics of CEDs

The entire population of sixty-three county Extension directors was emailed the questionnaire (Appendix F). An up-to-date listing of CEDs was obtained from the UF/IFAS Extension Dean's office.

Table 4-1 provides information on the age, ethnicity, and gender of the county Extension directors. Of the forty-nine respondents, 14.3% were between the ages of 30-40, 12.2% fell between 41-50, 53.1% were between 51-60, and 20.4% were older than 60. Of those CEDs participating, 51 were male and 49 were female. With regard to ethnicity, 91.8% of respondents were White, 6.1% African American, and 2% were Asian.

Table 4-2 provides the years of leadership experience for CEDs. The average number of years as a CED was 10.2 years. The average number of years in Extension before becoming a CED was 3.1 years, and the years of previous leadership experience was 4.5 years. Table 4-3 provides the mean percentage of CED leadership responsibilities: 34.55% was reported as formally assigned to the CED role, and 53.94% was reported as actually expended to the CED role.

Urban counties represented 61.2% of the CEDs, and the rural counties represented 38.8% of the CEDs (Table 4-4). The primary Extension program area for CEDs was agriculture at 46.9%, with family and consumer science next at 22.4% (Table 4-5). The University of Florida required at least a master's degree for all CEDs, and 12.2% of the respondents held a doctoral degree.

Descriptive analysis for CEDs

Using SPSS ® 22.0 for Windows, measures of central tendency, including mean, mode, frequency, and percentage were calculated for each leadership competency. The

categorical variables were subjected to frequency analyses. Mean, frequency, and percentage were calculated for the perceived importance, level of knowledge, and the proficiency level of the leadership competencies. Summated importance, knowledge, and proficiency score was also calculated for each set of competencies.

The first section of the questionnaire was comprised of the forty competencies and participants were asked to rank the perceived importance of each. The overall mean for importance for the set of 40 leadership competencies was 4.42. The competency with the highest mean ($M=4.92$, $SD=.28$) was “fair, honest, and trustworthiness.” “Leadership by example” ($M=4.84$, $SD=.37$) was the next highest mean. The competency that received the lowest score for importance was “county and state emergency management operations” ($M=3.24$, $SD=.80$). The following scale was used to interpret the mean scores for importance: 1.00-1.49 (not important), 1.50-2.49 (little importance), 2.50-3.49 (somewhat important), 3.50-4.49 (important), and 4.50-5.00 (very important). CEDs rated all but one of the 40 competencies as important or very important, and 15 of the 40 competencies were rated by CEDs as very important.

The next table (Table 4-8) represents the CEDs perceived knowledge level of the forty competencies. The overall mean for CED self-perceived knowledge level was 3.94. The highest knowledge competency was “dependability” ($M=4.67$, $SD=.52$). Respondents felt the least knowledge in “county and state emergency management operations” ($M=3.00$, $SD=.91$). The following scale was used to interpret the mean scores for knowledge: 1.00-1.49 (little knowledge), 1.50-2.49 (some knowledge), 2.50-3.49 (moderate knowledge), 3.50-4.49 (substantial knowledge), and 4.50-5.00 (high

level of knowledge). CEDs rated their knowledge of all but four of the 40 competencies as substantial or high level of knowledge.

The final competency rating was based on CED self-perceived proficiency level for each of the forty competencies (Table 4-9). The overall mean for proficiency was 3.98. The highest level of proficiency was assigned to “fair, honest, and trustworthiness” (M=4.67, SD=.52) and the lowest level of proficiency was for “county and state emergency management operations” (M=3.39, SD=.89). The following scale was used to interpret the mean scores for proficiency: 1.00-1.49 (not competent), 1.50-2.49 (little competence), 2.50-3.49 (somewhat competent), 3.50-4.49 (competent), and 4.50-5.00 (very competent). CEDs rated themselves as competent or very competent for all but three of the 40 competencies.

A mean summated score was calculated for perceived importance, knowledge, and proficiency levels (Table 4-10). The mean summated score for importance (M=176.69, SD=12.70) was greater than the mean summated score for self-perceived knowledge and self-perceived proficiency. The mean summated score for proficiency (M=159.57, SD=14.51) was greater than the overall mean summated scores for knowledge (M=157.94, SD=17.87). These scores were used in the correlation and regression analyses.

Table 4-11 provides the correlation matrix for ten independent variables. The convention presented by Davis (1971) was used to interpret the magnitude of the correlation coefficients. Pearson product-moment correlation coefficients were calculated between the ten independent variables and the three dependent variables. The summated mean score for perceived level of competence and the summated mean

score for perceived knowledge level had the strongest correlation ($r=.86, p<.05$). The correlation value indicated a high, positive relationship between perceived knowledge level and perceived proficiency level. Thus, as perceived knowledge level increased, perceived proficiency level had a strong tendency to also increase. A low, positive relationship was found between perceived competency importance and self-perceived knowledge ($r=.35, p<.05$) as well as the self-perceived proficiency ($r=.29, p<.05$). The number of full - time program assistants was substantially and positively correlated with the number of agents ($r=.62, p<.05$). The number of employees under the direct supervision of the CED and the number of full - time Extension agents ($r=.75, p<.05$) were highly, positively correlated. Further, a high, positive correlation was found between the percentage of time formally assigned to the CED role and the percentage of time actually expended in the CED role ($r=.77, p<.05$). In addition, the percentage of time formally assigned to the CED role and the number of Extension agents was highly, positively correlated ($r=.72, p<.05$), as well as the percentage of time actually expended and the number of Extension agents ($r=.74, p<.05$) in the county office. Furthermore, a moderate positive relationship was found between the number of employees and the number of program assistants ($r=.58, p<.05$). The percent time formally assigned to the CED role had a negative, substantial relationship with the classification of the county ($r=-.46, p<.05$) and the percent time actually expended to the CED role also had a negative, substantial relationship with the classification of the county ($r=-.44, p<.05$).

Regression analysis was used to identify the variables that were the greatest predictors for levels of importance, knowledge, and proficiency. The independent variables in the regression equation for CEDs were percent time formally assigned to

CED role, percent time actually expended to CED role, classification of county, years served as a CED, number of years in Extension before becoming a CED, years of previous leadership experience, number of employees under direct supervision, number of full-time agents under direct supervision, number of full-time program assistants, and gender. The dependent variables were the mean summated scores for levels of importance, knowledge, and proficiency.

Stepwise selection was used for the multiple regression models. Stepwise selection, or backward selection, is a method where each time a predictor is added to the equation, the predictor with the least contribution is eliminated, and then the model is recalculated with the remaining predictors (Arey et al. 2007). The first step is to include all predictors in the equation and calculate the contribution of each variable. The first variable to consider is the one with the largest absolute value of the Pearson correlation (r). Other factors that are important in the regression model were the value of Beta (β), R-squared, adjusted R-squared, degrees of freedom (df) and the t -statistic.

Beta (β) is the slope of the regression line or the change in y corresponding to a unit change in x (Freund and Wilson, 2003). The variable that has the largest β value would make the greatest contribution for explaining the dependent variable, when all other variables in the model are controlled (Freund and Wilson, 2003).

The R-squared value is the percentage of variation in response (Y) explained by the predictive power of all the explanatory variables in the model. The adjusted R-square value is used when a small sample is used. Both R-squared and adjusted R-squared variables are reported as a decimal and interpreted as a percentage. The t -

statistic indicates whether there is a statistically difference in the mean scores of the variables that were analyzed (Freund and Wilson, 2003).

The three final regression models for predicting the perceived levels of importance, knowledge, and competency are presented in Table 4-12. The predictor “percent time actually expended in the CED role” was the only predictor out of the thirteen variables that made a significant contribution to the explanation of variance in the perceived importance. The adjusted R^2 value was .11 ($p < .05$). Therefore, this variable explained for 11% of the variance in perceived level of competency importance. The F-value of 6.83, which was significant at the .05 level, represents the ratio of the mean squares. The predictor “percent time actually expended in the CED role” also had the highest Beta value ($\beta = .36$) and was statistically significant, which indicated the standardized regression coefficient.

For the dependent variable of perceived knowledge, “percent time actually expended to the CED role” made a significant contribution. The adjusted R^2 value ($R^2 = .08$, $p < .01$) indicated how much the variance of the dependent variable (perceived knowledge) was explained by the independent variables entered in the model. The F-value of 6.97, which was significant at the .05 level, represented the ratio of the mean squares. The predictor “percent time actually expended in the CED role” had the highest Beta value ($\beta = .41$), and was statistically significant.

For the final regression analysis for perceived proficiency, the predictor “percent time actually expended in the CED role” had an adjusted R^2 value of .12. Therefore 12% of the variance in the perceived level of proficiency was explained by the model. The F-value of 7.47, which was significant at the .05 level, represented the ratio of the strength

in prediction model. The predictor “percent time actually expended in the CED role” had the highest Beta value ($\beta=.25$) and was also significant.

Demographics of county administrators

A census population of sixty county administrators was emailed the questionnaire (Appendix F). An up- to-date listing of county administrators was obtained from the Florida Association of Counties’ website. A total of seventeen county administrators completed the survey, with a 28% response rate. Table 4-15 provides information on the age, ethnicity, and gender of the county administrator participants. Of the seventeen respondents 11.8% were between the ages of 30-40, 29.4% were between 41-50, 29.4% fell between 51-60, and 29.4% were older than 60. Of those county administrators participating, 82.4% were male and 17.6% were female. With regard to ethnicity, 82.4% of respondents were White and 17.6% were African American.

Table 4-16 provides the years of leadership experience for county administrators. The average number of years as a county administrator was 6.7 years. The average number of years of previous leadership experience before becoming a county administrator was 11.8. The average number of employees for the county administrators was 281 employees.

Of the county administrators participating in the study, 52.9% classified their county as rural and 47.1 as urban (Table 4-17). With regard to academic degrees, 23.5% of the participants held a bachelor’s degree, 64.7% held a masters degree, and 11.8% held other professional degrees (Table 4-18).

Descriptive analysis for county administrators

Using SPSS ® 22.0 for Windows measures of central tendency, including mean, mode, frequency, and percentage were calculated for each leadership competency. The

categorical variables were subjected to frequency analyses. Mean, frequency, and percentage were calculated for the perceived importance, level of knowledge needed by CEDs, and the proficiency level needed by CEDs. A mean summated score was also calculated for each set of competencies.

Like the CED questionnaire, the first section of the questionnaire was comprised of the forty competencies, and participants were asked to indicate their perceived importance of each (Table 4-19). The Cronbach's alpha coefficient for this scale was .93. The overall mean for importance for the set of 40 leadership competencies was 4.42. The competency with the highest mean was "having a positive attitude" (M=4.92, SD=.24). "Fair, honest, and trustworthiness" (M=4.88, SD=.49) had the next highest mean. The competency that received the lowest score for importance rating was "county and state emergency management operations", (M=3.41, SD=.71). The following scale was used to interpret the mean scores for importance: 1.00-1.49 (not important), 1.50-2.49 (little importance), 2.50-3.49 (somewhat important), 3.50-4.49 (important), and 4.50-5.00 (very important). County administrators rated all but one of the 40 competencies as important or very important, and 12 of the 40 competencies were rated by county administrators as very important.

The next table (Table 4-20) represents the county administrators' perceptions of the knowledge level needed by for CEDs for each of forty competencies. The overall mean for knowledge level needed was 4.17. The three highest rated knowledge competencies were "relationship building", (M=4.65, SD=.61), "fair, honest, and trustworthiness", (M=4.65, SD=.49), and "listening" (M=4.65, SD= .49). Respondents felt the lowest level of knowledge needed by CEDs was for the competency "county and

state emergency management operations” (M=3.24, SD=.90). The following scale was used to interpret the mean scores for knowledge: 1.00-1.49 (little knowledge), 1.50-2.49 (some knowledge), 2.50-3.49 (moderate knowledge), 3.50-4.49 (substantial knowledge), and 4.50-5.00 (high level of knowledge). County administrators felt that CEDs needed a substantial or high knowledge level for 39 of the 40 competencies.

The final competency rating was the county administrators’ perceptions of the level of proficiency needed by CEDs for each of the 40 competencies (Table 4-21). The overall mean for level of proficiency needed was 4.29. The highest rated for level of perceived proficiency needed was for “working with key leaders and clientele” (M=4.76, SD=.44) and the lowest was for “county and state emergency management operations” (M=3.59, SD=.87). The following scale was used to interpret the mean scores for proficiency: 1.00-1.49 (not competent), 1.50-2.49 (little competence), 2.50-3.49 (somewhat competent), 3.50-4.49 (competent), and 4.50-5.00 (very competent). County administrators felt that CEDs should be competent or very competent in all 40 leadership competencies.

A mean summated score was calculated for the county administrators’ perceived level of importance, knowledge, and proficiency needed by CEDs (Table 4-22). The mean summated score for importance (M=176.88, SD=10.40) was greater than the mean summated score for perceptions of needed knowledge and proficiency. The mean summated score for knowledge level needed by CEDs was 166.94 (SD=15.52) and the mean summated score for needed proficiency was 171.47 (SD=13.30).

Table 4-25 provides a correlation matrix for five independent variables. The convention presented by Davis (1971) was used to interpret the magnitude of the

Pearson product-moment correlation coefficient. The mean summated score for level of knowledge needed and the mean summated score for perceived level of importance had the strongest correlation ($r=.84$, $p<.05$). The correlation value indicated a high, positive relationship between perceived level of knowledge and the perceived level of importance, indicating that as perceived level of knowledge needed increased, the perceived level of importance also had a strong tendency to increase. A positive, high relationship was found between needed proficiency level and perceived level of knowledge was $.70$ ($p<.05$) A similar relationship was found between the mean summated score for perceived level of importance and needed proficiency level ($r=.70$, $p<.05$) was also positively correlated. Furthermore, a moderate positive relationship was found between the mean summated score for the level of importance and the classification of the county ($r=.69$, $p<.05$). This meant that county administrators in urban counties had a strong tendency to assign a higher importance rating to the 40 CED leadership competencies.

Regression analysis was used to identify the variables that were the greatest predictors for the levels of importance, knowledge needed, and proficiency needed by CEDs. The five independent variables that were used as predictors in the regression analysis included classification of county, years served as a county administrator, years of previous leadership experience, number of employees, and gender.

Stepwise selection was used as the method for the multiple regression models. Stepwise selection, or backward selection, is a model where each time a predictor is added to the equation, the predictor with the least contribution is eliminated, and the model is recalculated with the remaining predictors (Arey et al., 2007). The first variable

to consider is the one with the largest absolute value of the Pearson correlation (r). The other factors that considered in the regression model for county administrators were: adjusted R^2 , t -statistic, Beta-value, and F-value.

The three final regression models for the level of competency importance, knowledge needed by CEDs, and CED proficiency levels needed as perceived by county administrators are presented in Table 4-25. The variable “classification of county” was the only predictor out of the five variables that made a positive contribution to the explanation of variance in the perceived level of importance. The adjusted R^2 value was .43 ($p < .05$). Therefore this variable explained for 43% of the variance in the county administrators’ ratings of perceived level of importance for the 40 competencies. The F-value of 12.23, which was significant at the .05 level, represents the ratio of the mean squares. The predictor “classification of county” also had the highest Beta value ($\beta = .68$) and was statistically significant.

None of the five independent variables (classification of county, years served as a county administrator, years of previous leadership experience, number of employees, and gender) made a significant amount of the variance in county administrators’ ratings of the CED level of knowledge needed by CEDs.

For the final regression analysis on county administrators perceptions of the proficiency levels needed by CEDs, the predictor “classification of county” had an adjusted R^2 value of .28 ($p < .05$). Therefore, 28% of the variance in the perceived level of competence ratings by county administrators was explained by the population of the county. The F-value of 6.95, which was significant at the .05 level, represents the ratio

of the strength in prediction model. The predictor “classification of county” had the highest Beta value ($\beta=.58$), and was also significant.

Objective Four

Objective four: To determine the relative need for additional training for each leadership competency as perceived by CEDs and county administrators.

For this objective, the Borich needs assessment model (1980) was used to identify the highest priority competencies for additional training for CEDs. A mean weighted discrepancy score (MWDS) was calculated for each competency. This model (1980) enables researchers to prioritize leadership competencies so that training needs can be identified. Both the importance/knowledge discrepancy and the importance/proficiency discrepancy were determined. The discrepancy score (DS) was calculated for each participant as the difference between each rating score [Discrepancy Score (DS) = Importance (score) – Knowledge (score)] or [Discrepancy Score (DS) = Importance (score) – Proficiency (score)].

After the MWDS was calculated for both importance/knowledge and importance/proficiency, each MWDS was ranked highest to lowest. MWD scores were ranked for both CEDs and county administrators based on importance/knowledge ratings and importance/proficiency ratings. Using the CED self perceptions of competency importance and knowledge (Table 4- 13), “conflict resolution” ranked as the highest professional development need with a MWDS of 4.32. County administrators’ views of competency importance and CED knowledge needed led to a MWDS of 3.45 for “having a positive attitude” which was the highest need competency. “Time management” was ranked in the top five professional development needs, using both the CED (MWDS=3.16) and county administrator (MWDS=1.56) data.

The MWDS for importance and proficiency needed by CEDs was also calculated for both CEDs and county administrators. For CEDs (Table 4-14) “conflict resolution” was the highest professional development need among the 40 leadership competencies (MWDS = 4.14), and “having a positive attitude” was the highest professional development need, based on CA data (MWDS = 2.01), (Table 4-27). For both CEDs and self perceptions of proficiency county administrators’ perceptions of the proficiency needed by CEDs “listening” ranked in the top five for each. Table 4-28 compares the MWD scores for importance/knowledge, and Table 4-29 compares the scores for importance/proficiency.

Spearman’s rank coefficient was calculated on the CED and county administrators’ MWDS for both knowledge and proficiency. A positive high correlation was found between the CED MWDS rankings for knowledge and proficiency ($r_s=.82$). A positive high correlation was also found between the county administrator MWDS rankings for knowledge and proficiency ($r_s=.60$). Using Spearman’s rank coefficient, no relationship was found between the knowledge, MWD scores for CEDs and CAs or the relationship between the MWDS for proficiency for CEDs and CAs.

Table 4-1. Frequency and percentage of respondents (CEDs) by demographics ($n=49$)

Demographic characteristic	<i>f</i>	%
Age:		
Less than 30	0	0
30-40	7	14.3
41-50	6	12.2
51-60	26	53.1
More than 60	10	20.4
Ethnicity:		
White	45	91.8
African American	3	6.1
Asian	1	2.0
Hispanic	0	0
Other	0	0
Gender:		
Male	25	51.0
Female	24	49.0

Table 4-2. Years of leadership experience for CEDs

Characteristic	<i>n</i>	<i>M</i>	<i>SD</i>
How many years as a CED?	49	10.21	9.75
Years in Extension before becoming a CED?	49	3.18	.95
How many years previous leadership experience?	49	4.59	5.94

Table 4-3. Mean percentage of CED leadership responsibility.

Characteristic	<i>n</i>	<i>M</i>	<i>SD</i>
% Time formally assigned to CED responsibilities	49	34.55	20.31
% Time actually expended to CED responsibilities	49	53.94	22.57
Number of full- time employees	49	9.86	7.59
Number of full-time Extension agents	49	5.20	3.10
Number of full-time program assistants	49	1.80	2.25

Table 4-4. Classification of counties ($n=49$)

Classification of county	<i>f</i>	%
Rural	19	38.8
Urban	30	61.2

Table 4-5. Frequency and percentage of CEDs by primary Extension program area
(*n*=49)

Characteristic	<i>f</i>	%
Agriculture	23	46.9
Horticulture	8	16.3
Family Consumer Science	11	22.4
Natural Resources	1	2.0
Sea Grant/Marine	1	2.0
4-H	5	10.2

Table 4-6. CED Highest degree earned (*n*=49)

Characteristic	<i>f</i>	%
Masters Degree	43	87.8
Doctoral Degree	6	12.2
Other	0	0

Table 4-7. Frequency and percentage of leadership competency importance as rated by CEDs (*n*=49)

Leadership Competency	1		2		3		4		5		<i>M</i>	<i>SD</i>
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%		
Having a positive attitude	0	0	0	0	0	0	11	22.0	38	77.6	4.78	.42
Time management	0	0	0	0	2	4.1	11	22.4	36	73.5	4.69	.54
Communication in oral and written form	0	0	0	0	1	2.0	13	26.5	35	71.4	4.69	.51
Decision making	0	0	0	0	0	0	16	32.7	33	67.3	4.67	.47
Dependability	0	0	0	0	1	2.0	12	24.5	36	73.5	4.71	.50
Empathy	0	0	0	0	5	10.2	34	69.4	10	20.4	4.10	.55
Empowerment	0	0	1	2.0	4	8.2	27	55.1	17	34.7	4.22	.69
Fair, honest, & trustworthiness	0	0	0	0	0	0	4	8.2	45	91.8	4.92	.28
Leadership by example	0	0	0	0	0	0	8	16.3	41	83.7	4.84	.37
Listening	0	0	0	0	0	0	15	30.6	34	69.4	4.69	.47
Mentoring and coaching	0	0	0	0	1	2.0	24	49.0	24	49.0	4.47	.54
Motivation and dedication	0	0	0	0	2	4.1	18	36.7	29	59.2	4.55	.58
Organization	0	0	1	2.0	2	4.1	26	53.1	20	40.8	4.33	.66
Conflict resolution	0	0	0	0	3	6.1	23	46.9	23	46.9	4.41	.61
Professionalism	0	0	0	0	0	0	16	32.7	33	67.3	4.67	.47
Relationship building	0	0	0	0	1	2.0	20	40.8	28	57.1	4.55	.54
Team-building	0	0	0	0	3	6.1	17	34.7	29	59.2	4.53	.62
Saying no when warranted	0	0	0	0	5	10.2	18	36.7	26	53.1	4.43	.68
Change implementation	0	0	0	0	4	8.2	27	55.1	18	36.7	4.29	.61
Office management	0	0	0	0	2	4.1	25	51.0	22	44.9	4.41	.57
Employee evaluation	0	0	1	2.0	2	4.1	26	53.1	20	40.8	4.33	.66
Program evaluation	0	0	0	0	4	8.2	28	57.1	17	34.7	4.27	.61
Promoting growth in the organization	0	0	1	2.0	6	12.2	30	61.2	12	24.5	4.08	.67
Innovation	0	0	1	2.0	9	18.4	27	55.1	12	24.5	4.02	.72
Working with key leaders and clientele	0	0	0	0	2	4.1	14	38.6	33	67.3	4.63	.57

Note: Response based on Likert-type scale from 1=not important, 2=of little importance, 3=somewhat important, 4=important, 5=very important

Table 4-7. Continued

	1		2		3		4		5		<i>M</i>	<i>SD</i>
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%		
Leadership Competency												
Extension marketing	0	0	0	0	4	8.2	21	42.9	24	49.0	4.41	.64
Creative thinking	0	0	0	0	5	10.2	26	53.1	18	36.7	4.27	.64
Program design and implementation	0	0	0	0	5	10.2	27	55.1	17	34.7	4.24	.63
Resourcefulness	0	0	0	0	2	4.1	22	44.9	25	51.0	4.47	.58
Public speaking	0	0	0	0	3	6.1	22	44.9	24	49.0	4.43	.61
Visioning	0	0	0	0	8	18.3	28	57.1	13	26.5	4.10	.65
Creating a supportive work environment	0	0	0	0	2	4.1	14	28.6	33	67.3	4.63	.57
Teaching Extension audiences	0	0	1	2.0	9	18.4	18	36.7	21	42.9	4.20	.82
Leadership of others	0	0	0	0	2	4.1	24	49.0	23	46.9	4.43	.58
Encouraging excellence among employees	0	0	0	0	1	2.0	22	44.9	26	53.1	4.51	.55
Budget Management	0	0	0	0	2	4.1	21	42.9	26	53.1	4.49	.58
Organizational accountability	0	0	0	0	4	8.2	21	42.9	24	49.0	4.41	.64
Staff supervision	0	0	0	0	5	10.2	25	51.0	19	38.8	4.29	.65
Annual reporting	0	0	1	2.0	3	6.1	26	53.1	19	38.8	4.29	.68
County and State emergency management operations	0	0	9	18.4	21	42.9	17	34.7	2	4.1	3.24	.80
Overall Mean											4.42	.59

Note: Response based on Likert-type scale from 1=not important, 2=of little importance, 3=somewhat important, 4=important, 5=very important

Table 4-8. Frequency and percentage of CED self-perceived leadership competency knowledge level ($n=49$)

Leadership Competency	1		2		3		4		5		<i>M</i>	<i>SD</i>
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%		
Having a positive attitude	0	0	0	0	4	8.2	28	57.1	17	34.7	4.27	.61
Time management	0	0	1	2.0	7	14.3	31	63.3	10	20.4	4.02	.66
Communication in oral and written form	0	0	0	0	1	2.0	31	63.3	17	34.7	4.33	.52
Decision making	0	0	1	2.0	7	14.3	27	55.1	14	28.6	4.10	.71
Dependability	0	0	0	0	1	2.0	14	28.6	34	69.4	4.67	.52
Empathy	0	0	1	2.0	9	18.4	28	57.1	11	22.4	4.00	.71
Empowerment	0	0	1	2.0	12	24.5	28	57.1	8	16.3	3.88	.70
Fair, honest, & trustworthiness	0	0	0	0	2	4.1	14	28.6	33	67.3	4.63	.56
Leadership by example	0	0	0	0	1	2.0	26	53.1	22	44.9	4.43	.54
Listening	0	0	1	2.0	6	12.2	30	61.2	12	24.5	4.08	.67
Mentoring and coaching	0	0	2	4.1	15	30.6	23	46.9	9	18.4	3.80	.79
Motivation and dedication	0	0	0	0	9	18.4	22	44.9	18	36.7	4.18	.73
Organization	0	0	1	2.0	17	34.7	21	42.9	10	20.4	3.82	.78
Conflict resolution	1	2.0	5	10.2	17	34.7	23	46.9	3	6.1	3.45	.84
Professionalism	0	0	0	0	2	4.1	20	40.8	27	55.1	4.51	.58
Relationship building	0	0	0	0	11	22.4	27	55.1	11	22.4	4.00	.68
Team-building	0	0	1	2.0	11	22.4	25	51.0	12	24.5	3.98	.75
Saying no when warranted	1	2.0	5	10.2	15	30.6	21	42.9	7	14.3	3.57	.94
Change implementation	0	0	5	10.2	10	20.4	33	67.3	1	2.0	3.61	.70
Office management	0	0	0	0	14	28.6	27	55.1	8	16.3	3.88	.67
Employee evaluation	0	0	0	0	15	30.6	27	55.1	7	14.3	3.84	.66
Program evaluation	0	0	2	4.1	11	22.4	30	61.2	6	12.2	3.82	.70
Promoting growth in the organization	0	0	4	8.2	20	40.8	22	44.9	3	6.1	3.49	.74
Innovation	1	2.0	3	6.1	14	28.6	23	46.9	8	16.3	3.69	.90
Working with key leaders and clientele	0	0	1	2.0	7	14.3	23	46.9	18	36.7	4.18	.76

Note: Responses based on Likert-type scale from 1=little knowledge, 2=some knowledge, 3=moderate knowledge, 4=substantial knowledge, 5=high level of knowledge

Table 4-8. Continued

	1		2		3		4		5		<i>M</i>	<i>SD</i>
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%		
Leadership Competency												
Extension marketing	1	2.0	6	12.2	13	26.5	23	46.9	6	12.2	3.55	.94
Creative thinking	0	0	4	8.2	9	18.4	27	55.1	9	18.4	3.84	.83
Program design and implementation	0	0	2	4.1	10	20.4	32	65.3	5	10.2	3.82	.68
Resourcefulness	0	0	1	2.0	8	16.3	30	61.2	10	20.4	4.00	.68
Public speaking	0	0	0	0	7	14.3	26	53.1	16	32.7	4.18	.67
Visioning	1	2.0	5	10.2	18	36.7	19	38.8	6	12.2	3.49	.92
Creating a supportive work environment	0	0	3	6.1	6	12.2	28	57.1	12	24.5	4.00	.79
Teaching Extension audiences	0	0	1	2.0	4	8.2	17	34.7	27	55.1	4.43	.74
Leadership of others	0	0	1	2.0	9	18.4	31	63.3	8	16.3	3.94	.66
Encouraging excellence among employees	0	0	4	8.2	6	12.2	27	55.1	12	24.5	3.96	.84
Budget Management	0	0	1	2.0	16	32.7	19	38.8	13	26.5	3.90	.82
Organizational accountability	0	0	3	6.1	14	28.6	24	49.0	8	16.3	3.76	.80
Staff supervision	0	0	1	2.0	15	30.6	22	44.9	11	22.4	3.88	.78
Annual reporting	0	0	1	2.0	10	20.4	27	55.1	11	22.4	3.98	.72
County and State emergency management operations	4	8.2	7	14.3	24	49.0	13	26.5	1	2.0	3.00	.91
Overall Mean											3.95	.73

Note: Responses based on Likert-type scale from 1=little knowledge, 2=some knowledge, 3=moderate knowledge, 4=substantial knowledge, 5=high level of knowledge

Table 4-9. Frequency and percentage of CED self-perceived leadership competency proficiency level ($n=49$)

Leadership Competency	1		2		3		4		5		<i>M</i>	<i>SD</i>
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%		
Having a positive attitude	0	0	0	0	3	6.1	23	46.9	23	46.9	4.41	.61
Time management	0	0	0	0	15	30.6	27	55.1	7	14.3	3.84	.66
Communication in oral and written form	0	0	0	0	2	4.1	29	59.2	18	36.7	4.33	.55
Decision making	0	0	0	0	3	6.1	34	69.4	12	24.5	4.18	.52
Dependability	0	0	0	0	2	4.1	15	30.6	32	65.3	4.61	.57
Empathy	0	0	0	0	12	24.5	22	44.9	15	30.6	4.06	.75
Empowerment	0	0	0	0	13	26.5	32	65.3	4	8.2	3.82	.56
Fair, honest, & trustworthiness	0	0	0	0	1	2.0	14	28.6	34	69.4	4.67	.52
Leadership by example	0	0	0	0	1	2.0	26	53.1	22	44.9	4.43	.54
Listening	0	0	0	0	10	20.4	30	61.2	9	18.4	3.98	.63
Mentoring and coaching	0	0	3	6.1	10	20.4	28	57.1	8	16.3	3.84	.77
Motivation and dedication	0	0	0	0	9	18.4	24	49.0	16	32.7	4.14	.71
Organization	0	0	1	2.0	14	28.6	27	55.1	7	14.3	3.82	.70
Conflict resolution	0	0	3	6.1	23	46.9	21	42.9	2	4.1	3.45	.68
Professionalism	0	0	0	0	2	4.1	24	49.0	23	46.9	4.43	.58
Relationship building	0	0	1	2.0	10	20.4	29	59.2	9	18.4	3.94	.69
Team-building	0	0	1	2.0	11	22.4	30	61.2	7	14.3	3.88	.67
Saying no when warranted	0	0	2	4.1	20	40.8	21	42.9	6	12.2	3.59	.86
Change implementation	1	2.0	4	8.2	11	22.4	30	61.2	3	6.1	3.61	.81
Office management	0	0	0	0	10	20.4	31	63.3	8	16.3	3.96	.61
Employee evaluation	0	0	0	0	11	22.4	34	69.4	4	8.2	3.86	.54
Program evaluation	0	0	1	2.0	11	22.4	32	65.3	5	10.2	3.84	.62
Promoting growth in the organization	0	0	2	4.1	15	30.6	29	59.2	3	6.1	3.67	.66
Innovation	0	0	4	8.2	12	24.5	26	53.1	7	14.3	3.73	.81
Working with key leaders and clientele	0	0	1	2.0	7	14.3	21	42.9	20	40.8	4.22	.77

Note: Responses based on Likert-type scaled from 1= not competent, 2=little competence, 3=somewhat competent, 4=competent, 5=very competent

Table 4-9. Continued

	1		2		3		4		5		<i>M</i>	<i>SD</i>
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%		
Leadership Competency												
Extension marketing	1	2.0	4	8.2	11	22.4	21	42.9	12	24.5	3.80	.98
Creative thinking	0	0	3	6.1	10	20.4	28	57.1	8	16.3	3.84	.77
Program design and implementation	0	0	2	4.1	8	16.3	34	69.4	5	10.2	3.86	.64
Resourcefulness	0	0	1	2.0	6	12.2	34	69.4	8	16.3	4.00	.61
Public speaking	0	0	0	0	4	8.2	26	53.1	19	38.8	4.31	.62
Visioning	0	0	4	8.2	19	38.8	24	49.0	2	4.1	3.49	.71
Creating a supportive work environment	0	0	0	0	8	16.3	28	57.1	13	26.5	4.10	.65
Teaching Extension audiences	0	0	0	0	4	8.2	20	40.8	25	51.0	4.43	.65
Leadership of others	0	0	0	0	7	14.3	32	65.3	10	20.4	4.06	.59
Encouraging excellence among employees	0	0	0	0	10	20.4	30	61.2	9	18.4	3.98	.63
Budget Management	0	0	0	0	6	12.2	28	57.1	15	30.6	4.18	.64
Organizational accountability	0	0	2	4.1	7	14.3	31	63.3	9	18.4	3.96	.71
Staff supervision	0	0	1	2.0	8	16.3	34	69.4	6	12.2	3.92	.61
Annual reporting	0	0	0	0	10	20.4	31	63.3	8	16.3	3.96	.61
County and State emergency management operations	2	4.1	3	6.1	22	44.9	18	36.7	4	8.2	3.39	.89
Overall Mean											3.90	.66

Note: Responses based on Likert-type scaled from 1= not competent, 2=little competence, 3=somewhat competent, 4=competent, 5=very competent

Table 4-10. Mean summated scores for importance, knowledge, and proficiency ratings of leadership competencies by CEDs ($n=49$)

Competency Categories	<i>Minimum</i>	<i>Maximum</i>	<i>Sum</i>	<i>M</i>	<i>SD</i>
Importance Sum	150	198	8658	176.69	12.70
Knowledge Sum	106	192	7739	157.94	17.87
Competency Sum	123	193	7819	159.57	14.51

Table 4-11. Correlations between independent and dependent variables for CEDs (n=49)

Variable		1	2	3	4	5	6	7	8	9	10	Sum Imp.	Sum Know.	Sum Comp.
1.% Time formally assigned	r	1	.77*	-.46*	-.13	.10	-.03	.59*	.72*	.57*	.01	.32*	.19	.31*
2.% Time actually expended	r		1	-.44*	-.15	.15	.02	.62*	.74*	.47*	.18	.39*	.28	.35*
3.Classification of County	r			1	.17	.07	-.09	.48*	-.54*	-.45*	-.23	-.17	-.20	-.29*
4.Years served as CED	r				1	-.25	-.35*	-.15	-.18	-.08	-.20	-.14	.22	.13
5.Years in Extension before CED	r					1	-.19	-.03	.19	-.15	.07	.13	-.19	.01
6.Years previous leadership experience	r						1	.15	.10	.21	.17	-.16	.01	.03
7.Number of employees	r							1	.75*	.58*	.20	.14	.11	.12
8.Number of full time agents	r								1	.62*	.07	.13	.20	.06
9.Number of full time program assistants	r									1	-.13	.36*	.14	.19
10.Gender	r										1	.23	.08	.05
Sum Importance	r											1	.35*	.29*
Sum Knowledge	r												1	.86*
Sum Competence	r													1

Note: * (p< 0.05)

Table 4-12. Regression of self-perceived level of importance, knowledge, and proficiency on selected independent variables for CEDs (n=49)

	B	β	t	df	Sig.	R ²	Adj. R ²
Importance:							
Constant	165.51		37.17	47	.00		
% Time actually expended to CED role	.20	.36	2.61	47	.01	.13	.11*
Knowledge:							
Constant	144.55		22.22	47	.00		
% Time actually expended to CED role	.26	.32	2.28	47	.03	.10	.08*
Proficiency:							
Constant	146.57						
% Time actually expended in CED role	.25	.37	28.23 2.73	47 47	.00 .01	.14	.12*

Note: F=6.83 (Importance), F=6.97 (Knowledge), F=7.47 (Proficiency); * (p< 0.05).

Table 4-13. Mean weighted discrepancy scores of CEDs for level of importance and level of knowledge based on the Borich Needs Assessment Model ($n=49$)

Rank	Leadership Competency	MWDS
1	Conflict resolution	4.32
2	Saying no when warranted	3.80
3	Extension marketing	3.78
4	Time Management	3.16
5	Creating a supportive work environment	2.93
6	Change implementation	2.89
7	Organizational accountability	2.88
8	Listening	2.87
9	Decision making	2.67
10	Budget management	2.66
11	Relationship building	2.51
12	Visioning	2.51
13	Team-building	2.50
14	Encouraging excellence among employees	2.49
15	Having a positive attitude	2.44
16	Promoting growth in the organization	2.42
17	Office management	2.34
18	Organization	2.21
19	Leadership of others	2.17
20	Employee evaluation	2.12
21	Resourcefulness	2.10
22	Working with key leaders and clientele	2.08
23	Leadership by example	1.97
24	Program evaluation	1.92
25	Creative thinking	1.83
26	Program design and implementation	1.82
27	Staff supervision	1.75
28	Mentoring and coaching	1.73
29	Communication in oral and written form	1.70
30	Motivation and dedication	1.67
31	Empowerment	1.47
32	Fair, honest, and trustworthiness	1.41
33	Innovation	1.31
34	Annual reporting	1.31
35	Public speaking	1.08

Table 4-13. Continued

Rank	Leadership Competency	MWDS
36	County and State emergency management	.79
37	Professionalism	.76
38	Empathy	.42
39	Dependability	.19
40	Teaching Extension audiences	-.94

Table 4-14. Mean weighted discrepancy scores of CEDs for level of importance and level of proficiency based on the Borich Needs Assessment Model ($n=49$)

Rank	Leadership Competency	MWDS
1	Conflict resolution	4.14
2	Time management	4.02
3	Saying no when warranted	3.59
4	Listening	3.48
5	Team-building	3.09
6	Change implementation	3.08
7	Relationship building	2.92
8	Mentoring and coaching	2.77
9	Extension marketing	2.73
10	Creating a supportive work environment	2.51
11	Visioning	2.47
12	Encouraging excellence among employees	2.35
13	Decision making	2.25
14	Organization	2.07
15	Employee evaluation	2.07
16	Leadership by example	2.03
17	Creative thinking	1.97
18	Resourcefulness	1.96
19	Working with key leaders and clientele	1.95
20	Office management	1.94
21	Organizational accountability	1.94
22	Empowerment	1.87
23	Having a positive attitude	1.82
24	Motivation and dedication	1.82
25	Program evaluation	1.78
26	Promoting growth in the organization	1.71
27	Program design and implementation	1.70
28	Communication in oral and written form	1.69
29	Leadership of others	1.60
30	Staff supervision	1.54
31	Annual reporting	1.37
32	Budget Management	1.34
33	Fair, honest, & trustworthiness	1.18
34	Innovation	1.13
35	Professionalism	1.12

Table 4-14. Continued

Rank	Leadership Competency	MWDS
36	Public speaking	0.53
37	Dependability	0.47
38	Empathy	0.25
39	County and State emergency management operations	-0.45
40	Teaching Extension audiences	-1.00

Table 4-15. Demographics of county administrators (*n*=17)

Demographic characteristic	<i>f</i>	%
Age:		
Less than 30	0	0
30-40	2	11.8
41-50	5	29.4
51-60	5	29.4
More than 60	5	29.4
Ethnicity:		
White	14	82.4
African American	2	17.6
Asian	0	0
Hispanic	0	0
Other	0	0
Gender:		
Male	14	82.4
Female	3	17.6

Table 4-16. Leadership experience for county administrators

Characteristic	<i>n</i>	<i>M</i>	<i>SD</i>
How many years have you served as a county administrator	17	6.72	7.34
How many years previous leadership experience?	17	11.88	7.22
Number of employees under your supervision?	17	281.63	694.96

Table 4-17. Classification of county for county administrators (*n*=17)

Classification of county	<i>f</i>	%
Rural	9	52.9
Urban	8	47.1

Table 4-18. County administrator highest degree earned ($n=17$)

Characteristic	<i>f</i>	%
Bachelor Degree	4	23.5
Masters Degree	11	64.7
Other	2	11.8

Table 4-19. Frequency and percentage of leadership competency importance for CEDs as rated by county administrators (n=17)

Leadership Competency	1		2		3		4		5		M	SD
	f	%	f	%	f	%	f	%	f	%		
Having a positive attitude	0	0	0	0	0	0	1	5.9	16	94.1	4.92	.24
Time management	0	0	0	0	1	5.9	8	47.1	8	47.1	4.41	.62
Communication in oral and written form	0	0	0	0	0	0	4	23.5	13	76.5	4.76	.44
Decision making	0	0	0	0	0	0	7	41.2	10	58.8	4.59	.51
Dependability	0	0	0	0	1	5.9	3	17.6	13	76.5	4.71	.59
Empathy	0	0	0	0	5	29.4	9	52.9	3	17.6	3.88	.70
Empowerment	0	0	0	0	2	11.8	7	41.2	8	47.1	4.35	.70
Fair, honest, & trustworthiness	0	0	0	0	0	0	1	5.9	16	94.1	4.88	.49
Leadership by example	0	0	0	0	0	0	4	23.5	13	76.5	4.76	.44
Listening	0	0	0	0	0	0	5	29.4	12	70.6	4.71	.47
Mentoring and coaching	0	0	0	0	0	0	12	70.6	5	29.4	4.29	.47
Motivation and dedication	0	0	0	0	1	5.9	9	52.9	7	41.2	4.35	.61
Organization	0	0	0	0	2	11.8	11	64.7	4	23.5	4.12	.60
Conflict resolution	0	0	0	0	1	5.9	10	58.8	6	35.3	4.29	.59
Professionalism	0	0	0	0	0	0	9	52.9	8	47.1	4.47	.51
Relationship building	0	0	0	0	0	0	6	35.3	11	64.7	4.65	.49
Team-building	0	0	0	0	0	0	12	70.6	5	29.4	4.29	.47
Saying no when warranted	0	0	0	0	1	5.9	9	52.9	7	41.2	4.35	.61
Change implementation	0	0	0	0	0	0	12	70.6	5	29.4	4.29	.47
Office management	0	0	0	0	5	29.4	8	47.1	4	23.5	3.94	.75
Employee evaluation	0	0	0	0	5	29.4	11	64.7	1	5.9	3.76	.56
Program evaluation	0	0	0	0	2	11.8	11	64.7	4	23.5	4.12	.60
Promoting growth in the organization	0	0	0	0	3	17.6	12	70.6	2	11.8	3.94	.56
Innovation	0	0	0	0	1	5.9	9	52.9	7	41.2	4.35	.61
Working with key leaders and clientele	0	0	0	0	0	0	3	17.6	14	82.4	4.82	.39

Note: Response based on Likert-type scale from 1 =not important, 2=of little importance, 3=somewhat important, 4=important, 5=very important

Table 4-19. Continued

	1		2		3		4		5		<i>M</i>	<i>SD</i>
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%		
Leadership Competency												
Extension marketing	0	0	0	0	8	47.1	8	47.1	1	5.9	3.59	.62
Creative thinking	0	0	0	0	2	11.8	8	47.1	7	41.2	4.29	.69
Program design and implementation	0	0	0	0	3	17.6	9	52.9	5	29.4	4.12	.70
Resourcefulness	0	0	0	0	1	5.9	7	41.2	9	52.9	4.47	.62
Public speaking	0	0	0	0	1	5.9	11	64.7	5	29.4	4.24	.56
Visioning	0	0	0	0	3	17.6	8	47.1	6	35.3	4.18	.73
Creating a supportive work environment	0	0	0	0	0	0	7	41.2	10	58.8	4.59	.51
Teaching Extension audiences	0	0	0	0	6	35.3	7	41.2	4	23.5	3.88	.78
Leadership of others	0	0	0	0	2	11.8	8	47.1	7	41.2	4.29	.69
Encouraging excellence among employees	0	0	0	0	1	5.9	4	23.5	12	70.6	4.65	.61
Budget Management	0	0	0	0	1	5.9	9	52.9	7	41.2	4.35	.61
Organizational accountability	0	0	0	0	1	5.9	6	35.3	10	58.8	4.53	.62
Staff supervision	0	0	0	0	1	5.9	12	70.6	4	23.5	4.18	.53
Annual reporting	0	0	0	0	3	17.6	13	76.5	1	5.9	3.88	.49
County and State emergency management operations	0	0	2	11.8	6	35.3	9	52.9	0	0	3.41	.71
Overall Mean											4.42	.57

Note: Response based on Likert-type scale from 1 =not important, 2=of little importance, 3=somewhat important, 4=important, 5=very important

Table 4-20. Frequency and percentage of leadership competency knowledge for CEDs by county administrators (n=17)

Leadership Competency	1		2		3		4		5		M	SD
	f	%	f	%	f	%	f	%	f	%		
Having a positive attitude	0	0	0	0	2	11.8	10	58.8	5	29.4	4.18	.64
Time management	0	0	0	0	2	11.8	12	70.6	3	17.6	4.06	.56
Communication in oral and written form	0	0	0	0	1	5.9	8	47.1	8	47.1	4.41	.62
Decision making	0	0	0	0	2	11.8	6	35.3	9	52.9	4.41	.71
Dependability	0	0	0	0	1	5.9	7	41.2	9	52.9	4.47	.62
Empathy	0	0	0	0	7	41.2	6	35.3	4	23.5	3.82	.81
Empowerment	0	0	0	0	5	29.4	6	35.3	6	35.3	4.06	.83
Fair, honest, & trustworthiness	0	0	0	0	0	0	6	35.3	11	64.7	4.65	.49
Leadership by example	0	0	0	0	3	17.6	7	41.2	7	41.2	4.12	.75
Listening	0	0	0	0	0	0	6	35.3	11	64.7	4.65	.49
Mentoring and coaching	0	0	0	0	0	0	13	76.5	4	23.5	4.24	.44
Motivation and dedication	0	0	0	0	3	17.6	6	35.3	8	47.1	4.29	.77
Organization	0	0	1	5.9	1	5.9	11	64.7	4	23.5	4.06	.75
Conflict resolution	0	0	0	0	1	5.9	9	52.9	7	41.2	4.35	.61
Professionalism	0	0	0	0	1	5.9	5	29.4	11	64.7	4.59	.62
Relationship building	0	0	0	0	1	5.9	4	23.5	12	70.6	4.65	.61
Team-building	0	0	0	0	1	5.9	10	58.8	6	35.3	4.29	.59
Saying no when warranted	0	0	1	5.9	2	11.8	7	41.2	7	41.2	4.18	.88
Change implementation	0	0	0	0	2	11.8	8	47.1	7	41.2	4.29	.69
Office management	0	0	1	5.9	2	11.8	11	64.7	3	17.6	3.94	.75
Employee evaluation	0	0	0	0	5	29.4	11	64.7	1	5.9	3.76	.56
Program evaluation	0	0	0	0	1	5.9	12	70.6	4	23.5	4.18	.53
Promoting growth in the organization	0	0	0	0	5	29.4	10	58.8	2	11.8	3.82	.64
Innovation	0	0	0	0	3	17.6	10	58.8	4	23.5	4.06	.66
Working with key leaders and clientele	0	0	0	0	1	5.9	7	41.2	9	52.9	4.47	.62

Note: Responses based on Likert-type scale from 1=little knowledge, 2=some knowledge, 3=moderate knowledge, 4=substantial knowledge, 5=high level of knowledge

Table 4-20. Continued

	1		2		3		4		5		<i>M</i>	<i>SD</i>
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%		
Leadership Competency												
Extension marketing	0	0	1	5.9	4	23.5	8	47.1	4	23.5	3.88	.86
Creative thinking	0	0	0	0	4	23.5	7	41.2	6	35.3	4.12	.78
Program design and implementation	0	0	1	5.9	2	11.8	8	47.1	6	35.3	4.12	.86
Resourcefulness	0	0	0	0	2	11.8	9	52.9	6	35.3	4.24	.66
Public speaking	0	0	0	0	5	29.4	8	47.1	4	23.5	3.94	.75
Visioning	0	0	1	5.9	5	29.4	6	35.3	5	29.4	3.88	.93
Creating a supportive work environment	0	0	0	0	1	5.9	10	58.8	6	35.3	4.29	.59
Teaching Extension audiences	0	0	1	5.9	3	17.6	9	52.9	4	23.5	3.94	.83
Leadership of others	0	0	0	0	3	17.6	10	58.8	4	23.5	4.06	.66
Encouraging excellence among employees	0	0	0	0	0	0	10	58.8	7	41.2	4.41	.51
Budget Management	0	0	0	0	3	17.6	7	41.2	7	41.2	4.24	.75
Organizational accountability	0	0	0	0	1	5.9	8	47.1	8	47.1	4.41	.62
Staff supervision	0	0	1	5.9	1	5.9	9	52.9	6	35.3	4.18	.81
Annual reporting	0	0	1	5.9	2	11.8	12	70.6	2	11.8	3.88	.70
County and State emergency management operations	0	0	4	23.5	6	35.3	6	35.3	1	5.9	3.24	.90
Overall Mean											4.17	.68

Note: Responses based on Likert-type scale from 1=little knowledge, 2=some knowledge, 3=moderate knowledge, 4=substantial knowledge, 5=high level of knowledge

Table 4-21. Frequency and percentage of leadership competency proficiency for CEDs by county administrators (n=17)

Leadership Competency	1		2		3		4		5		M	SD
	f	%	f	%	f	%	f	%	f	%		
Having a positive attitude	0	0	0	0	0	0	9	52.9	8	47.1	4.47	.51
Time management	0	0	0	0	0	0	12	70.6	5	29.4	4.29	.47
Communication in oral and written form	0	0	0	0	0	0	7	41.2	10	58.8	4.59	.51
Decision making	0	0	0	0	0	0	5	29.4	12	70.6	4.71	.47
Dependability	0	0	0	0	1	5.9	3	17.6	13	76.5	4.71	.59
Empathy	0	0	0	0	4	23.5	9	52.9	4	23.5	4.00	.71
Empowerment	0	0	0	0	3	17.6	10	58.8	4	23.5	4.06	.66
Fair, honest, & trustworthiness	0	0	0	0	0	0	6	35.3	11	64.7	4.65	.49
Leadership by example	0	0	0	0	0	0	7	41.2	10	58.8	4.59	.51
Listening	0	0	0	0	0	0	9	52.9	8	47.1	4.47	.51
Mentoring and coaching	0	0	0	0	2	11.8	10	58.8	5	29.4	4.18	.64
Motivation and dedication	0	0	0	0	0	0	9	52.9	8	47.1	4.47	.51
Organization	0	0	0	0	2	11.8	11	64.7	4	23.5	4.12	.60
Conflict resolution	0	0	0	0	2	11.8	7	41.2	8	47.1	4.35	.70
Professionalism	0	0	0	0	0	0	8	47.1	9	52.9	4.53	.51
Relationship building	0	0	0	0	1	5.9	8	47.1	8	47.1	4.41	.62
Team-building	0	0	0	0	1	5.9	10	58.8	6	35.3	4.29	.59
Saying no when warranted	0	0	0	0	0	0	11	64.7	6	35.3	4.35	.49
Change implementation	0	0	0	0	1	5.9	9	52.9	7	41.2	4.35	.61
Office management	0	0	0	0	1	5.9	9	52.9	7	41.2	4.00	.79
Employee evaluation	0	0	1	5.9	1	5.9	12	70.6	3	17.6	4.00	.71
Program evaluation	0	0	0	0	1	5.9	11	64.7	5	29.4	4.24	.56
Promoting growth in the organization	0	0	0	0	3	17.6	11	64.7	3	17.6	4.00	.61
Innovation	0	0	0	0	0	0	12	70.6	5	29.4	4.29	.47
Working with key leaders and clientele	0	0	0	0	0	0	4	23.5	13	76.5	4.76	.44

Note: Responses based on Likert-type scaled from 1= not competent, 2=little competence, 3=somewhat competent, 4=competent, 5=very competent

Table 4-21. Continued

	1		2		3		4		5		<i>M</i>	<i>SD</i>
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%		
Leadership Competency												
Extension marketing	1	2.0	0	0	5	29.4	8	47.1	4	23.5	3.94	.75
Creative thinking	0	0	0	0	0	0	13	76.5	4	23.5	4.24	.44
Program design and implementation	0	0	0	0	2	11.8	10	58.8	5	29.4	4.18	.64
Resourcefulness	0	0	0	0	0	0	10	58.8	7	41.2	4.41	.51
Public speaking	0	0	0	0	2	11.8	10	58.8	5	29.4	4.18	.64
Visioning	0	0	0	0	3	17.6	10	58.8	4	23.5	4.06	.66
Creating a supportive work environment	0	0	0	0	0	0	12	70.6	5	29.4	4.29	.47
Teaching Extension audiences	0	0	1	5.9	4	23.5	7	41.2	5	29.4	3.94	.90
Leadership of others	0	0	0	0	0	0	10	58.8	7	41.2	4.41	.51
Encouraging excellence among employees	0	0	0	0	0	0	9	52.9	8	47.1	4.47	.51
Budget Management	0	0	0	0	0	0	11	64.7	6	35.3	4.35	.49
Organizational accountability	0	0	0	0	1	5.9	9	52.9	7	41.2	4.35	.61
Staff supervision	0	0	0	0	1	5.9	12	70.6	4	23.5	4.18	.53
Annual reporting	0	0	0	0	2	11.8	13	76.5	2	11.8	4.00	.50
County and State emergency management operations	0	0	2	11.8	5	29.4	8	47.1	2	11.8	3.59	.87
Overall Mean											4.29	.58

Note: Responses based on Likert-type scaled from 1= not competent, 2=little competence, 3=somewhat competent, 4=competent, 5=very competent

Table 4-22. Summary of Leadership Competencies as rated by county administrators
(n=17)

Competency Categories	<i>Minimum</i>	<i>Maximum</i>	<i>Sum</i>	<i>M</i>	<i>SD</i>
Importance Sum	158	200	3007	176.88	10.40
Knowledge Sum	127	197	2838	166.94	15.52
Competency Sum	147	200	2915	171.47	13.30

Table 4-23. Summary comparison of CED and county administrators (CA) ratings of leadership competencies

Competency Categories	<i>Minimum</i>	<i>Maximum</i>	<i>Sum</i>	<i>M</i>	<i>SD</i>
Importance Sum (CED)	150	198	8658	176.69	12.70
Importance Sum (CA)	158	200	3007	176.88	10.40
Knowledge Sum (CED)	106	192	7739	157.94	17.87
Knowledge Sum (CA)	127	197	2838	166.94	15.52
Competency Sum (CED)	123	193	7819	159.57	14.51
Competency Sum (CA)	147	200	2915	171.47	13.30

Table 4-24. Correlations between independent and dependent variables for county administrators ($n=17$)

Variable		1	2	3	4	5	Sum Imp.	Sum Know.	Sum Comp.
1.Classification of County	r	1	.36	-.44	-.36	-.18	.69*	.45	.60*
2.Years served as CA	r		1	-.08	-.14	-.32	.00	.00	.28
3.Years previous leadership experience	r			1	.30	.21	-.30	-.31	-.51*
4.Number of employees	r				1	.43	-.18	.02	-.15
5.Gender	r					1	.05	.17	-.04
Sum Importance	r						1	.84*	.70*
Sum Knowledge	r							1	.71*
Sum Competence	r								1

Note: * ($p < 0.05$).

Table 4-25. Regression of CA perceptions of CED level of importance, and proficiency on selected independent variables ($n=17$)

	B	β	t	df	Sig.	R ²	Adj. R ²
Importance:							
Constant	155.13		23.37	15	.00		
Classification of County	14.16	.68	3.50	15	.00	.47	.43*
Competence:							
Constant	148.65		15.87	15	.00		
Classification of County	15.06	.58	2.64	15	.02	.33	.28*

Note: F=12.23 (Importance), F=6.95 (Proficiency); * ($p < 0.05$).

Table 4-26. Rank of mean weighted discrepancy scores based on county administrators' perceptions of the importance of competencies and proficiency levels needed by CEDs (n=17)

Rank	Leadership Competency	MWDS
1	Having a positive attitude	3.45
2	Leadership by example	2.52
3	Working with key leaders and clientele	1.70
4	Communication in oral and written form	1.68
5	Time management	1.56
6	Creating a supportive work environment	1.35
7	Empowerment	1.28
8	Innovation	1.28
9	Public speaking	1.25
10	Visioning	1.23
11	Fair, honest, & trustworthiness	1.15
12	Dependability	1.11
13	Encouraging excellence among employees	1.09
14	Resourcefulness	1.05
15	Leadership of others	1.01
16	Empathy	0.91
17	Decision making	0.81
18	Budget Management	0.78
19	Saying no when warranted	0.77
20	Creative thinking	0.76
21	County and State emergency management operations	0.60
22	Organizational accountability	0.53
23	Promoting growth in the organization	0.46
24	Listening	0.28
25	Motivation and dedication	0.26
26	Mentoring and coaching	0.25
27	Organization	0.24
28	Relationship building	0
29	Team-building	0
30	Change implementation	0
31	Office management	0
32	Employee evaluation	0
33	Program design and implementation	0
34	Staff supervision	0

Table 4-26. Continued

Rank	Leadership Competency	MWDS
35	Annual reporting	0
36	Teaching Extension audiences	-0.23
37	Program evaluation	-0.24
38	Conflict resolution	-0.25
39	Professionalism	-0.53
40	Extension marketing	-1.06

Table 4-27. Rank of mean weighted discrepancy scores based on county administrators' perceptions of knowledge and proficiency levels needed by CEDs (*n*=17)

Rank	Leadership Competency	MWDS
1	Having a positive attitude	2.01
2	Creating a supportive work environment	1.35
3	Empowerment	1.28
4	Fair, honest, & trustworthiness	1.15
5	Listening	1.11
6	Relationship building	1.09
7	Communication in oral and written form	0.84
8	Leadership by example	0.84
9	Encouraging excellence among employees	0.82
10	Organizational accountability	0.80
11	Time management	0.52
12	Mentoring and coaching	0.51
13	Visioning	0.49
14	Innovation	0.26
15	Resourcefulness	0.26
16	Budget Management	0.26
17	Creative thinking	0.25
18	Public speaking	0.25
19	Dependability	0
20	Organization	0
21	Team-building	0
22	Saying no when warranted	0
23	Working with key leaders and clientele	0
24	Staff supervision	0
25	Office management	-0.23
26	Promoting growth in the organization	-0.23
27	Teaching Extension audiences	-0.23
28	Program design and implementation	-0.24
29	Conflict resolution	-0.25
30	Change implementation	-0.25
31	Professionalism	-0.26
32	Empathy	-0.46
33	Annual reporting	-0.46
34	Program evaluation	-0.48
35	Motivation and dedication	-0.51

Table 4-27. Continued

Rank	Leadership Competency	MWDS
36	Leadership of others	-0.51
37	Decision making	-0.54
38	County and State emergency management operations	-0.6
39	Employee evaluation	-0.89
40	Extension marketing	-1.27

Table 4-28. CED and county administrator MWD scores based on perceptions of leadership competency importance and proficiency level needed by CEDs

Leadership Competency	CED	CA
Having a positive attitude	2.44	3.45
Time management	3.16	1.56
Communication in oral and written form	1.72	1.68
Decision making	2.67	.81
Dependability	.19	1.11
Empathy	.42	.91
Empowerment	1.47	1.28
Fair, honest, & trustworthiness	1.41	1.15
Leadership by example	1.97	2.52
Listening	2.87	.28
Mentoring and coaching	1.73	.25
Motivation and dedication	1.67	.26
Organization	2.21	.24
Conflict resolution	4.23	-.25
Professionalism	.76	-.53
Relationship building	2.51	0
Team-building	2.50	0
Saying no when warranted	3.80	.77
Change implementation	2.89	0
Office management	2.34	0
Employee evaluation	2.12	0
Program evaluation	1.92	-.24
Promoting growth in the organization	2.42	.46
Innovation	1.31	1.28
Working with key leaders and clientele	2.08	1.7
Extension marketing	3.78	-1.06
Creative thinking	1.83	.76
Program design and implementation	1.82	0
Resourcefulness	2.10	1.05
Public speaking	1.08	1.25
Visioning	2.51	1.23
Creating a supportive work environment	2.93	1.35
Teaching Extension audiences	-.94	-.23
Leadership of others	2.17	1.01
Encouraging excellence among employees	2.49	1.09
Budget Management	2.66	.78

Table 4-28. Continued

Leadership Competency	CED	CA
Organizational accountability	2.88	.53
Staff supervision	1.75	0
Annual reporting	1.31	0
County and State emergency management operations	.79	.60

Table 4-29. CED and county administrator MWD scores based on perceptions of leadership competency importance and proficiency level needed by CEDs

Leadership Competency	CED	CA
Having a positive attitude	1.82	2.01
Time management	4.02	.52
Communication in oral and written form	1.69	.84
Decision making	2.25	-.54
Dependability	.47	0
Empathy	.25	-.46
Empowerment	1.87	1.28
Fair, honest, & trustworthiness	1.18	1.15
Leadership by example	2.03	.84
Listening	3.48	1.11
Mentoring and coaching	2.77	.51
Motivation and dedication	1.82	-.51
Organization	2.07	0
Conflict resolution	4.14	-.25
Professionalism	1.12	-.26
Relationship building	2.92	1.09
Team-building	3.09	0
Saying no when warranted	3.59	0
Change implementation	3.08	-.25
Office management	1.94	-.23
Employee evaluation	2.07	-.89
Program evaluation	1.78	-.48
Promoting growth in the organization	1.71	-.23
Innovation	1.13	.26
Working with key leaders and clientele	1.95	0
Extension marketing	2.73	-1.27
Creative thinking	1.97	.25
Program design and implementation	1.70	-.24
Resourcefulness	1.96	.26
Public speaking	.53	.25
Visioning	2.47	.49
Creating a supportive work environment	2.51	1.35
Teaching Extension audiences	-1.00	-.23
Leadership of others	1.60	-.51
Encouraging excellence among employees	2.35	.82
Budget Management	1.34	.26

Table 4-29. Continued

Leadership Competency	CED	CA
Organizational accountability	1.94	.80
Staff supervision	1.54	0
Annual reporting	1.37	-.46
County and State emergency management operations	-.45	-.60

CHAPTER 5 CONCLUSIONS

A summary of this study and the conclusions drawn from this research are included in this chapter. This includes an overview of the study with the objectives, methodology, and findings. Also provided are the conclusions, implications, and recommendations for further research within this area.

Overview

This study sought to determine the leadership competencies needed by Florida county Extension directors (CEDs) as perceived by CEDs, district Extension directors, and county administrators. Focus groups and interviews were used to develop a list of forty leadership competencies for county Extension directors. Pernick (2001) stated there are two advantages of developing leadership within the organization. First, “the next generation of leaders is groomed by the organization and can instill the culture and agenda of the organization,” secondly, “the organization has greater control over the supply of leaders with the necessary skills, which makes implementation of the organization’s agenda easier and quicker” (p.429).

Before developing leadership programs for county Extension directors, the leadership competencies and practices needed to be identified, along with the perceptions of the importance, knowledge, and proficiency of each competency.

Purpose and Objectives

The problem addressed by this research was the lack of formal preparation of county Extension directors for the complex leadership challenges inherent in these positions. The inadequate preparation of county Extension directors for effectively meeting the complex leadership challenges inherited within their positions needed

addressing. A strong need to identify these leadership competencies had been ignored. This study examined these leadership competencies as viewed by county Extension directors, district Extension directors, and county administrators. The findings of the study were of potential use in tailoring a leadership development program to meet the needs of the county Extension directors.

The four objectives of the study were:

1. To identify the leadership competencies needed by Florida county Extension directors as determined by Extension county and district directors.
2. To identify the leadership competencies needed by Florida county Extension directors as determined by county administrators.
3. To determine the level of importance of CED leadership competencies as perceived by CEDs and county administrators CED self-perceptions of leadership competency importance, knowledge and proficiency and county administrators' perceptions of leadership competency importance, knowledge and proficiency levels needed by CEDs.
4. To determine the relative need for additional training for each CED leadership competency as perceived by CEDs and county administrators.

Methodology

The research design of this study was a mixed methods approach using a three part assessment to determine the leadership competencies and needs. The study included two separate focus groups with county Extension directors and district Extension directors. The focus groups were lead by a moderator using a moderator's guide. Questions focused on participants' definition of a leadership competency, skills needed for an exemplary CED, and the leadership competencies needed by CEDs. These focus groups were the first part of the study and were the basis of the leadership competencies contained in the questionnaire. In addition, three interviews were conducted by the researcher with county administrators from three counties in Florida.

Interview questions followed the same format as the moderators' guide for the focus groups. Finally, a quantitative survey instrument was developed by the researcher, based upon findings from the qualitative focus groups and interviews. This instrument was sent to sixty-three CEDs and sixty county administrators in Florida. The instrument had a list of forty leadership competencies divided into three areas: importance, knowledge, and proficiency. CED respondents rated the perceived importance, self-perceived knowledge, and self-perceived proficiency level for each competency. County administrators rated the importance of each competency for CEDs and the knowledge and proficiency levels needed by CEDs. In addition, a demographic section was included at the end of both quantitative instruments to collect personal information about the respondents. This instrument was reviewed by a panel of experts and pilot tested with ten county Extension directors in the southeastern U.S.

The information collected from focus groups and interviews was used to accomplish the first and second objectives. Responses from both focus groups and interviews were analyzed through content analysis using Weft QDA software. The analysis identified two distinct themes in the responses human skills and conceptual skills. The information provided by this analysis was used to develop the forty leadership competencies used in the survey instrument given to county Extension directors and county administrators.

Data analysis from the questionnaire sought to address objective three. Descriptive statistics were used in summarizing the perceived importance, knowledge, and proficiency needed for each of the forty competencies. Frequencies were used in describing the demographic information. Multiple regression was used to determine

variance in perceptions explained by a combination of independent variables. In addition, the data from the questionnaire were also used to identify CED leadership professional development needs as outlined in objective four.

Findings

Demographics

Findings from this study can be applied to the Florida CED population and the Florida county administrator population. The survey response rates were 78% for CEDs and 28% for county administrators. The majority of the respondents were white, (CEDs=91.8%, CA= 82.4%). The percentage of males and females for the CEDs was about equal (51% male, 49% female). The percentage of male county administrators was much higher (82.4%). The majority of CEDs were Agricultural agents (46.9%). Urban counties represented a greater percentage of responding CEDs (61%) compared to 38% rural. The responding county administrators reported 47% urban counties, compared to 52.9% rural. The majority of CEDs were in the 51-60 age group (53.1%), with the smallest percentage (12.2%) falling in the 41-50 age range. County administrators were equally distributed among the age categories at around 30%, except for the youngest group of 30-40 years (11%).

Objective One

The first objective of this study sought to identify leadership competencies as perceived by county and district Extension directors. This objective was accomplished by two focus groups. The first focus group was conducted with all five district Extension directors. The second focus group was conducted with seven exemplary county Extension directors who were recommended by their district directors. Based on the focus group findings, the leadership competencies divided into two themes: human

leadership skills and conceptual leadership skills. In the human leadership skills area, there were thirty-four competencies were rated by both CEDs and DEDs as important for CEDs. In the conceptual leadership skills area twenty-three competencies were rated by CEDs and DEDs as important for CEDs. Combining the two groups and deleting like competencies, a list of forty competencies was developed.

Objective Two

This objective sought to determine the leadership competencies as perceived by county administrators. These data were collected through interviews with three county administrators. A list of CED leadership competencies was derived from the analysis of the interview responses. Responses were grouped together and divided into the two theme areas. Duplicate responses were eliminated, and similar competencies were combined. Eighteen unduplicated competencies in human leadership skills and conceptual leadership skills were derived from the interviews.

Objective Three

The third research objective was to determine the level of importance of CED leadership competencies as perceived by CEDs and county administrators CED self-perceptions of leadership competency importance, knowledge and proficiency and county administrators' perceptions of leadership competency importance, knowledge and proficiency levels needed by CEDs. This objective was accomplished using a survey instrument with a Likert-type scale.

Based on the data from the forty-nine CEDs, "fair, honest, and trustworthiness" was perceived as the most important competency. The county administrators rated "having a positive attitude" as the most important competency for CEDs. It was also found that "having a positive attitude," "communication in oral and written form," "fair,

honest, and trustworthiness,” and “leadership by example” all ranked within the top five in importance for both CEDs and county administrators.

CEDs rated the highest self-perceived knowledge level for the competency “fair, honest, and trustworthiness.” County administrators assigned the highest need rating to the competency “relationship building”. In addition, “professionalism” and “fair, honest, and trustworthy” were rated by CEDs and CAs in the top five competencies according to knowledge possessed or needed by CEDs.

For perceived proficiency, the CEDs rated themselves the highest in “fair, honest, and trustworthiness.” County administrators felt that CEDs should be most proficient at “working with key leaders and clientele.” Again, there was some overlap in the top five of each in competencies possessed/needed by CEDs. Both groups had “fair, honest, and trustworthiness” and “dependability” ranked in the top five for proficiency level possessed/needed.

Correlations for the CED mean summated score for the perceived level of knowledge and the mean summated score for the perceived level of importance had the strongest relationship ($r=.84, p<.05$) of all CED variables examined. County administrators mean summated score for CED level of proficiency needed and the mean summated score for CED level of knowledge needed had the strongest correlation ($r=.85, p<.05$) for all CA variables examined. These correlations indicated a high, positive relationship between CED knowledge level and CED proficiency level as rated by both groups.

Stepwise multiple regression was used to determine the percent variance in the dependent variable (competency importance, knowledge level, or proficiency level)

explained by the linear combination of the independent variables for each population. Ten independent variables were used in the CED regression models and five independent variables were used for the county administrator models.

In the CED regression models the “percent time actually expended to the CED role” was the best predictor for all three dependent variables. For perceived importance 11% of the variance was explained by the variable “percent time actually expended to the CED role”. The same predictor explained 8% of the variance in self-perceived knowledge level and 12% of the variance in self-perceived proficiency level.

In the county administrator analysis, the “classification of county” was a significant predictor of the variance in the perceived importance (43%) of the CED leadership competencies and the level of proficiency needed by CEDs (28%).

Objective Four

The final objective of this study was to determine the relative need for additional training for each leadership competency as perceived by CEDs and county administrators. To accomplish this objective, the Borich needs assessment model (1980) was used to calculate the mean weighted discrepancy scores (MWDS) for each competency based on the CED and CA perceptions of competency importance/knowledge and importance/proficiency. To calculate the MWDS an Excel-based mean weighted discrepancy score calculator (Mckim and Saucier, 2011) was used. Based on the CED perceptions of competency importance and knowledge level, the highest need professional development topics were “conflict resolution,” “saying no when warranted,” “Extension marketing,” “time management,” “creating a supportive work environment,” and “change implementation”. Highest priorities for professional development training, based on CA ratings of competency importance and knowledge

level needed by CEDs were “having a positive attitude,” “leadership by example,” “working with key leaders and clientele,” “communication in oral and written form,” and “time management.”

The highest MWD score based on CEDs ratings of importance/proficiency included “conflict resolution”, “time management”, “saying no when warranted”, “listening”, and “team-building.” The highest CED professional development needs based on county administrators ratings were “having a positive attitude,” “creating a supportive work environment,” “empowerment,” and “fair, honest, and trustworthiness.”

Conclusions

Pickett (1998) explained that the critical responsibility of management is to identify core competencies. McLelland (1973) suggested that core competencies provide the basis for planning professional development opportunities and screening potential employees for Cooperative Extension.

Based on the findings of the study, the following conclusions were drawn:

- The leadership competencies needed by CEDs include human skills and conceptual skills.
- Effective CEDs are knowledgeable and proficient in a defined set of 40 leadership competencies.
- CEDs and county administrators have similar views on the leadership competencies needed by CEDs.
- CEDs and county administrators do not hold similar views about the highest priority professional development needs of CEDs.
- The majority of CED professional development needs focus on human skills. These include conflict resolution, saying no when warranted, time management, listening, creating a supportive work environment, and relationship building. The highest priority conceptual skills for professional development programming include extension marketing, change implementation, and visioning.

- A low relationship exists between CEDs perceived level of importance of the 40 CED leadership competencies and their self-perceived levels of knowledge and proficiency. However, county administrators view these constructs as highly related.
- The type of county (rural or urban) is a significant predictor of county administrators' perceptions about the 40 CED leadership competencies. Those in urban counties have a strong tendency to rate the competencies as more important and needed CED proficiency levels as higher.
- The average CED has limited experience in Extension before being appointed as a CED.
- CEDs spend significantly more time than formally assigned carrying out their CED responsibilities.
- The percentage of time used in executing CED responsibilities is a significant predictor of CED perceptions of leadership competency importance, knowledge level, and proficiency. Those who expend more time in their CED roles tend to assign a higher level of importance and proficiency to the 40 leadership competencies.

Implications

The identification of the forty leadership competencies with input from CEDs, DEDs, and county administrators will provide current and future CEDs with a better understanding of their leadership role as a CED. In addition, this information will serve the organization in several ways. These findings can be shared with current CEDs and used in the recruitment of new CEDs. This research will also provide direction for future professional development in the leadership competencies needed by CEDs. Furthermore, this research can be used to mentor and coach CEDs, as well as during the CED evaluation process of current CEDs. Although the data found that the importance, knowledge, and proficiency level ratings by CEDs and county administrators were high, for the most part room for self improvement certainly existed.

Although this study provided valuable theoretical and practical insights, limitations of this study must also be mentioned. The census sample used in this study

limits the generalizability of the results. Furthermore, higher response rates were expected from both CEDs and county administrators. One has to remember these are busy people, even though they were reminded with follow up emails. Another explanation of the fairly low response rates for county administrators could have been the email list serve used from the Florida Association of Counties. The database was found to contain errors. In addition, a presentation in advance of the survey distribution at a Florida Association of Counties meeting may have perhaps increased the response rate.

Looking at the relationship between the CEDs and county administrators' perceptions of each competency, several factors played a significant role in the data. First, the CEDs were actually performing in these leadership roles and using these competencies every day. Thus, CEDs were probably more aware of the importance of each competency and their own levels of knowledge and proficiency. On the other hand, county administrators were on the outside looking in, and even though they were asked in the survey to evaluate competencies as those required for a county Extension director, it would have been difficult for them to know what was required of CEDs on a day-to-day basis. It may have also been difficult for them to make a fair and unbiased decision without actually rating their own CED. When conducting further research in this area, the researcher would recommend better communication with county administrators and allowing more time to schedule interviews with county administrators.

This research found that CEDs have an average of 3.18 years of Extension experience. This finding contradicts the notion of hiring from within the Extension

organization. In addition, CEDs only have 4.59 years of previous leadership experience, and compared to the literature, 4.59 years would be considered low.

The majority of the CED respondents were from urban counties, and therefore the perceptions of the forty leadership competencies may be viewed differently than those CEDs from rural counties. The percent time actually expended also may be affected by the classification of county. In addition, the personal relationships developed between county administrators and CEDs in rural counties maybe stronger than those in urban counties. This could certainly have an effect on the county administrators' views of Extension and the role of the CED.

Recommendations

Based upon the finding and conclusions of this study, the following recommendations were made:

Recommendations for Practice

- Leadership professional development programs for county Extension directors should focus on developing all leadership competencies including human and conceptual skills.
- CED development and advancement programs should be based on the 40 leadership competencies identified in this study.
- The large difference in the percentage of time CEDs actually expend in their CED role and the percentage time formally assigned to this role needs to be evaluated by Extension administration. CEDs reported spending much more time in their CED role than formally assigned.
- If CEDs continue to be hired with limited Extension experience, the Florida Cooperative Extension Service should invest significant resources in developing and delivering a high quality training program for new CEDs.
- Leadership training should be provided to current CEDs in the following highest need areas: conflict resolution, time management, listening, saying no when warranted, creating a supportive work environment, Extension marketing, change implementation, communication in both oral and written forms, leadership by example, and leadership by example.

- Prospective, new, and continuing CEDs should periodically complete a self-assessment of the 40 CED leadership competencies and develop a corresponding professional development plan.
- The 40 CED leadership competencies should be used in clarifying the CED role with county administrators.

Recommendations for Research

Based upon the findings and conclusions of this study, the following recommendations for further research were offered:

- This study focused on the leadership competencies needed by CEDs in Florida Extension. As Extension changes and moves towards a different organizational structure, studies should be conducted in states where clustering has been successful and those findings should be compared to the results of this study as they relate to leadership competencies.
- Further research in the area of leadership competencies should be conducted with county administrators and CEDs in Florida.
- Further research at the national level should be conducted on the leadership competencies needed by local Extension leaders in order for them to remain relevant and effective in the future.
- Because conflict resolution and having a positive attitude were the highest need topics for CED professional development, further studies should determine the most effective strategies for developing these leadership skills.
- Further research should be conducted to determine the perceptions of CED leadership effectiveness and needs by faculty, staff, and clientele.

APPENDIX A
IRB APPROVAL

UF Institutional Review Board
UNIVERSITY of FLORIDA

PO Box 112250
Gainesville, FL 32611-2250
352-392-0433 (Phone)
352-392-9234 (Fax)
irb2@ufl.edu

DATE: September 13, 2013

TO: Cynthia B. Sanders
[REDACTED]
[REDACTED]

FROM: Ira S. Fischler, PhD; Chair *ISF*
University of Florida
Institutional Review Board 02

SUBJECT: Approval of Protocol #2013-U-0959
*Leadership Competencies and Needs as Perceived by County and District
Extension Directors in Florida*

SPONSOR: None

I am pleased to advise you that the University of Florida Institutional Review Board has recommended approval of this protocol. Based on its review, the UFIRB determined that this research presents no more than minimal risk to participants. Your protocol was approved as an expedited study under category 7: *Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.*

Given this status, it is essential that you obtain signed documentation of informed consent from each participant. Enclosed is the dated, IRB-approved informed consent to be used when recruiting participants for the research. If you wish to make any changes to this protocol, *including the need to increase the number of participants authorized*, you must disclose your plans before you implement them so that the Board can assess their impact on your protocol. In addition, you must report to the Board any unexpected complications that affect your participants.

It is essential that each of your participants sign a copy of your approved informed consent that bears the IRB approval stamp and expiration date.

This approval is valid through **August 26, 2014**. If you have not completed the study prior to this date, please telephone our office (392-0433) and we will discuss the renewal process with you. **Additionally, should you complete the study on or before the expiration date, please submit the study closure report to our office.** The form can be located at http://ib.ufl.edu/irb02/Continuing_Review.html. It is important that you keep your Department Chair informed about the status of this research protocol.

ISF:dl

DATE: October 3, 2013

TO: Cynthia B. Sanders
[REDACTED]
[REDACTED]

FROM: Ira S. Fischler, PhD; Chair *IF*
University of Florida
Institutional Review Board

SUBJECT: Revision of Protocol #2013-U-0959
Leadership Competencies and Needs as Perceived by County and District
Extension Directions, and County Administrators in Florida

SPONSOR: None

The request to revise the above referenced protocol has been reviewed and approved. Approval of this study is valid through August 26, 2014.

The Board must review any further revisions to this protocol, including the need to increase the number of participants authorized prior to implementation.

IF:dl

- *Revised title*
- *Added an Objective to include County Administrators Perspectives on Leadership Competencies*
- *Added 6 personal interviews with County Administrators in Florida*

APPENDIX B INFORMED CONSENT

Informed Consent

Protocol Title: Leadership Competencies and Needs as Perceived by County and District Extension Directors in Florida

Please read this consent document carefully before you decide to participate in this study.

Purpose of the research study: The purpose of this study is to identify the leadership competencies and skills of Florida County Extension Directors.

What you will be asked to do in the study: You will be asked to participate in a focus group or survey. The focus groups will allow you to discuss your opinions in an open and receptive setting. You will be asked to share your perceptions of leadership skills and competencies regarding Florida County Extension Directors. The survey instrument will be an opportunity for you to provide your perceptions and feedback on the leadership skills needed by Florida County Extension Directors.

Time Required: The focus group will last no more than 1 hour. The survey will take no more than 20 minutes to complete.

Risks and Benefits: There are no anticipated risks or benefits to participating in the study.

Compensation: There will be no compensation provided.

Confidentiality: Your identity will be kept confidential to the extent provided by law. You will be assigned a code number. Your name will not be connected to any comments. The discussion during the focus group will be audio tape recorded, and an assistant moderator will take detailed notes. Only the researcher will have access to the transcripts. When this study is completed and the data have been analyzed, the audio recordings and the surveys will be destroyed. Your name will not be used in any report.

Voluntary participation: Your participation in this study is completely voluntary. There is no penalty for not participating.

Right to withdraw from the study: You have the right to withdraw from the study at anytime without consequence.

Whom to contact if you have questions about the study: Cindy Sanders, UF/IFAS Alachua County Extension, 2800 NE 39th Ave., Gainesville, FL 32609, 352-955-2402 or Dr. Edward Osborne, UF Department of Agricultural Education and Communication, 303 Rolfs Hall, Gainesville, FL 32611, 352-273-2613.

Whom to contact about your rights as a research participant in the study: UF IRB office, Box 11225, University of Florida, Gainesville, FL 32611-2250; ph 352-392-0433, 392-0433.

Agreement: I have read the procedure described above. I voluntarily agree to participate in the procedure and I have received a copy of this description.

Participant: _____ Date: _____

Principal Investigator: _____ Date: _____

Approved by
University of Florida
Institutional Review Board 02
Protocol # 2013-U-959
For Use Through 08/26/2014

APPENDIX C
MODERATORS GUIDE

FOCUS GROUP MODERATOR'S GUIDE

**Leadership Competencies and Needs as Perceived by County and District
Extension Directors in Florida**

- **Florida District Extension Directors Group & County Extension
Directors Group**

Locations: Gainesville, FL

WELCOME/GROUP PROCESS & PURPOSE (5 minutes)

Moderator reads: Hello and welcome to our focus group session. Thank you for taking time to join our discussion today My name is Jessica Gouldthorpe and I will be moderating this session. This is Reba Hicks and she is my assistant moderator/note taker.

You have been invited here today because we are interested in having a general discussion with you about Leadership skills and competencies of County Extension Directors. We are very interested in your expertise in this area.

My role here is to ask questions and listen. I won't be participating in the conversation. Please feel free to share your point of view even if it differs from what others have said. Please speak up and only one person should talk at a time. I'll be asking around 10 questions, and I'll be moving the discussion from one question to the next. Sometimes there is a tendency in these discussions for some people to talk a lot and some people not to say much. But it is important for us to hear from each of you today because you have different experiences. So if one of you is sharing a lot, I may ask you to let others respond. And if you aren't saying much, I may ask for your opinion.

We welcome all opinions and will keep them confidential, so please feel free to say what you think. Additionally, we encourage you all to keep this discussion confidential. However, we cannot guarantee that you all will do so. There is no particular order for the responses, and there are no correct/incorrect answers to any of the questions. This session will be recorded so that we are able to consider your views later. For the sake of clarity, please speak one at a time and be sure to speak loudly and clearly so that our recorders can pick up your comments.

You can see that we have placed name cards on the table in front of you. That is because we will be on a first-name basis, but in our later reports there will not be no names attached to comments. You may be assured of confidentiality.

Our session will last about one hour and we will take a break half way through. If you have your cell phone with you, we would appreciate it if you could turn it off while we are in the discussion.

I hope that everyone will feel comfortable with the process, and will feel free to share their opinions as we proceed. If you did not fill out a waiver when you arrived, please see Laura and complete this form before we begin our discussion. Are there any questions before we begin?

Since we all know each other, let's get started.

Now that everyone has been introduced, let's begin our discussion.

DISCUSSION SESSION (15 minutes)

- To begin our discussion today, I would like you to describe an exemplary County Extension Director in your district.
 - What do you see as the important duties of this position?

- What leadership traits are required of CEDs?
- What leadership roles does this CED position require?
- When the hiring process for a new County Extension Director takes place, what skills do you feel are needed?
 - How important are leadership skills for County Extension Directors?

BREAK--- 5 min.

Defining Leadership Competencies (20 minutes)

- Describe your definition of a leadership competency.
- Let's brainstorm and list leadership competencies that are important to become an exemplary CED.

CONCLUDING DISCUSSION (10 minutes)

As we've talked today about your perceptions and feelings toward leadership needs of CEDs:

- **Have you thought of anything else you'd like to say that we have not discussed?**

I am now going to try to summarize the main points from today's discussion (key messages and big ideas that developed from the discussion). The main topics were

- **Is this an adequate summary?**

As was explained at the beginning of the session, the purpose of this focus group was to get your feedback and opinions about leadership competencies of CEDs.

- **Have we missed anything or are there any other comments at this time?**

Thank you for taking time out of your day to share your opinions.

APPENDIX D
INTERVIEW GUIDE

**Leadership Competencies and Needs as Perceived by County and District
Extension Directors AND County Administrators in Florida**

**Locations: 3 Rural & Urban Counties in Florida
Date: October & November, 2013**

In this interview I want to talk to you about your perceptions of leadership competencies of County Extension Directors.

- To begin our discussion today, I would like you to describe an exemplary Leader within your county.
 - What do you see as the important duties of this leader's position?
 - What leadership traits are required in this position?
 - Describe an exemplary County Extension Director?
- When the hiring process for a new County Extension Director takes place at the county level, what skills do you feel are needed?
 - How important are leadership skills for County Extension Directors?
- Describe your definition of a leadership competency.
- Let's brainstorm and list leadership competencies that are important to become an exemplary CED.

As we've talked today about your perceptions and feelings toward leadership needs of CEDs:

- Have you thought of anything else you'd like to say that we have not discussed?

I am now going to try to summarize the main points from today's discussion (key messages and big ideas that developed from the discussion). The main topics were

- Is this an adequate summary?
- Have we missed anything or are there any other comments at this time?
- Is there anything you would like to add?

Thank you for taking time out of your day to share your opinions.

APPENDIX E
CODING

Human Skills Theme from CED & DED Focus Groups

Open Codes

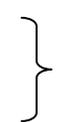
Communication
Listening
Speaking



Ethically Guiding
Fair
Honesty
Professional
Respect
Trust
Values



Customer Service
Patience
Positive Attitude



Know when to say no
Lead by example
Relationships
Servant spirit



Coaching
Mentoring
Team builder



Balance
Critical Thinking
Decisive
Dependability
Empathy
Flexible
Motivated
Multi-task
Open Minded
Problem Solver



Axial Codes

Communication Skills

Ethics

Personality/Attitude

Servant Leader

Coach/Mentor

Interpersonal Skills

Conceptual Skills Theme from Focus Groups

Open Codes

Axial Codes

Active advisory committee Community Needs Connected with clientele Knows Stakeholders	} Needs of Community
Change Agent Economic Development Innovative Outside the Box Visionary	} Visionary
Day to day management Emergency Operations IT Support Liaison (County & UF) Management of Budget Time Management Timely Reporting Understands Policies Organizational Skills	} Organizational Management
Expert in Program Teacher	} Programmatic Efforts
Evaluator Facilities Growth Promotes Staff growth Organizational growth Resources Work environment	} Environment/Culture
Marketing of Extension Public Relations Political Savvy	} Marketing & Public Relations

APPENDIX F
INSTRUMENT



Thank you for participating in this brief survey of county Extension directors. This survey will take about 15 minutes to complete.

Please read the consent statement included in the email before deciding to participate in this study.



By clicking agree below, you are agreeing that you have read the consent statement and are aware of your rights.

- I agree to participate
- I do not agree to participate



Q3 Rank the Level of Importance of each Leadership Competency based on your perception as a County Extension Director.

	Not Important	Of Little Importance	Somewhat Important	Important	Very Important
Having a positive attitude	<input type="radio"/>				
Time management	<input type="radio"/>				
Communication in oral and written form	<input type="radio"/>				
Decision making	<input type="radio"/>				
Dependability	<input type="radio"/>				
Empathy	<input type="radio"/>				
Empowerment	<input type="radio"/>				
Fair, honest, & trustworthiness	<input type="radio"/>				
Leadership by example	<input type="radio"/>				
Listening	<input type="radio"/>				
Mentoring and coaching	<input type="radio"/>				
Motivation and dedication	<input type="radio"/>				
Organization	<input type="radio"/>				
Conflict resolution	<input type="radio"/>				
Professionalism	<input type="radio"/>				
Relationship building	<input type="radio"/>				
Team-building	<input type="radio"/>				
Saying no when warranted	<input type="radio"/>				
Change implementation	<input type="radio"/>				
Office management	<input type="radio"/>				

Q4 Rank the Level of Importance of each Leadership Competency based on your perception as a County Extension Director.

	Not Important	Of Little Importance	Somewhat Important	Important	Very Important
Employee evaluation	<input type="radio"/>				
Program evaluation	<input type="radio"/>				
Promoting growth in the organization	<input type="radio"/>				
Innovation	<input type="radio"/>				
Working with key leaders and clientele	<input type="radio"/>				
Extension marketing	<input type="radio"/>				
Creative thinking	<input type="radio"/>				
Program design and implementation	<input type="radio"/>				
Resourcefulness	<input type="radio"/>				
Public Speaking	<input type="radio"/>				
Visioning	<input type="radio"/>				
Creating a supportive work environment	<input type="radio"/>				
Teaching Extension audiences	<input type="radio"/>				
Leadership of Others	<input type="radio"/>				
Encouraging excellence among employees	<input type="radio"/>				

| Budget management | <input type="radio"/> |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Organizational accountability | <input type="radio"/> |
| Staff supervision | <input type="radio"/> |
| Annual Reporting | <input type="radio"/> |
| County and State emergency management operations | <input type="radio"/> |

Q5 Rank Your Knowledge Level of each Leadership Competency based on your perception as a County Extension Director.

	Little Knowledge	Some Knowledge	Moderate Knowledge	Substantial Knowledge	High Level of Knowledge
Having a positive attitude	<input type="radio"/>				
Time management	<input type="radio"/>				
Communication in oral and written form	<input type="radio"/>				
Decision making	<input type="radio"/>				
Dependability	<input type="radio"/>				
Empathy	<input type="radio"/>				
Empowerment	<input type="radio"/>				
Fair, honest, & trustworthiness	<input type="radio"/>				
Leadership by example	<input type="radio"/>				
Listening	<input type="radio"/>				
Mentoring and coaching	<input type="radio"/>				
Motivation and dedication	<input type="radio"/>				
Organization	<input type="radio"/>				
Conflict Resolution	<input type="radio"/>				
Professionalism	<input type="radio"/>				
Relationship Building	<input type="radio"/>				
Team-building	<input type="radio"/>				
Saying no when warranted	<input type="radio"/>				
Change implementation	<input type="radio"/>				
Office management	<input type="radio"/>				

Q6 Rank Your Knowledge Level of each Leadership Competency based on your perception as a County Extension Director.

	Little Knowledge	Some Knowledge	Moderate Knowledge	Substantial Knowledge	High Level of Knowledge
Employee evaluation	<input type="radio"/>				
Program evaluation	<input type="radio"/>				
Promoting growth in the organization	<input type="radio"/>				
Innovation	<input type="radio"/>				
Working with key leaders and clientele	<input type="radio"/>				
Extension marketing	<input type="radio"/>				
Creative thinking	<input type="radio"/>				
Program design and implementation	<input type="radio"/>				
Resourcefulness	<input type="radio"/>				
Public speaking	<input type="radio"/>				
Visioning	<input type="radio"/>				
Creating a supportive work environment	<input type="radio"/>				
Teaching Extension audiences	<input type="radio"/>				
Leadership of others	<input type="radio"/>				
Encouraging excellence among employees	<input type="radio"/>				

| Budget management | <input type="radio"/> |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Organizational accountability | <input type="radio"/> |
| Staff supervision | <input type="radio"/> |
| Annual Reporting | <input type="radio"/> |
| County and State emergency management operations | <input type="radio"/> |

Q7 Rank Your Competence Level of each Leadership Competency based on your perception as a County Extension Director.

	Not Competent	Little Competence	Somewhat Competent	Competent	Very Competent
Having a positive attitude	<input type="radio"/>				
Time Management	<input type="radio"/>				
Communication in oral and written form	<input type="radio"/>				
Decision making	<input type="radio"/>				
Dependability	<input type="radio"/>				
Empathy	<input type="radio"/>				
Empowerment	<input type="radio"/>				
Fair, honest, and trustworthiness	<input type="radio"/>				
Leadership by example	<input type="radio"/>				
Listening	<input type="radio"/>				
Mentoring and coaching	<input type="radio"/>				
Motivation and dedication	<input type="radio"/>				
Organization	<input type="radio"/>				
Conflict resolution	<input type="radio"/>				
Professionalism	<input type="radio"/>				
Relationship Building	<input type="radio"/>				
Team-building	<input type="radio"/>				
Saying no when warranted	<input type="radio"/>				
Change implementation	<input type="radio"/>				
Office management	<input type="radio"/>				

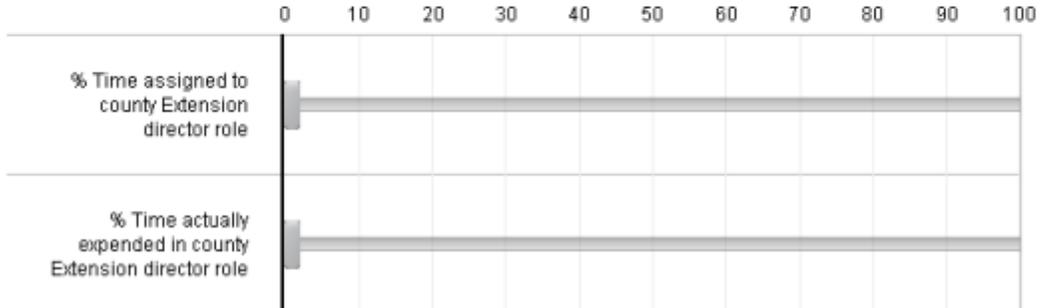
Q8 Rank Your Competence Level of each Leadership Competency based on your perception as a County Extension Director.

	Not Competent	Little Competence	Somewhat Competent	Competent	Very Competent
Employee evaluation	<input type="radio"/>				
Program evaluation	<input type="radio"/>				
Promoting growth in the organization	<input type="radio"/>				
Innovation	<input type="radio"/>				
Working with key leaders and clientele	<input type="radio"/>				
Extension marketing	<input type="radio"/>				
Creative thinking	<input type="radio"/>				
Program design and implementation	<input type="radio"/>				
Resourcefulness	<input type="radio"/>				
Public Speaking	<input type="radio"/>				
Visioning	<input type="radio"/>				
Creating a supportive work environment	<input type="radio"/>				
Teaching Extension audiences	<input type="radio"/>				
Leadership of others	<input type="radio"/>				
Encouraging excellence among employees	<input type="radio"/>				

Budget management	<input type="radio"/>				
Organizational accountability	<input type="radio"/>				
Staff supervision	<input type="radio"/>				
Annual Reporting	<input type="radio"/>				
County and State emergency management operations	<input type="radio"/>				



Please indicate the percent of your time formally assigned and actually expended in carrying out your county Extension director responsibilities.





Classification of your county



What is your primary Extension program area?

- Agriculture
- Horticulture
- Family Consumer Sciences
- Natural Resources
- Sea Grant/Marine
- 4-H



Your highest degree earned





Years in Extension before becoming a county Extension director

- None
- 1-5 years
- 5-10 years
- 10+ years



The number of employees under your direct supervision.



How many full-time Extension agents are in your county?





How many full-time program assistants are in your county?



>>



What is the position title (not name) of the person to whom you directly report to in your county government?



>>



Your age

- Less than 30
- 30-40
- 41-50
- 51-60
- More than 60



>>

Your Ethnicity

- White
- African American
- Asian
- Hispanic
- Other



>>

Gender

- Male
- Female



>>

We thank you for your time spent taking this survey.
Your response has been recorded.



County Administrator Instrument



Thank you for participating in this brief survey of County Administrators. This survey is related to the Leadership Competencies for UF/IFAS County Extension Directors. This survey will take about 10 minutes to complete.

Please read the consent statement included in the email before deciding to participate in this study.



By clicking agree below, you are agreeing that you have read the consent statement and are aware of your rights.

- I agree to participate
- I do not agree to participate



Q3 Based on your perceptions as a County Administrator, rate the Importance Level of each of the following competencies for UF/IFAS County Extension Directors.

	Not Important (1)	Of Little Importance (2)	Somewhat Important (3)	Important (4)	Very Important (5)
Having a positive attitude (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time management (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication in oral and written form (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decision making (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dependability (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Empathy (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Empowerment (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fair, honest, & trustworthiness (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership by example (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring and coaching (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivation and dedication (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organization (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conflict resolution (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professionalism (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relationship building (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team-building (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Saying no when warranted (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Change implementation (19)	<input type="radio"/>				
Office management (20)	<input type="radio"/>				

Q4 Based on your perceptions as a County Administrator, rate the Importance Level of each of the following competencies for UF/IFAS County Extension Directors.

	Not Important (1)	Of Little Importance (2)	Somewhat Important (3)	Important (4)	Very Important (5)
Employee evaluation (21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program evaluation (22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promoting growth in the organization (34)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Innovation (23)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with key leaders and clientele (24)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extension marketing (25)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creative thinking (26)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program design and implementation (27)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resourcefulness (28)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public Speaking (29)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visioning (30)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating a supportive work environment (31)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching Extension audiences (32)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership of Others (33)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging excellence among	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

employees (46)					
Budget management (47)	<input type="radio"/>				
Organizational accountability (48)	<input type="radio"/>				
Staff supervision (49)	<input type="radio"/>				
Annual Reporting (50)	<input type="radio"/>				
County and State emergency management operations (51)	<input type="radio"/>				

Q5 Based on your perceptions as a County Administrator, rate the Knowledge Level needed by UF/IFAS County Extension Directors for each of the leadership competencies below.

	Little Knowledge (1)	Some Knowledge (2)	Moderate Knowledge (3)	Substantial Knowledge (4)	High Level of Knowledge (5)
Having a positive attitude (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time management (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication in oral and written form (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decision making (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dependability (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Empathy (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Empowerment (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fair, honest, & trustworthiness (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership by example (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring and coaching (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivation and dedication (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organization (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conflict Resolution (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professionalism (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relationship Building (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team-building (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Saying no when	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

warranted (18)					
Change implementation (19)	<input type="radio"/>				
Office management (20)	<input type="radio"/>				

Q6 Based on your perceptions as a County Administrator, rate the Knowledge Level needed by UF/IFAS County Extension Directors for each of the leadership competencies below.

	Little Knowledge (1)	Some Knowledge (2)	Moderate Knowledge (3)	Substantial Knowledge (4)	High Level of Knowledge (5)
Employee evaluation (21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program evaluation (22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promoting growth in the organization (33)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Innovation (23)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with key leaders and clientele (24)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extension marketing (25)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creative thinking (26)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program design and implementation (27)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resourcefulness (28)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public speaking (29)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visioning (30)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating a supportive work environment (31)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching Extension audiences (32)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership of others (34)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging excellence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

among employees (35)					
Budget management (36)	<input type="radio"/>				
Organizational accountability (37)	<input type="radio"/>				
Staff supervision (38)	<input type="radio"/>				
Annual Reporting (39)	<input type="radio"/>				
County and State emergency management operations (40)	<input type="radio"/>				

Q7 Based on your perceptions as a County Administrator, rate the Competence Level needed by UF/IFAS County Extension Directors for each of the competencies below.

	Not Competent (1)	Little Competence (2)	Somewhat Competent (3)	Competent (4)	Very Competent (5)
Having a positive attitude (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time Management (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication in oral and written form (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decision making (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dependability (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Empathy (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Empowerment (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fair, honest, and trustworthiness (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership by example (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring and coaching (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivation and dedication (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organization (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conflict resolution (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professionalism (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relationship Building (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team-building (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Saying no when warranted (18)	<input type="radio"/>				
Change implementation (35)	<input type="radio"/>				
Office management (19)	<input type="radio"/>				

Q8 Based on your perceptions as a County Administrator, rate the Competence Level needed by UF/IFAS County Extension Directors for each of the competencies below.

	Not Competent (1)	Little Competence (2)	Somewhat Competent (3)	Competent (4)	Very Competent (5)
Employee evaluation (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program evaluation (21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promoting growth in the organization (22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Innovation (23)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with key leaders and clientele (24)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extension marketing (25)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creative thinking (26)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program design and implementation (27)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resourcefulness (28)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public Speaking (29)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visioning (30)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating a supportive work environment (31)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching Extension audiences (32)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership of others (33)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging excellence among	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

employees (51)					
Budget management (52)	<input type="radio"/>				
Organizational accountability (53)	<input type="radio"/>				
Staff supervision (54)	<input type="radio"/>				
Annual Reporting (55)	<input type="radio"/>				
County and State emergency management operations (56)	<input type="radio"/>				

Q9 Classification of your county

- Urban
- Rural

Q10 How many years have you served as a County Administrator?

Q11 Your highest degree earned

- Bachelor's Degree
- Master's Degree
- Doctoral Degree
- Other

Q12 How many years did you hold a leadership position in an organization or agency prior to becoming a county administrator?

Q13 The number of employees under your direct supervision.

Q14 Your age

- Less than 30
- 30-40
- 41-50
- 51-60
- More than 60

Q15 Your Ethnicity

- White
- African American
- Asian
- Hispanic
- Other _____

Q16 Gender

- Male
- Female

APPENDIX G
E-MAIL PRE-NOTIFICATION

Dear County Extension Director,

Cindy Sanders is the UF/IFAS Extension Alachua County Director; she is also a doctoral candidate at the University of Florida in the Agricultural Education and Communication Department. She is conducting a survey on, “Leadership Competencies and Needs as Perceived by County Extension Directors, District Extension Directors, and County Administrators in Florida”. This research has used focus groups, and interviews to develop a list of forty leadership competencies.

The survey will take about 10 minutes to complete. This research will be valuable to CEDs, the outcomes will hopefully provide us with some valuable information on what competencies are needed for CEDs, and the need for future trainings in these areas.

Your answers will be kept confidential to the extent provided by law. Your name will not be used in any report or presentation. Please note that each respondent is sent a unique survey link to the online questionnaire but this is only to track response rates and send email reminders.

Your participation is voluntary. We believe that there are no risks to you from participating in this study. There are also no direct benefits or compensation to you for participating. If you have questions about your rights, contact the UFIRB office, Box 112250, University of Florida, Gainesville, FL 32611-2250.

If you have any questions or concerns about the survey, please call Cindy Sanders at _____. Thank You for your participation.

Sincerely,

Cindy Sanders, UF/IFAS Extension
Alachua County Director



APPENDIX H
EMAIL PRE-NOTIFICATION TO COUNTY ADMINISTRATORS



Institute of Food and Agricultural Sciences
Office of the Dean and Director
Florida Cooperative Extension Service

1038 McCarty Hall D
PO Box 110210
Gainesville, FL 32611-0210
352-392-1761
352-846-0458 Fax

January 8, 2014

Dear County Administrators,

Your continued support of UF/IFAS Extension in Florida is a valuable asset, and we appreciate that strong partnership. UF/IFAS values leadership, therefore we are looking at leadership competencies and skills needed for your UF/IFAS County Extension Director.

Cindy Sanders is the UF/IFAS Extension Alachua County Extension Director; she is also a doctoral candidate at the University of Florida in the Agricultural Education and Communication Department. Her research is titled, "Leadership Competencies and Needs as Perceived by County and District Extension Directors and County Administrators in Florida." This research has used focus groups, and interviews to develop a list of forty leadership competencies. These competencies will be ranked on importance, knowledge, and competence through a survey.

Your input for this research is vital. The county administration's input will be compared to that of our UF/IFAS county Extension directors. From the survey, we will also have a better understanding of the leadership training needs for our UF/IFAS county Extension directors, so that they may better serve both capacities.

In the next few days, you will receive an email from Cindy Sanders as well as a link to the survey. The survey will take about 10 minutes to complete. I would greatly appreciate your participation, to help in strengthening the leadership and administration skills of our county Extension directors which, in turn, will strengthen our longstanding partnership.

Thank You in Advance,

A handwritten signature in blue ink, appearing to read 'Nick T. Place'.

Nick T. Place
Dean for Extension and
Director, Florida Cooperative Extension Service

The Foundation for The Gator Nation
An Equal Opportunity Institution

APPENDIX I
SECOND, AND THIRD EMAIL REMINDER SENT TO SUBJECTS

Dear County Extension Directors,
First, I want to thank those that have completed the CED Leadership Survey, your participation is important as a CED. I want to remind you if you have not completed the survey to please take about 10 minutes to complete the survey now. This research is vital to your role in Extension as a County Director.

Thank You,
Cindy Sanders

Follow this link to the Survey:

https://ufl.qualtrics.com/SE/?SID=SV_79YVDcFBUDWPaOV

Or copy and paste the URL below into your internet browser:
\${!://SurveyURL}

Follow the link to opt out of future emails:

Dear County Administrators,
First, I would like to thank those that have already completed the survey, your support is greatly appreciated. If you have not completed the survey please take about 10 minutes to complete, your participation is important in strengthening our UF/IFAS Extension and County partnership.

Thank You,
Cindy Sanders, UF/IFAS Extension
Alachua County Director

Follow this link to the Survey:

https://ufl.qualtrics.com/SE/?SID=SV_dhD0GTCfV4LrjPD

Or copy and paste the URL below into your internet browser:
\${!://SurveyURL}

Dear CEDs,

You are receiving this e-mail because I do not have record of you completing the Extension Leadership Survey. You certainly are not obligated to complete the survey; this is simply a reminder message. Your participation in this survey is vital to our leadership role as a CED. It will take approximately 10 minutes of your time.

This survey will be active until February 3, 2104.

Thank You,
Cindy Sanders

Follow this link to the Survey:

https://ufl.qualtrics.com/SE/?SID=SV_79YVDcFBUDWPaOV

Or copy and paste the URL below into your internet browser:

`\${!://SurveyURL}`

Follow the link to opt out of future emails:

`\${!://OptOutLink?d=Click here to unsubscribe}`

Dear County Administrators,

You are receiving this e-mail because I do not have record of you completing the Extension Leadership survey. You certainly are not obligated to complete the survey; this is simply a reminder message. It will take approximately 10 minutes of your time. Your participation is vital to the UF/IFAS Extension partnership.

Thank You,
Cindy Sanders, UF/IFAS Extension
Alachua County Director

Follow this link to the Survey:

https://ufl.qualtrics.com/SE/?SID=SV_dhD0GTCfV4LrjPD

Or copy and paste the URL below into your internet browser:

`\${!://SurveyURL}`

Follow the link to opt out of future emails:

`\${!://OptOutLink?d=Click here to unsubscribe}`

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BIOGRAPHICAL SKETCH

Cynthia Bissett Sanders was born 1968, in Winter Haven, Florida. She is the daughter of Glenn and Marjorie Bissett. She began her love of agriculture early in life working in the cow pens, or in the citrus grove. Growing up she was actively involved in both 4-H and FFA. Upon graduation from Santa Fe High School, Alachua, FL., she began her college career at Santa Fe College, Gainesville, FL. After receiving her Associate of Science degree, she transferred to the University of Florida, where she earned a bachelor's degree in animal science with a minor in agricultural education in 1991.

In 1991, she started her career as a ranch manager of a local purebred Angus operation. After three years as a ranch manager, she pursued her agricultural teaching degree and taught vocational agriculture for one year before getting married. After marriage, she moved to South Georgia, where she was a processing supervisor for Sunnyland Meats.

In 1997, she returned to Florida to continue teaching at Santa Fe High School, Alachua, FL. In 2001, she was offered the Alachua County Livestock Extension agent position. As an Extension agent she began working on her master's degree in agricultural education and communication at the University of Florida. After graduating with her M.S. in 2005, she became the Alachua County Extension director.

In 2009, she began working her doctoral program in the Department of Agricultural Education and Communication at UF. Her research studied CED leadership competencies and is directly related to the work that she does as a CED. Upon graduation she will use this research to work with other faculty in developing leadership training opportunities for CEDs.