Volunteer Administration Leadership Proficiency and Leadership Styles: Perceptions of Southern Region 4-H County Faculty

Nicole L. P. Stedman
Assistant Professor
119B Scoates Hall
Texas A&M University
College Station, TX 77843
nstedman@aged.tamu.edu

Rick D. Rudd
Associate Professor
218 Rolfs Hall
University of Florida
Gainesville, FL 32611
rrudd@mail.ifas.ufl.edu

Abstract

Volunteers play an integral role in supporting the mission of 4-H programs in the southern region. For this reason their proficiency in volunteer administration competence and perceived leadership style is important. The researchers sought to examine both the perceived proficiency of 4-H faculty in the southern region in seven competencies associated with volunteer administration leadership (Stedman, 2004) and perceived leadership style based on Full Range Leadership (Avolio & Bass, 1991). Overall respondents' scores indicated an average proficiency in volunteer administration leadership competence. Yet, their reported scores showed a higher proficiency in the individual competency areas of personal skill and organizational culture. Leadership style was measured based on behavior scores of transformational, transactional, and laissez faire leadership. The 4-H county faculty used transformational leadership most frequently, followed by transactional leadership, and then laissez faire. Implications are 4-H county faculty could use additional professional development opportunities which address accountability and management.

Introduction

The Cooperative Extension Service area of 4-H was founded on the premise of empowering youth to be able to reach their full potential while working and learning in partnership with adults who care about them (National 4-H Headquarters, 2001). In the Southern Region, alone 4-H programs serve approximately 3,028,419 youth in an effort to meet this lofty goal. With this in mind, it is easy to see the important role

4-H volunteers fulfill. In 2004, the National 4-H Headquarters reported 203,802 youth and adult volunteers in the Southern Region.

Because of the volunteer contribution, understanding different ways to enhance the professional development of 4-H county faculty in this area becomes critical. Each year the Southern Region sponsors the Southern Region Volunteer Leader Forum. The mission of the forum is to increase capacity of volunteers and staff so they can contribute to the achievement of the 4-H youth development and the Cooperative Extension system as a whole (Southern Region Leadership Forum, 2004). The primary purpose of professional development for 4-H county faculty is to encourage an effective means for ensuring volunteers continue to contribute to the 4-H mission, that is to ensure 4-H faculty administer and lead volunteer programs well.

The influences of the Cooperative Extension Service (CES) in the discipline of volunteer administration are quite evident today for this very reason. Over the past 30 years the number of volunteer administration models has grown with four from CES faculty (Boyce, 1971; Culp, Deppe, Castillo, & Wells, 1998; Kwarteng, Smith, & Miller, 1987; Penrod, 1991). Many have argued the influence of the CES in volunteer administration has been much longer though, dating back as far as the establishment of the Smith Lever Act of 1914 (Wessel & Wessel, 1982).

To continue the advancement of research in volunteer administration the focus must remain on populations with practical relevance in its findings. Because of the long history, continued contribution to the field, and practical need for research substantiating professional development programs, 4-H county faculty, prove to be an ideal population of interest. What is sought is a thoughtful examination of the perceived competence in volunteer administration leadership, with the added benefit of understanding perceived leadership style. With that in mind, two fundamental theoretical frameworks provided the guidance in developing this research.

Theoretical Framework

In conducting a thorough literature review in the disciplines of volunteer administration and leadership, two theories were chosen for their inclusion of competencies and skills identified as relevant to the success of 4-H county faculty in their work with volunteers.

Volunteer Administration

Organizations like the Association for Volunteer Administration (AVA) continue to push the profession of volunteer administration forward providing resources supporting the professional development of individuals in the discipline. Boyd's (2003) established competency-based criteria are an important step in developing a profession and what the AVA has sought to develop is the identification of five core competencies. The competencies include (a) professional principles, (b) leadership, (c) management, (d) planning, and (e) human resource management (Association for

Volunteer Administration, 2004). Boyd (2003) expanded this by identifying the competencies professionals in volunteer administration would need in the coming decade. These were (a) organizational leadership, (b) systems leadership, (c) organizational culture, (d) personal skills, and (e) management skills.

However, in an effort to address the creation of a holistic model of education for volunteer administrators, Stedman and Rudd (2004) developed the theoretical dimension of the discipline. Within their model seven key competencies were identified combining the work of the AVA (2001) and Boyd (2003).

Stedman and Rudd (2004) operationalized these seven competencies as (a) *Organizational Leadership*: leadership taking place in the context of the organization includes planning and operation at the program level, (b) *Systems Leadership*: leadership involving the expressed knowledge of one's discipline, (c) *Accountability*: knowledge and practice of skills addressing the planning, operation, and evaluation of a volunteer program, (d) *Management Skills*: knowledge and skills addressing the day-to-day operations of a volunteer program, (e) *Personal Skills*: knowledge and skills addressing effective communication and relationship building in volunteer programs, (f) *Organizational Culture*: knowledge and skills addressing positions and relationships within a volunteer organization, and (g) *Commitment to the Profession*: knowledge and skills addressing individual commitment to the field of volunteer administration.

Leadership Styles

The model of Full Range Leadership (FRL) guided the researchers in evaluating the leadership styles of 4-H county faculty in the southern region (Bass & Avolio, 2000b). The notion of FRL suggests there are three styles of leadership guiding leader behaviors – transformational, transactional, and laissez faire (Bass & Avolio, 2000b). Transformational leadership has been identified as the most effective and active style of leadership, while transactional, considered less active and less effective, and laissez faire, the least active and effective, follow. Bass (1985) developed conceptual models of both transactional and transformational leadership which were originally derived from Burns' (1978) work.

Antonakis, Avolio, and Sivasubramaniam (2003) operational zed transformational leadership behaviors as follows: *Idealized Influence* – leaders display conviction; emphasize trust; take stands on difficult issues; present their most important values; and emphasize the importance of purpose, commitment, and the ethical consequences of decision. Such leaders are admired as role models; they generate pride, loyalty, confidence, and alignment around a shared purpose. *Inspirational Motivation* – leaders articulate an appealing vision of the future, challenge followers with high standards, talk optimistically and with enthusiasm, and provide encouragement and meaning for what needs to be done. *Intellectual Stimulation* – leaders question old assumptions, traditions, and beliefs; stimulate in others new perspectives and ways of doing things; and encourage the expression of ideas and

reasons. *Individualized Consideration* – leaders deal with others as individuals; consider their individual needs, abilities and aspirations; listen attentively; further their development; advise; and coach.

Transactional leadership was operationalized as: *Contingent Reward* – leaders engage in a constructive path-goal transaction of reward for performance. They clarify expectations, exchange promises and resources, arrange mutually satisfactory agreements, negotiate for resources, exchange assistance for effort, and provide commendations for successful follower performance. *Management-by-Exception* – active leaders monitor followers' performance and take corrective action if deviations from standards occur. They enforce rules to avoid mistakes. And, passive leaders fail to intervene until problems become serious. They wait to take action until mistakes are brought to their attention (Antonakis, Avolio, & Sivasubramaniam, 2003).

Laissez faire leadership was defined as a non-leadership component – leaders avoid accepting their responsibilities, are absent when needed, fail to follow up requests for assistance, and resist expressing their views on important issues.

The use of these theoretical frameworks provided a means for examining the role of leadership and volunteer administration competence in the self-perceptions of 4-H county faculty. However, further review was conducted to establish current findings in the areas of volunteer administration and leadership.

Literature Review

Because the intent of the research was to examine the CES with respect to the program area of 4-H, much of the focus of the literature review was limited to other research findings in this area. The goal was to examine research conducted specifically in the areas of volunteer administration in the CES and leadership in the CES.

As established earlier, volunteers have continued to play an important role in assisting 4-H programs in the pursuit of its mission. This notion has encouraged much research examining the needs and desires of extension volunteers from identifying their key characteristics (Culp, 1996), motivation and retention needs (Culp, 1997), advisory board representation (Ingram & Nyangara, 1997), and motivation and recognition needs (Fritz, Barbuto, Marx, & Etling, 2000). However, findings related to perceptions of and perceived proficiency in volunteer administration competencies were most enlightening.

Researchers have examined extension faculty's perceptions of volunteer administration models, with a specific focus in the program area of 4-H (Deppe & Culp, 2001; Culp & Kohlhagen, 2004; Hange, Seevers, & VanLeeuwen, 2002). A deficiency in proficiency was identified in key areas of volunteer administration, including needs assessments, use of job descriptions, resource location and

recruitment (Culp, 2001). These findings have supported the expansion of professional development opportunities for 4-H county faculty to include the basics of volunteer administration. Hange, Seevers, and VanLeeuwen (2002) were able to show differences between perception and importance in nine competency areas of volunteer administration. This is consistent with King (1997) who indicated county agents' perceptions of competence and relative importance of competence would differ.

When examining leadership style within the CES, research aimed at identifying leadership style of county faculty has become interesting due to the changing goals facing extension programs (Woodrum & Safrit, 2003). With that, measurement instruments like the Leadership Practices Inventory (LPI) (Kouzes & Posner, 1997) and the Multifactor Leadership Questionnaire (MLQ) (Bass & Avolio, 2000a) have proved to be valuable tools in county faculty leadership development (Rudd, 2000; Woodrum & Safrit, 2003). The greatest factors contributing to leadership style have been found to be demographically related (Moore, 2003; Sykes, 1995; Carless, 1998).

Although Woodrum and Safrit (2003) did not differentiate between demographic influences, they did provide findings indicating 4-H county faculty in West Virginia demonstrated behaviors associated with the contingent reward ($M = 3.95$, $SD = .75$) style of leadership more so than others. Similarly, Stedman (2004) showed at the national level a similar trend with 4-H county faculty. However, all other scores were in accordance with Bass and Avolio's (2000b) recommendations for balanced leadership, with transformational leadership scoring higher than other transactional scores and laissez faire leadership scores.

Demographics

There were three attributes considered in this study for their impact on leadership style and preference. These attributes were age, gender, and organizational tenure. Tenure was considered a combination of time in volunteer administration and time in extension work.

Researchers exploring the administration of CES faculty have examined age as a factor influencing leadership behaviors and style. Moore (2003), using the MLQ, found no significant differences existed between age and leadership style. Conversely, Sykes (1995) concluded age was a significant factor in younger county extension directors (less than 45 years of age) perceptions demonstrating more leadership behaviors. Yet, Sykes concluded age was not a factor significantly influencing leadership behavior.

A concept related to age is organizational tenure. The relation is the age of an individual has compared to the potential to directly influence the length of time with or tenure with an organization. Moore (2003) found individuals reporting a longer

tenure were less likely to engage in the transactional leadership style of Management-by-Exception (passive and active).

Gender has continued to be a point of examination when exploring leadership. In the past 30 years the study of gender effects on leadership has grown considerably (Bass, 1990; Carless, 1998). Specifically in 4-H programs, women have a comprised much of the county faculty across the country (Stedman, 2004). For this reason, gender was an included demographic in this study. However, there is little empirically-based research showing a significant relationship between gender and leadership behaviors.

In order to maintain high quality volunteer programs which attract and retain the best volunteer resources, professional development of 4-H county faculty is a necessity. By focusing on the two elements having the greatest impact on the administration of volunteer programs – volunteer administration leadership proficiency and leadership style – there can be a greater effort to target professional development opportunities for 4-H county faculty in the southern region. Researchers combined the theoretical framework of leadership (Avolio & Bass, 1991) with the theoretical framework of volunteer administration leadership (Stedman & Rudd, 2004) to provide a basis for measuring and interpreting the role of leadership and volunteer administration competence's importance in predicting 4-H county faculty's volunteer administration proficiency.

Purpose and Objectives

The purpose of this study was to establish baseline data related to southern region 4-H county faculty leadership of volunteer programs. Three objectives guided this study:
- Determine selected demographics of southern region 4-H county faculty.
- Describe southern region 4-H county faculty's perceived proficiency in and perceived importance of in volunteer administration leadership competence.
- Determine southern region 4-H county faculty's leadership styles.

Procedures

This study used a survey research methodology with three questionnaires to collect the necessary information in order to accomplish the objectives. This was a descriptive study by nature with the intent of summarizing key characteristics of 4-H county faculty in the southern region.

This study was part of a larger national 4-H study which had the target population of all 4-H county faculty in the United States (Stedman & Rudd, 2004). A population was derived from a random sample of states representing each extension region and then a random sample of 4-H county faculty from the selected states. Using Dillman's (2000) Tailored Design Method, researchers minimized sources of error

including coverage, non-response, and sampling error. Sixty-five participants were randomly selected from the southern region to participate in the study. The researchers calculated a response rate of 52% based on this figure (N = 34).

Early and late respondents were compared in order to determine if any statistical difference existed (Lindner, Murphy, & Briers, 2001). The double-dipping technique was used to determine if nonresponse was a concern. Miller and Smith (1983) reported late respondents are often similar to early ones, and this was the case when the two groups were compared in this study. Analysis confirmed no significant differences existed between early and late respondents.

To collect data, three questionnaires were used – the Volunteer Administration Leadership Competency Instrument (VALCI), the Multifactor Leadership Questionnaire (MLQ), and a short demographic instrument. The VALCI was designed as a web-administered questionnaire and contained 52 independent statements allowing respondents to provide answers on two levels – perceived proficiency and perceived importance. The questionnaire addressed each of the seven key competencies of volunteer administration, organizational leadership, systems leadership, accountability, management skills, personal skills, organizational culture, and commitment to the profession. Perceived proficiency statements were measured using a Likert-type scale of 1 (poor) to 5 (excellent), similarly, the perceived importance statements used a scale of 1 (strongly disagree) to 5 (strongly agree). Southern region 4-H faculty's competence in volunteer administration was measured using the mean difference between perceived proficiency scores and perceived importance scores. The reported Cronbach's alpha for each construct were organizational leadership (α = .88), systems leadership (α = .83), accountability (α = .85), management skills (α = .88), personal skills (α = .87), organizational culture (α = .82) and commitment to the profession (α = .80).

The MLQ was a 45-statement questionnaire measuring leadership based on leadership behaviors and styles (Bass and Avolio, 2000b). Using a Likert-type scale, 0 (not at all) to 4 (frequently) respondents self-reported leadership style based on a number of behavior, or factor statements. For the purposes of this study the questionnaire was administered on the web versus the traditional paper-based form. The reliability of leadership behaviors, or factors, ranged from .74 to .91 and leadership styles, or outcomes, ranging from .91 to .94 (Bass and Avolio, 2000b).

Transformational leadership was measured using 20 statements associated with the behaviors of idealized influence (behavior and attributed), intellectual stimulation, individualized consideration and inspirational motivation. Transactional leadership was measured using 12 statements using the behaviors of contingent reward and management-by-exception (active and passive). Laissez faire leadership was measured by four statements identified as passive avoidant.

Findings

Objective 1. Determine selected demographics of southern region 4-H county faculty.

This data was included to provide readers with an overall picture of who the respondents of the study were. Of the faculty responding, 76.5% ($n = 26$) were women, with 23.5% ($n = 8$) reporting male. Table 1 summarizes race and gender findings.

Table 1
Gender and Race of Southern Region 4-H County Faculty (N = 34)

		f	Percent	Cumulative Percent
Gender	Male	8	23.5	23.5
	Female	26	76.5	100.0

The highest percentage of southern region 4-H faculty were under age 30 (26.5%, $n = 9$), with the majority of respondents under age 40 (67.7%, $n = 23$) as depicted in Table 2. Tenure, categorized by length of time in extension and length of time as a volunteer administrator, ranged from 1 to 5 years (32.35%, $n = 11$) to 21 to 25 years (5.88%, $n = 2$). See Table 3.

Table 2
Age of Southern Region 4-H County Faculty (N = 34)

Age Range	f	Percent	Cumulative Percent
26-30	9	26.5	26.5
31-35	7	20.6	47.1
36-40	7	20.6	67.6
41-45	3	8.8	76.5
46-50	5	14.7	91.2
51-55	2	5.9	97.1
56-60	1	2.9	100.0
Total	34	100.0	

Table 3
Tenure of Southern Region 4-H County Faculty in Years (N = 34)

Tenure Range	f	Percent	Cumulative Percent
1-5	11	32.4	32.4
6-10	8	23.5	55.9
11-15	6	17.7	73.6
16-20	6	17.7	91.3
21-25	2	5.9	97.2
Missing	1	2.8	100.0
Total	34	100.0	

**Objective 2. Describe southern region 4-H county faculty's perceived
proficiency in and perceived importance of in volunteer administration
leadership competence.**

Perceptions of proficiency and importance were summarized for Southern region 4-H county faculty (N = 34) scored perceived proficiency in ($M = 84.75$, $SD = 10.07$) and perceived importance of ($M = 94.02$, $SD = 6.26$) personal skills the highest of the seven competency areas. Similarly, they scored organizational culture perceived proficiency ($M = 75.08$, $SD = 15.05$) and perceived importance ($M = 88.06$, $SD = 8.87$) second. Ranking on the remaining five competencies were not equal among perceived proficiency and perceived importance. However, in terms of overall volunteer administration leadership competence two scores provided the greatest significance in future programming, accountability (M-difference = 20.90) and management skills (M-difference = 20.07). Table 4 provides a summary of the ranking scores of all seven competencies.

Table 4
Volunteer Administration Competence of Southern Region 4-H County Faculty (N = 34)

	Proficiency		Importance		*M* Difference
Competency	*M*	*SD*	*M*	*SD*	
Personal Skills	84.75	10.07	94.02	6.26	9.27
Organizational Culture	75.08	15.05	88.06	8.87	12.98
Commitment to the Profession	73.50	16.38	86.38	14.44	12.88
Systems Leadership	72.11	9.23	87.50	9.67	15.39
Organizational Leadership	71.59	7.85	87.72	7.82	16.23
Management	66.02	14.47	86.09	12.89	20.07
Accountability	62.73	15.02	83.63	10.47	20.90

By gender, both male and female respondents perceived personal skills most important ($M = 93.81$, $SD = 5.25$; $M = 94.09$, $SD = 6.61$) and themselves most proficient ($M = 80.42$, $SD = 9.50$; $M = 86.13$, $SD = 10.03$). The perceived weak competency areas were accountability ($M = 61.56$, $SD = 14.2$; $M = 63.10$, $SD = 15.53$) and management ($M = 62.81$, $SD = 15.55$; $M = 67.08$, $SD = 14.27$). The greatest gap or difference in scores was for men management skills (M-difference = 20.63) and organizational culture (M-difference = 17.81). For women, accountability (M-difference = 22.63) and management skills (M-difference = 19.90) were the greatest areas of difference.

Through all measures of tenure, the most important competency was personal skills ($M = 94.02$, $SD = 6.26$). The greatest weakness, or perceived lack of proficiency was

accountability for those with 20 or more years (*M* = 58.75, *SD* = 19.45) and management for those with under 20 years (*M* = 61.04, *SD* = 12.08).

The last demographic analyzed was age. Again, consistently through measures of age, the most important competency area was personal skills (*M* = 94.02, *SD* = 6.26). Proficiency measures also scored consistently with accountability skills scoring lowest (*M* = 62.73, *SD* = 15.01).

Objective 3. Determine southern region 4-H county faculty's leadership behaviors and leadership styles.

Leadership behaviors, or factors of 4-H county faculty in the southern region (N = 34) were scored individually. Of the five transformational behaviors, individualized consideration was scored highest (*M* = 3.00, *SD* = .53), with inspirational motivation second (*M* = 2.93, *SD* =. 56). In terms of the transactional behaviors measured, contingent reward (*M* = 2.80, *SD* = .58) scored highest and scored higher than the transformational behaviors of idealized influence (attributed) (*M* = 2.78, *SD* = .45), idealized influence (behavior) (*M* = 2.65, *SD* = .61) and intellectual stimulation (*M* = 2.76, *SD* = .56). Management-by-exception behaviors scored lower, active (*M* = 1.37, *SD* = .67) and passive (*M* = 1.21, *SD* = .69). Lastly, laissez faire (*M* = .76, *SD* = .45) was scored lowest of all behaviors, or factors and leadership styles, or outcomes.

The leadership styles, or outcomes scores, were relative to the behavior scores with transformational leadership (*M* = 2.82, *SD* = .47) scoring highest, followed by transactional leadership (*M* = 1.79, *SD* = .41) and laissez faire (*M* = .76, *SD* = .45). Table 5 provides these findings.

Table 5
Leadership Behaviors and Styles of Southern Region 4-H Faculty (N = 34)

Behavior/Style	*M*	*SD*
Individualized Consideration	3.00	.53
Inspirational Motivation	2.93	.56
Transformational	2.82	.47
Contingent Reward	2.80	.58
Idealized Influence (Attributed)	2.78	.45
Intellectual Stimulation	2.76	.56
Idealized Influence (Behavior)	2.65	.61
Transactional	1.79	.41
Management-by-Exception (Active)	1.37	.67
Management-by-Exception (Passive)	1.21	.69
Laissez Faire	.76	.45

The demographic influence on leadership was measured by gender, race, age, and tenure. In analyzing the scores by gender, men self-report the use of inspirational motivation highest (*M* = 3.29, *SD* = .44); however, female respondents self-report

the use of individualized consideration highest (*M* = 2.98, *SD* = .57). In general, men self-reported scores higher than female respondents. The lowest scores for each was laissez faire (*M* = .75, *SD* = .54; *M* = .76, *SD* = .44).

The demographic of age showed variability across most categories. Those under 30 scored inspirational motivation highest (*M* = 2.92, *SD* = .42), the under 40 (31 to 40) group scored individualized consideration highest (*M* = 3.17, *SD* = .20), 41 to 50 also scored individualized consideration highest (*M* = 3.75, *SD* = .35) and the over 50 group scored contingent reward highest (*M* = 3.38, *SD* = .53). All groups scored laissez faire factors lowest.

By tenure respondents showed variability among self-reported leadership factors. Those with less than five years tenure reported inspirational motivation highest (*M* = 3.03, *SD* = .52), those with between 6 to 10 and 11 to 15 years scored individualized consideration highest (*M* = 3.21, *SD* = .39; *M* = 3.15, *SD* = .55). Respondents with 16 to 20 years scored idealized influence attributed highest (*M* = 2.67, *SD* = .88) and those with 21 plus years scored inspirational motivation high (*M* = 3.25, *SD* = .71). All groups scored laissez faire factors lowest.

Conclusions

Objective 1

The data were collected to establish the demographic make-up of the respondents. A key factor in the analysis of these findings was the relationship to leadership outcomes. In the southern region, 76.5% of 4-H county faculty was female. This is much higher than the 66% reported nationally (Stedman, 2004) and has implications for analysis of perceptions of volunteer administration and leadership style. The number of male county faculty in the southern region (23.5%) is lower compared to the national level (33.0%).

4-H county faculty in the southern region are younger than their national counterparts, with 47% (*n* = 16) 35 years of age and younger compared to only 29% (*n* = 28) at the national level (Stedman, 2004). Another dimension measured was tenure; tenure represented the length of time in extension, as well as, length of time as a volunteer administrator. Similar to the age of respondents, 55.9% (*n* = 19) of respondents reported tenure 10 years and less. These two variables, when considered together indicated 4-H is investing time and energy in acquainting and preparing younger and less experienced faculty for their roles as county faculty.

Objective 2

A key finding of this study was the identification of deficiencies in volunteer administration leadership competencies of 4-H county faculty in the southern region. 4-H county faculty were found to be deficient in management skills (*M*-difference = 20.07), which are more representative of volunteer management models, than of

management theories. County faculty are not prepared, or at the least, do not perceive themselves as proficient in this area. Yet, this management competence is fundamental in recruiting, retaining, supervising and evaluating volunteers.

The second and greatest competency identified as deficient was accountability (*M*-difference = 20.90). Being accountable and providing documentation as to the importance and relevance of a program is substantial when it comes to continued funding internally and from external sources. While southern region 4-H county faculty was weak in these areas, the same two areas were identified nationally as areas of perceived deficiency (Stedman, 2004).

One important statistic was the scoring of organizational culture as the greatest area of need for male respondents. While there is no true explanation for this outcome, one inference could be the number of female faculty working in 4-H creating the culture of the organization.

These findings support further the literature indicating 4-H county faculty do have a distinct differences in their perceptions of importance and proficiency in competencies related to volunteer administration (Culp, 2001; Hange, Seevers, & VanLeeuwen, 2002; and King, 1997). This continues to illustrate the importance of professional development opportunities for 4-H county faculty, which support their work with volunteers.

Objective 3

Lastly, the study addressed leadership style. Southern region 4-H county faculty may be identified as more transformational, due to the higher scores of transformational behaviors or factors (*M* = 2.82, *SD* = .47), than those of transactional (*M* = 1.79, *SD* = .41) or laissez-faire (*M* = .76, *SD* = .45). However, their use of contingent reward behaviors (*M* = 2.80, *SD* = .58) over the transformational behaviors of idealized influence (attributed and behavior) (*M* = 2.78, *SD* = .45, *M* = 2.65, *SD* = .61)* and intellectual stimulation (*M* = 2.76, *SD* = .56) is not relational to the Bass and Avolio (2000b) model specifying all transformational behaviors should be used more frequently than those of transactional or laissez-faire. However, is in line with studies by Woodrum and Safrit (2003) and Stedman (2004) showing 4-H county faculty use contingent reward behaviors more frequently than transformational behaviors.

Consistently, respondents scored laissez faire lowest, consistent with Bass and Avolio's (2000b) model of FRL. As with other research (Woodrum & Safrit, 2003; Stedman, 2004), 4-H county faculty do not use laissez faire leadership behaviors, instead they tend to use behaviors more appropriate for working with directed programs. However, those faculty members over 50 years of age self-reported the use of contingent reward behaviors highest, indicating the need for clarification of expectations with followers and maintenance of performance through negotiation and reward.

Recommendations

The following recommendations are applicable to 4-H county faculty serving the southern extension region. The recommendations are for the purposes of guiding leadership educators and those responsible for professional development opportunities for Cooperative Extension Service faculty. The emphasis is to assist in planning relevant educational programs to impact both the continued leadership development and volunteer administration leadership of 4-H county faculty working with volunteers.

Because 4-H county faculty in the southern region are, not only younger, but also less tenured, there should be a concerted effort to ensure more in-service educational program opportunities, especially to meet identified needs. Additionally, more experienced seasoned faculty members are capable of providing the most individualized education available, mentoring. Mentoring programs orienting and providing a supportive contact for new or younger faculty members can assist in overall job satisfaction and retention (Kutilek, Gunderson, & Conklin, 2002; Zimmer & Smith, 1992).

The most appropriate recommendation is for in-service educational programs based on the conclusion there are two key areas of identified perceived deficiency of 4-H county faculty in the southern region. Availability of programs to assist in developing county faculty for their roles as volunteer administrators is necessary. Specifically, a web-based curriculum tailored made to suit the specific needs of faculty members should focus on management skills and accountability issues. Experientially-based programs could build on the current and past experiences of faculty and would be beneficial to develop the life-long learning capacity of county faculty.

Lastly, 4-H county faculty, while in technical balance with full range leadership, transformational leadership scores are higher than others, still need guidance and practical examples of how to develop their leadership potential. Again, providing these educational opportunities has to be the focus, content and curriculum can be developed; however, without the proper administrative and fiscal support, these initiatives can dwindle and the benefits lost.

Discussions/Implications

It is important to continue the discussion of volunteer administration leadership competence and leadership styles of 4-H faculty, on a national scale. In a time of budget instability, volunteers' roles will continue to be important in meeting the target audience needs. Diversity issues will continue to be paramount, as national concerns over underrepresented populations grow.

This study provides some key benchmark data for addressing some of these concerns at the regional level. Change can only happen when individuals are willing to set goals, which speak to the needs of 4-H county faculty and clientele, including volunteers. Research needs to continue in these areas providing insight into the most effective ways to educate extension faculty in volunteer administration leadership and personal leadership. This research can be beneficial in the developing volunteer programs and in return encouraging and soliciting greater participation by experienced volunteers and those new to the Cooperative Extension Service.

References

Antonakis, J., Avolio, B., Sivasubramaniam, N. (2003). Context and leadership: An examination of the nine-factor full-range leadership theory using the multifactor leadership questionnaire. *The Leadership Quarterly*, *14*(3), 261-295.

Association for Volunteer Administration (2001). *Core competencies and content outline*. Retrieved April 20, 2003, from http://www.avaintl.org/credential/compstat.html.

Association for Volunteer Administration (2004). *Core competencies and content outline*. Retrieved September 8, 2004, from http://www.avaintl.org/credential/contentoutline.html.

Bass, B. M., & Avolio, B. J. (2000a). *Multifactor leadership questionnaire (form 5x)*. Redwood City, CA: Mind Garden.

Bass, B. M., & Avolio, B. J. (2000b). *Technical report, leader form, rater form and scoring key for the MLQ form 5x-short*. Redwood City, CA: Mind Garden.

Boyce, V. M. (1971, May). *A systematic approach to leadership development*. Paper presented at the USDA Extension Service, PA and MO.

Boyd, B. (2003). Identifying competencies for volunteer administrators for the coming decade: A national Delphi study. *Journal of Agricultural Education, 44*(4), 47-56.

Burns, J. (1978). *Leadership*. New York: Harper Row.

Culp, K., III. (1996). Identifying continuing and non-continuing adult 4-H volunteers: How have they evolved over time? *Journal of Agricultural Education, 37*(4), 46-53.

Culp, K., III, Deppe, C. A., Castillo, J., & Wells, B. (1998). The GEMS model of volunteer administration. *Journal of Volunteer Administration, 16*(4), 36-41.

Culp, K., III., & Kohlhagen, B. (2004). Kentucky 4-H agents' perceptions of their levels of competency and frequency of use of volunteer administration function. *Journal of Agricultural Education, 45*(2), 1-13.

Deppe, C. A., & Culp, K., III. (2001). Ohio 4-H agents' perceptions of the level of importance and frequency of use of the eighteen components of the GEMS model of volunteer administration. *Journal of Agricultural Education, 42*(4), 32-42.

Dillman, D. A. (2000). *Mail and internet surveys: The tailored design method* (2nd ed.). New York: John Wiley and Sons.

Fritz, S., Barbuto, J. E., Jr., Marx, D., & Etling, A. (2000). Motivation and recognition preferences of 4-H volunteers. *Journal of Agricultural Education, 41*(3), 40-49.

Hange, J., Seevers, B., & VanLeeuwen, D. (2002). *4*-H youth development extension agents' attitudes towards volunteer management competencies. *Proceedings of the 2002 National Agricultural Education Research Conference*, Las Vegas, NV.

Ingram, P. D., & Nyangara, F. (1997). Recruitment, retention, and participation of underrepresented groups in Pennsylvania Cooperative Extension advisory boards and committees. *Journal of Agricultural Education, 38*(4), 21-29.

King, J. E. (1997). *Ohio 4-H youth development agents' perceptions of the importance of and their competence with selected volunteer management competencies*. Unpublished doctoral dissertation, The Ohio State University, Columbus.

Kouzes, J. M., & Posner, B. Z. (1997). *Leadership practices inventory: Participant's workbook* (2nd ed.) San Francisco: Jossey-Bass.

Kutilek, L., Gunderson, G., & Conklin, N. L. (2002). A systems approach: Maximizing individual career potential and organizational success. *Journal of Extension, 40*(2). Retrieved September 15, 2004, from http://www.joe.org/joe/2002april/a1.html.

Kwarteng, J., Smith, K., & Miller, L. (1988). Ohio 4-H agents' and volunteer leaders' perceptions of the volunteer leadership development program. *Journal of Agricultural Education, 29*(2), 55-63.

Lindner, J. R., Murphy, T. H., & Briers, G. (2001). Handling nonresponse in social science research. *Journal of Agricultural Education, 42*(4), 43-53.

National 4-H Headquarters (2004). *Annual 4-H youth development enrollment report 2003 fiscal year*. Retrieved September 2, 2004, http://www.national4-hheaddquarters.gov/2003-es237.pdf.

National Association of Extension 4-H Agents (2004). *NAE4-HA welcome*. Retrieved September 7, 2004, from http://www.nae4-ha.org.

National 4-H Headquarters (2001). *National 4-H strategic plan*. Retrieved October 15, 2003, from http://www.national4-hheadquarters.gov/strategic.pdf.

Penrod, K. (1991). Leadership involving volunteers. *Journal of Extension, 29*(4). Retrieved March 18, 2002 from http://www.joe.org/joe/1991winter/a2.html

Rudd, R. D. (2000*). Leadership styles of Florida's county extension directors: Perceptions of self and others. *Proceedings of the 27ᵗʰ Annual National Agricultural Research Conference*, San Francisco, CA.

Southern Region Leadership Forum. (2004). *Mission of the Southern Region 4-H Volunteer Leader Forum.* Retrieved June 14, 2005 from: http://www.4hsrlf.org/about.htm.

Stedman, N. (2004). *Leadership, volunteer administration, and 4-H: Leadership styles and volunteer administration competence of 4-H state volunteer specialists and county faculty.* Unpublished doctoral dissertation, University of Florida, Gainesville.

Stedman, N., & Rudd, R.D. (2004). Volunteer administration: Theoretical foundations of the discipline. *Journal of Leadership Education, 3*(1). Retrieved July 5, 2004, from http://www.fhsu.edu/jole/.

Wessel, T., & Wessel M. (1982). *4-H: An American idea 1900-1980.* Chevy Chase, MD: National 4-H Council.

Woodrum, W., & Safrit, D. (2003). Leadership practices of West Virginia University extension agents working with the 4-H youth development program. *Journal of Extension, 41*(3). Retrieved July 9, 2003, from http://www.joe.org/joe/2003june/rb3.html.

Zimmer, B.P., & Smith, K.L. (1992). Successful mentoring for new agents. *Journal of Extension, 30*(1). Retrieved September 15, 2004, from http://www.joe.org/joe/1992spring/a8html.

Biography

Nicole Stedman is an Assistant Professor in the Agricultural Education Department at Texas A&M University. She teaches Agricultural Leadership courses at the Undergraduate and Graduate levels. Dr. Stedman's Bachelor of Science, in Human Resource Development, Master of Science, in Leadership Studies, and Doctorate, in Leadership Education, are from the University of Florida, Gainesville. Her research interests include non-profit and volunteer leadership and the roles of critical thinking and emotional intelligence in leadership development.