

AN ASSESSMENT OF ATTITUDES AND PREFERENCE
TO CHANGE OF COOPERATIVE EXTENSION
PROFESSIONALS OF THE
NORTHEAST DISTRICT

By

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CHAPTER I

INTRODUCTION

Very complex changes that are occurring in the society, economy, politics, and environment require Cooperative Extension professionals to develop new perspectives and skills which will allow them to effectively and comfortably meet change. The world is in the midst of societal, cultural, political, economic and demographic change. To work effectively with the public, Extension professionals must have the ability to accommodate, facilitate, manage, and evaluate change (Cyr and Meier, 1993).

Change has always been an integral part of being an Extension professional. However, it seems that today's changes are occurring so rapidly that it is difficult to determine what to react to first.

It is time for Extension professionals to be pro-active in dealing with the future as an Extension Service. Not only do they need to cope with the problems which have been created, they also need to explore them. Change will have to take a closer look at social issues, lifestyles, values, and public education. These are all changing from day to day. The individual, the family, the community, the educational system, the church, and the state--all once

considered to be solid foundations of hometown life-are being reshaped.

Change must be promoted by the leadership of the organization if it is to be accepted. It is important to involve everyone at all levels within the organization. To be successful, change must have a clearly stated and understood realistic goal and visible results. Mistakes should not be ignored, but should be used by leadership for opportunities for learning and decision making.

Kouzes and Posner (as cited in Cyr and Meier, 1993) feel that leaders of tomorrow must be willing and able to deal with the unexpected. Today, however, many argue that change is no longer predictable, nor is it linear. Leaders and change agents can no longer predict the future based on needs assessment.

Statement of the Problem

An identification and review of the attitudes and preferences toward change of the Northeast District professionals in Oklahoma would be a means to facilitate and implement change within the organization. As Extension professionals continue dealing with change, their attitudes will become an integral part of their willingness to deal with this change. Extension professionals will continue

working with the public, but not perhaps in the old traditional ways. The word "traditional" must become a word that is no longer thought or spoken.

Change has always been a spoken word with Extension professionals. Do Extension professionals know how to deal with change? What is their preference toward change and just what affects their attitudes toward change?

Professionals continue to see even more diversity in the organization and more temporary, short-term employees. This will require Extension professionals to see diversity as an asset, not a detriment. They must do whatever they can to make the workforce of the future feel they are an important part of Extension even though they may only be working with Extension programs for a short time (Kelly, 1993).

Kanter's study (as cited in Cyr and Meier, 1993) summarizes well what the future holds for Extension.

The years ahead will be best of all, however, for those who learn to balance dreams and discipline. The future will belong to those who embrace the potential of wider opportunities but recognize the realities of constrained resources--and find new solutions that permit doing more with less. Individual excellence is not enough; responsibility for the performance of the whole team is required. (p. 40)

Purpose of the Study

The purpose of this study was to determine and compare the attitude and preference to change of the Cooperative Extension Service professionals of the Northeast District of Oklahoma.

Objectives

The specific objectives of the study are to:

1. Assess the Northeast District staff's preferences for change.
2. Compare the preferences for change among District Staff, Agricultural Agents, 4-H Agents, and Home Economists.
3. Categorize the District Staff, Agricultural Agents, 4-H Agents, and Home Economists according to their appropriate Change Preference Profile descriptions.

Rationale of the Study

No study pertaining to change preference and attitudes toward change among Oklahoma Cooperative Extension professionals was found. However, a similar study was found in Meeting Change in the 21st Century published by the Extension Services, U.S. Department of Agriculture, and the Extension Committee on Organization and Policy (1993).

During the past several years, change has become a buzz word within the Extension organization. Change does not happen in a system or organization overnight. The professionals must also deal with their own preferences and attitudes toward change.

Assumptions

In the conduct of this study, it was assumed that each Extension professional understood the questionnaire and indicated his/her honest perceptions.

Scope of the Study

The population of the study included all the personnel of the 23 counties in the Northeast District of the Oklahoma Cooperative Extension Service including District personnel.

Definitions of Terms

The following definitions are furnished to provide clear and concise meanings of terms used in this study:

1. Cooperative Extension Service: The organization in each state established by the Smith-Lever Act in 1914 to translate and disseminate agricultural and home economics

research from the land-grant universities to the citizens of each state for their use in improving their standard of living.

2. Cooperative Extension Professionals: Employees of the Cooperative Extension Service including: Agricultural Agents, Home Economists, County Directors, and 4-H Agents.

3. Organizational Change: Adapting the organization to the changing demands made upon it by the environment in which it operates.

CHAPTER II

REVIEW OF LITERATURE

In this chapter, a selection of relevant literature addressing attitudes and preference toward change was reviewed. Reference information was gleaned from a number of sources; research studies, professional journals, and reports.

To provide a lucid response to the literature, the following sub-headings have been identified:

1. Assumptions on Change,
2. Situation Analysis,
3. Nature of Change,
4. Personal Change,
5. Organizational Change,
6. Summary.

Assumptions on Change

When one speaks of change, it must be assumed that his/her version of change will be the one that will work. Perhaps though, one assumes change is not relevant to them.

Assumptions are powerful subconscious thoughts or actions. This is why it is important to see how people experience change. How one assumes change will determine

attitudes and preferences toward change. Personal assumptions will play an important role in this study. How one thinks will determine how one must react to change.

While it is certainly possible to find instances where dramatic changes of behavior in an individual may bring desired outcomes, it is more often true that such changes in an individual are difficult to bring about in isolation. One must remember that an organization is a system of dynamic social relationships. As with all complex systems, changing one element without changing others may actually be dysfunctional, if not impossible (Margulies and Wallace, 1973).

Fullan and Stiegelbauer (as cited in Cyr and Meier, 1993) list ten "do" and "don't" assumptions about change.

1. Do not assume that your version of the change is the one that should or could be implemented. Rather, assume that successful implementation consists of interactions that result in some transformation or continual development of initial ideas.
2. Assume that if any significant innovation is to result in change, individual implementers must work out their own meaning of it and will go through a certain amount of ambiguity, ambivalence, and uncertainty.

Thus effective implementation is a *process of clarification*.

3. Assume that conflict and disagreement are not only inevitable but fundamental to successful change. Assumptions 2 and 3 combined suggest that all successful efforts of significance, no matter how well planned, will experience a dip in the early stages. If implementation goes too smoothly, probably not much is changing.

4. Assume that people need pressure to change (even in directions they desire), but change will be effective only if they are allowed to react, to form their own positions, to interact with others, and to obtain technical assistance. Relearning is at the heart of change.

5. Assume that effective change takes time. Setting unrealistic or undefined time lines fails to recognize that implementation occurs developmentally. Implementing innovations that result in significant change will take a minimum of two or three years; bringing about institutional reforms can take five or more years. Persistence is a critical

attribute of successful change.

6. Do not assume that lack of implementation means rejection of the values embodied in the change or resistance to all change. There may have been inadequate resources or insufficient time to support implementation.

7. Do not expect all or even most people or groups to change. Widespread reform in any large social system is impossible. Progress occurs when more and more people are involved. Instead of being discouraged by all that remains to be done, be encouraged by what has been accomplished.

8. Assume that you will need a plan based on the above assumptions that addresses the factors known to affect implementation. Evolutionary planning and problem-coping models based on knowledge of the change process are essential.

9. Assume that no amount of knowledge will ever make it totally clear what action should be taken. Decisions to act are a combination of valid knowledge, political considerations, on-the-spot decisions, and intuition. Better knowledge of the change process will give

more resources on which to draw but never represents the sole basis for decisions.

10. Assume that changing the culture of institutions, not implementing single innovations, is the real agenda. That is, when implementing innovations, pay attention to whether the institution is developing.

(p. 10)

Situation Analysis

Change is not consistent nor is it a frozen model for all to use. In this section, examples of different types of approaches toward change will be cited.

Effective change will come from change agents skilled at reading situations they are attempting to organize or manage. Has Extension projected a vision of change or perhaps goals toward change? The goal for Extension professionals is to develop new perspectives and skills to meet change.

In the study conducted by Cyr and Meier, it was determined that individuals fit into four categories according to their Change Preference Profile. The respondents answers to the questionnaire provided the

information needed to chart their Change Preference Profile. The four categories were: Maintainer, Improver, Challenger, and Questioner (Figure 4).

Morgan (as cited in Cyr and Meier, 1993) states that "organizations are generally complex, ambiguous, and paradoxical. They can be many things at the same time. Providing a diagnostic reading of a situation using different metaphors helps to identify or highlight key aspects in both a descriptive and prescriptive manner." (p. 14)

Morgan (as cited in Cyr and Meier, 1993) lists five metaphors associated with situation analysis.

1. "Organizations as Machines" focuses on managing and designing organizations as machines made up of interlocking parts, each of which plays a clearly defined role in the functioning of the whole.
2. "Organizations as Organisms" focuses attention on understanding and managing organizational needs and environmental relations.
3. "Organizations as Political Systems" focuses on the different sets of interests, conflicts, and power plays that shape organizational activities.

4. "Organizations as Cultures" provides a way of managing and designing organizations through the values, beliefs, and other patterns of shared meaning that guide organizational life.

5. "Organizations as Brains" draws attention to the importance of information processing, learning, and intelligence. Research shows that there are different metaphors that have been used for thinking about the brain. The chart treats the brain as a kind of information-processing computer.

It has been said that a river starts off in a groove and ends up in a rut. The same can be said for people and organizations in change. "Nothing," as the saying goes, "fails like success." Many organizations feel they are in a situation similar to a death spiral--but have no ideas for getting out (Woodward, 1994).

The organization needs to step back and see where they are. They need to take the first step in the change process and answer the questions, "What happened?" or "What is happening?".

Perhaps the growth curve could answer these questions. Woodward (1994) provides a growth curve. The curve is a three stage model that describes the cycle of growth and

change. Its primary source is the field of systems science and in that context it is used to describe the growth of any system.

The "forming" stage could also be another step that could help the perspective of change of the Cooperative Extension Service.

The "forming" stage is the stage when the organization comes into being. All organizations can trace their background back to specific dates. This stage may be summarized in terms of three key indicators: its mistakes, its creativity, and its goal. (Woodward, 1994)

Woodward also states that the "norming" stage is next if the organization survives its forming stage. This stage has positive and negative aspects. Activities in this stage include: fine-tuning, consolidating, writing policies, and procedures.

The goal of the "forming" stage is to get to the "norming" stage and the goal of the "norming" stage is to stay there. A goal of normalcy reached, was unrealistically accepted until relatively recently (Woodward, 1994).

Woodward states that in the "transforming" stage, the curve up to this point has been nothing but common sense. However, at this point, the flattening in the curve indicates the system will peak and become less effective.

This flattening of the curve is when the product of an organization begins to lose its appeal.

At this point, the instinct of systems in general is to react and try to extend its life. The most common reactions include: Cuts, Blame, Denial, Back to basics, Reorganization, and Cure-alls (Woodward, 1994).

Nature of Change

McWhinney (1992) states the following about change.

Over human history, every society has created methods to systematically achieve change. In some, its members have consciously chosen to turn the responsibility for change over to their gods and emperors. People in most societies, however, recognize that most changes, small and large, do not result from things "just happening" to them. Rather, they result from actions taken by purposeful, sentient human beings. (p. 17)

Since the end of World War II, intended or "planned change" (Bennis et al., 1964) has become a professional practice at the personal, organization development, and various forms of social reform from Gandhi's nonviolence to Paulo Freire's "pedagogy of the oppressed."

Having explicitly developed a great variety of *modes of creating change*, we can now see that most changes are outcomes of directed efforts, some chosen more consciously than others. (p. 17)

Ackerman (1985) states that since the late 1950's scholars have attempted to explain the nature of change. Most theories follow three different perspectives on how change occurs. Developmental or incremental change occurs as improvement on the current situation in spite of anything that may be done to try to control or direct it. Transitional change is a form of incremental change but requires some management of the transition between the old state and the new or desired state. Strategic planning is an example of transitional change. (p. 31) Transformational change emerges out of chaos or revolution and is unplanned by those traditionally in power. (p. 32)

The above are some examples on how change can occur, but no step by step process is given on how to cope or manage change.

Cyr and Meier (1993) state that Kurt Levin was one of the first theorists on change. He defined change as occurring in three sequential steps:

an unfreezing or unlocking of the present social system; movement or action that changes the social system in the desired

direction; and refreezing, taking deliberate steps to make the new behavior resistant to further change. (p. 33)

According to Margulies and Wallace (1973) each of us is a theorist of change. We have our own preconceived ideas of change. We need not be formally labeled "psychologist" or "change agent". (p. 6)

There are many theories of behavior change, both formal and informal. Each appears to build upon different assumptions and possess different ways of talking about and representing events .

In contrast to individually oriented change theories, social theories of change emphasize importance in many interpersonal group, organizational, societal and even cultural factors which can be and do exert powerful influences over individual behavior (Margulies and Wallace, 1973).

Change theorists are quite diverse and bring out and strongly argue their points. Some believe that the person must be completely restructured. Others use a more simplistic approach that it is possible to change certain aspects of behavior (Margulies and Wallace, 1973).

Personal Change

Change revolves around the individual having to react to all the actions taking place. In this process, individuals go through behavior modes such as rejection or acceptance. This is where attitudes and preference toward change comes in.

Attitudes and preference as seen in previous writings play an important role in behavior patterns social and economic background. Attitudes and preferences are preconceived ideas that can't be changed unless one is given some assumptions, an analysis of change, some of the nature's or expectants from change to correlate to the personal being.

Michael (1981) states that Edgar Schein developed a brief conceptual model of behavioral change. These processes are: 1) unfreezing current behavior, 2) substituting new behavior, and 3) refreezing the new behavior. (p. 34)

Current behavior of personnel is likely to be habitual. Habitual behavior is learned or conditioned behavior, such as being faced with recurrent situations over time. Unfreezing is when the behavior is no longer fruitful or rewarding.

When these negative reactions reach a critical point, then is the time to try to substitute new behaviors for old. These behaviors are better if the individual searches for themselves. (Michael, 1981)

Refreezing of the new behavior into personal habits requires general principles of learning. The individual must be motivated. There should be some positive incentives of the new behavior.

According to Kouzes and Posner (as cited in Cyr and Meier, 1993) leaders who meet the challenge of change:

- * Challenge the Process

- seek opportunities to innovate and inspire

- Experiment and take risks

- Convert setbacks and failures into opportunities

- * Inspire a shared vision

- Clarify personal vision and express it vividly

- Inspire a team to share the vision

- * Enable others to act

- Increase productivity by empowering others

- Build strong teams through trust and cooperation

* Model the way

Encourage the followers by modeling
actions and values

Plan small wins

* Encourage the heart

Recognize individual contributions

Celebrate accomplishments (p. 41)

Organizational Change

The understanding of an organization can be enhanced by knowledge of its history. The Morrill Act of 1862, provided the establishment of land grant colleges and universities. When this Act was passed, it allowed the groundwork to be laid for the establishment of the Cooperative Extension Service made possible by the Smith Lever Act of 1914. (Tuckwiller, 1987)

Keefe (1992) states that as professional communicators, the Cooperative Extension Service professionals are often called upon to announce changes occurring and are expected to do so in a way that people will accept the changes and implement them in time and fashion. Completing this task can be a pleasurable experience when change is viewed favorably or does not affect many people. At times though, Extension professionals are in the midst of turmoil or are

treated as the scapegoat. Yet, there are steps that can minimize confusion, complaints, and rejection and to motivate acceptance.

Keefe (1992) lists one approach that works, whether announcing a change or helping implement it. This step is to plan carefully to achieve three key objectives: understanding, support, and action (USA). Long before announcing a change, it must be considered how to promote understanding, enlist support, and motivate action. (p. 3)

Organizations of today, however, are changing. There is no status quo. Change is one step at a time.

According to Scott-Morgan (1994), one should uncover all the rules, don't expect people to accept change in an organization with unwritten rules under the table. Acceptance will be accomplished then.

In all books and studies reviewed for this research, there have been very clear statements on organizational change. These changes deal with people and inside each one of these human beings are different personal behaviors, attitudes, and preferences.

Organizations must learn to manage change through their people. Perhaps through behavior and time. These seem to be two of the most spoken of when changes are brought about.

Beckhard and Pritchard (1992) state that organizations must have a vision; what that organization will look like

in the future; where they will be, because people want to know where they are and where they will be.

Vitzthum (1991) uses a quote from the General Accounting Office in a report titled "Cooperative Extension Programming: A Vision for the Year 2000".

If the Extension Service is to be a socially oriented organization with broad educational objectives, then changes may have to be made to its basic funding formulas and organizational structure. On the other hand, if its mission is to be limited to more traditional focuses, then the scope of its programming may have to be reduced. (p. 5)

Summary

From the literature reviewed in this chapter, it has been pointed out that the Cooperative Extension Service must face change and continue changing in today's society. The people and professionals in the system must maintain attitudes and a positive preference toward change to keep a totally functioning organization.

When one speaks of change, he/she assumes his/her version will be the one that will work. Assumptions are powerful subconscious thoughts or actions. This is why it

is important to see how people experience change within an organization. How one assumes change will determine his or her attitudes and preferences toward change.

Behavior change has to take place before one accepts change. One must remember that an organization is a system of dynamic social relationships.

Change has shown not to be consistent within organization to organization. Effective change will come from change agents that are skilled and trained at reading situation analysis.

Change is no step by step process. Change is accomplished or reached in many different ways. Attitudes and preferences play important roles in behavior patterns, as well as social and economic background.

Organizations of today are changing. There is no status quo. Change comes one step at a time. Organizations must manage change through their people. This change, perhaps, must come through behavior and time. Change will not take place overnight.

CHAPTER III

DESIGN AND CONDUCT OF THE STUDY

The purpose of this chapter is to present a description of the methods and procedures which were employed in conducting the study. These methods and procedures were dictated by the purpose and objectives of this study. The purpose was to determine and compare the attitudes and preference to change of the Cooperative Extension Service professionals of the Northeast District of Oklahoma. Specific objectives developed for the study were to:

1. Assess the Northeast District staff's preferences for change.
2. Compare the preferences for change among District Staff, Agricultural Agents, Home Economists, and 4-H Agents.
3. Categorize the District Staff, Agricultural Agents, Home Economists, and 4-H Agents according to their appropriate Change Preference Profile descriptions.

Federal regulations and Oklahoma State University policy require review and approval of all research studies that involve human subjects before investigators can begin their research. The Oklahoma State University Research Services and the Institutional Review Board conduct this review to protect the rights and welfare of human subjects involved in biomedical and behavioral research. In

compliance with the policy, this study first received an approval with provisions on 11-30-94. Those provisions stipulated that the cover letter of the instrument be revised. The cover letter was revised and the study received the proper surveillance and was granted permission to continue and was assigned the following number: AG-94-006. A copy of the approval document is provided in Appendix B.

In order to collect and analyze data to achieve the purpose and objectives of the study, the following procedural elements were considered.

1. The population of the study.
2. The instrument for data collection.
3. Collection of the data.
4. The methods for data analysis.

Population of the Study

The population of this study consisted of one District Director, one District 4-H Director, one District Home Economics Specialist, and 6 District Area Specialists. Also included were one Horticulture Agent, one Water Quality Agent, 22 Agricultural Agents, 11 4-H Agents, and 21 Home Economists who were identified from the 1994 personnel directory compiled by the Division of Agriculture of

Oklahoma State University as being employed in the Northeast District. These are the persons directly responsible for the educational programming conducted and evaluated in all extension programs for the District.

Data Collection

As the researcher was trying to determine a suitable research project for the thesis requirement, a flyer was received by mail which advertised, for purchase, the results of a study entitled Meeting Change in the 21st Century. The study was conducted by Cornell University and the United States Department of Agriculture and authored by Louise F. Cyr and Judith B. Meier. The results were being made available to organizations to provide information relating to change. The study included a questionnaire and a graph to construct a Change Preference Profile for each individual respondent. Because the topic was of interest to the researcher, the above mentioned materials were ordered, received and reviewed. After a discussion with the research adviser, it was determined that the study would be useful in preparation of a thesis study.

The OSU Extension Service Northeast District Supervisor granted permission by phone to conduct the study among personnel of the Northeast District. The OSU Extension Service Associate State Director, also granted permission to

poll and conduct a study with Extension personnel. A copy of this letter of approval appears in Appendix C.

In order to use the instrument in the study, permission was first asked of the USDA in Washington, DC. A letter was received stating that the USDA did not have the right to give permission, but did suggest to contact Cornell University. On 2-22-95, a phone call was received from Colorado State University stating that Judith Meier, one of the authors of Meeting Change in the 21st Century, was responsible for the instrument. Telephone calls were exchanged and a letter of permission dated 2-25-95 was received and is presented in Appendix C.

On March 5, 1995, a cover letter and the questionnaire were mailed to 9 District Staff personnel, 23 Agricultural Agents, 13 4-H Agents, and 21 Home Economists, totaling 66 recipients of the survey. A reminder was sent to all who had not responded on March 14, 1995.

All District Staff personnel and Agricultural Agents returned their questionnaires. Ten of the 13 4-H Agents and 17 of the 21 Home Economists returned their questionnaires. Questionnaires returned totaled 59, which represented an 89 percent return. The ethnic background of the personnel in the population included: 43 White, 21 Native American, 1 Asian, and 1 Black.

Instrument

As previously mentioned, the instrument used in the study was one which had been developed by Judith Meier who granted permission for its use in this study. The instrument (Appendix A) contained 30 statements. Fifteen statements required being responded to by using one of the letters - A B C D, with A representing Agree and D meaning Disagree. Fifteen other statements were responded to by selection of a number; 4, 3, 2, and 1 ; with 4 being Agree and 1 being Disagree.

Analysis of Data

The questionnaire was designed to assess an individual's preference and attitudes toward change. The analysis procedures to accomplish this were detailed by Cyr and Meier. The first step was to sum the number of times each of the numbers or letters were chosen by a participant. Then, the process called for the responses to be assembled into four groups: A+B, C+D, 4+3, and 2+1. The number of responses to each category of each of these groups were summed to provide group totals. These group totals were then to be plotted on a graph which was designed to classify the respondent into one of four profiles: Questioner, Maintainer, Challenger, or Improver. Because the researcher desired to develop profiles for each of the four groups of

respondents, an addition was made to Meier's procedures to accomplish this. This involved the calculation of a mean preference score for each group. This was accomplished by summing the total responses for each group of respondents within each grouping of responses, and then dividing this total by the total number of responses. This yielded a Mean Preference Score for the particular group on the particular grouping of responses, which could then be plotted on the graph.

The format of the graph is illustrated in Figure 1. This graph was adapted by Cyr and Meier (p. 43).

Letters	Numbers
A- ___ } A + B = ___	4- ___ } 4 + 3 = ___
B- ___ }	3- ___ }
C- ___ } C + D = ___	2- ___ } 2 + 1 = ___
D- ___ }	1- ___ }
Total = 15	Total = 15

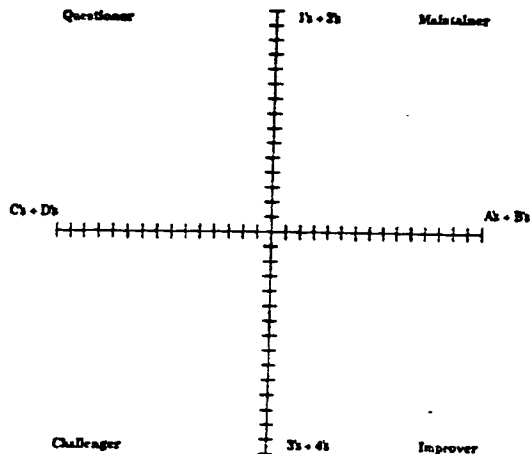


Figure 1. Change Preference Profile

Adapted from Massey, 1976, 1981, 1987; Bauer, 1983; Brown, 1989; and Carkhuff, 1990, as cited in Aaron Brown, "Embracing Change: The Essence of Managing a Successful Future" (Denver: U.S. Office of Personnel Management, Western Executive Seminar Institute, 1990).

The Change Preference Profile Descriptions are provided in Figure 2. These, too, were adapted by Cyr and Meier (p. 44).

<p>Maintainer</p> <p>Likes things as they are</p> <p>Values hard work</p> <p>Respects authority</p> <p>Security oriented</p> <p>Formal</p> <p>Loyal to organization</p> <p>Rules and procedures oriented</p> <p>Tends to show little emotion</p> <p>Factual data are important</p> <p>Objective in nature</p> <p>Task oriented</p> <p>Likes to deal in concrete terms</p>	<p>Challenger</p> <p>Likes new things</p> <p>Feeling oriented</p> <p>Values independence</p> <p>Expects participation</p> <p>Pursues personal goals first</p> <p>Questions rules and procedures</p> <p>Loyal to self</p> <p>Seeks change</p> <p>Informal with interactions</p> <p>Flexible</p> <p>Idea oriented</p> <p>Does not do best work within structure</p>
<p>Improver</p> <p>Likes different things</p> <p>Task and feeling oriented</p> <p>Desires admiration</p> <p>Direct in communication</p> <p>Enthusiastic</p> <p>Energetic attitude</p> <p>Assertive</p> <p>Quick to act</p> <p>Wants to improve things</p> <p>Troubleshooter</p> <p>Needs praise</p> <p>Needs social outlets</p> <p>Can see both sides of an issue</p>	<p>Questioner</p> <p>Likes new systems or technical things</p> <p>Wants intense experiences</p> <p>Tends to be pessimistic</p> <p>Seeks knowledgeable authorities</p> <p>Skeptical</p> <p>Tends to be conservative</p> <p>Respects directness</p> <p>Accepts change if systematic</p> <p>Likes tight deadlines</p> <p>Loves gadgets</p>

Figure 2. Change Preference Profile Descriptions

Adapted from: Massey, 1976, 1981, 1987; Bauer, 1983; Brown, 1989; and Carkhuff, 1990, as cited in Aaron Brown, "Embracing Change: The Essence of Managing a Successful Future" (Denver: U.S. Office of Personnel Management, Western Executive Seminar Institute, 1990).

CHAPTER IV
PRESENTATION AND ANALYSIS OF DATA

Introduction

The purpose of this study was to determine and compare the attitude and preference to change of the Cooperative Extension professionals of the Northeast District of Oklahoma.

In order to accomplish the purpose of this study, the following objectives were determined.

1. To assess the Northeast District's readiness to change by completing the assessment.
2. To identify personal preference for change.
3. To compare the attitudes and preference to change between District Staff, Agricultural Agents, 4-H Agents, and Home Economists.

The purpose of this chapter is to present and interpret the results of the study.

Data collected in this study were derived from a specified group - the Northeast District Cooperative Extension personnel. Respondents were given 30 statements that specifically asked their preference toward change, allowing for a change preference opinion for each participant. The respondents were then grouped as District Staff, Agricultural Agents, 4-H Agents, and Home Economists.

District Staff Preferences

Table 1 was developed to summarize the extent to which the nine District Staff members agreed with the 15 change preference statements which required letter responses. Totals of 49, 68, 17 and 1 responses were calculated for categories A, B, C, and D respectively.

From these figures, it was determined that for the group, for the total set of statements, the mean response by category of agreement was as follows: A - 5.4, B - 7.6, C - 1.9, and D - .1. These data are plotted in Figure 3.

Table 2 represents a summary of the manner in which the District Staff respondents expressed their agreement with the 15 change preference statements which required number responses. Total responses of 13, 47, 65, and 10 were calculated for answers 4, 3, 2, and 1 respectively. The mean preference scores were: 4 - 1.4, 3 - 5.2, 2 - 7.2, and 1 - 1.1 are depicted in Figure 4.

The information gained from the questionnaire was combined to create a Change Preference Profile of the District Staff. The results of this combination and the profile for this group are illustrated in Figure 5. Reading from the top and then clockwise, this profile discloses that the majority of the District Staff responses were in agreement with statements which describe Maintainers. This means the members of this group like things as they are,

value hard work, respect authority, are security oriented, are formal, are loyal to their organization, are rule and procedure oriented, tend to show little emotion, believe factual data are important, are objective in nature, are task oriented, and like to deal in concrete terms (see Preference Profile Descriptions Figure 2).

TABLE 1
 Change Preference Scores for Nine District Staff
 for Statements Requiring
 Letter Responses

STATEMENTS	NUMBER OF RESPONSES BY EXTENT OF AGREEMENT			
	AGREE		DISAGREE	
	A	B	C	D
1. It is very important to follow the rules.	3	4	2	0
3. What the data say is important.	5	3	1	0
5. Save for the future.	2	6	1	0
7. Let's check it out with the experts.	2	7	0	0
9. Keep your emotions under control.	6	3	0	0
11. Follow the guidelines.	2	6	1	0
13. What is the accepted policy on this issue?	0	8	1	0
15. Let's get the facts first.	6	3	0	0
17. It may be too risky.	1	5	3	0
19. Do it the right way.	7	2	0	0
21. Let's be rational about things.	3	6	0	0
23. Be careful!	2	4	2	1
25. What do policy and procedure say?	1	6	2	0
27. When in doubt, play it safe.	1	4	4	0
29. Logically consider the alternatives.	8	1	0	0
TOTAL RESPONSES	49	68	17	1
MEAN PREFERENCE SCORE	5.4	7.6	1.9	.1

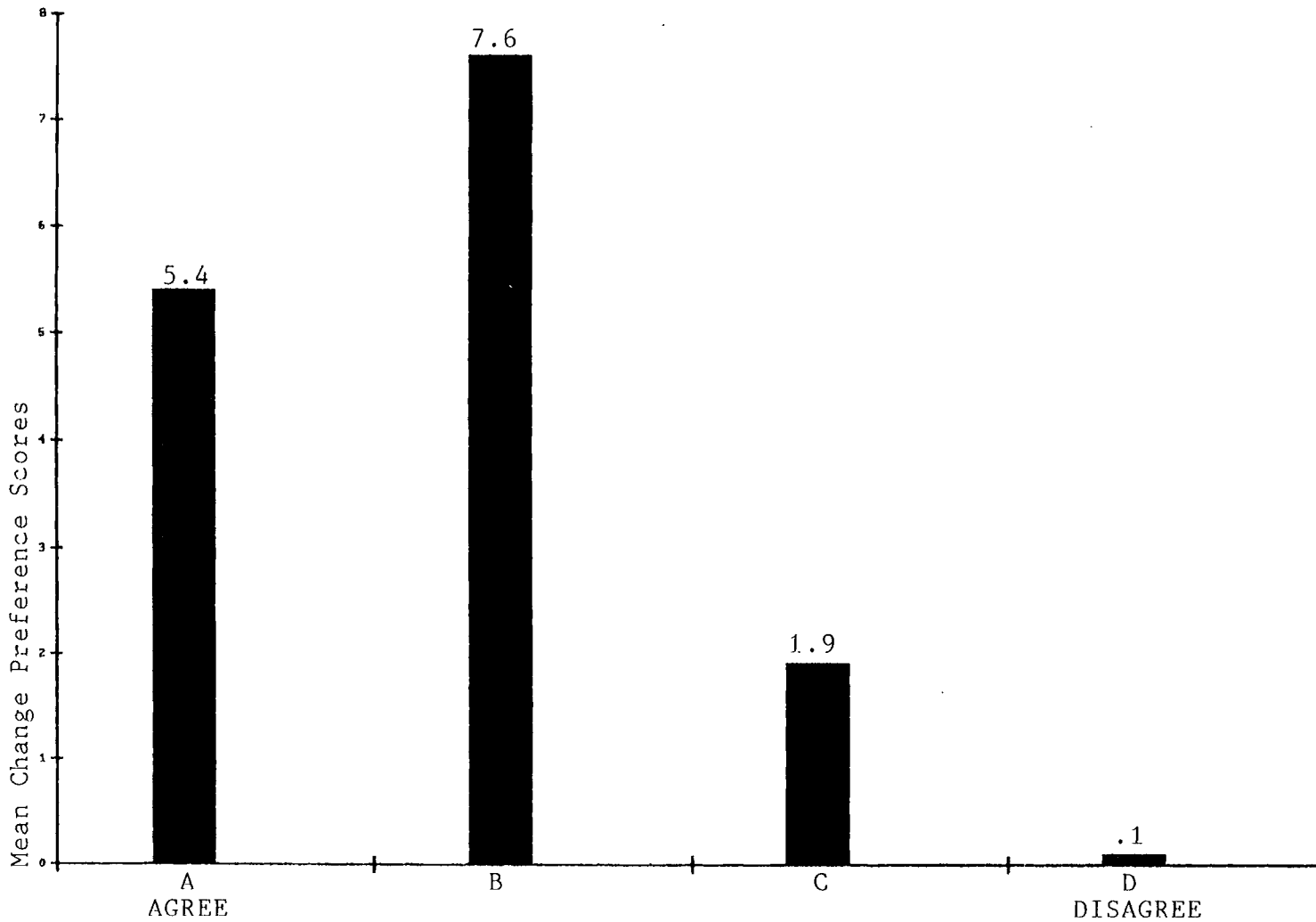


Figure 3. Mean District Staff Preference Scores by Extent of Agreement for Statements Requiring Letter Responses.

TABLE 2

Change Preference Scores for Nine District Staff
for Statements Requiring
Number Responses

STATEMENTS	NUMBER OF RESPONSES BY EXTENT OF AGREEMENT			
	AGREE		DISAGREE	
	4	3	2	1
2. Spontaneity is the key to happiness.	2	3	4	0
4. I'll do it my way.	0	3	6	0
6. Buy it now.	0	0	9	0
8. Ah, to be free as a lark.	0	5	3	1
10. If it feels right, do it!	0	3	5	1
12. Let's go for it!	2	4	3	0
14. I tell it like it is.	3	5	0	1
16. Today is what matters.	0	4	5	0
18. Let it all hang out.	0	1	7	1
20. Go for the gusto!	1	6	1	1
22. Whatever turns you on.	0	1	7	1
24. It's best to be different.	0	3	6	0
26. Above all else, have fun!	0	4	4	1
28. Take time to stop and smell the roses.	4	2	1	2
30. Go with your gut feeling.	1	3	4	1
TOTAL RESPONSES	13	47	65	10
MEAN PREFERENCE SCORE	1.4	5.2	7.2	1.1

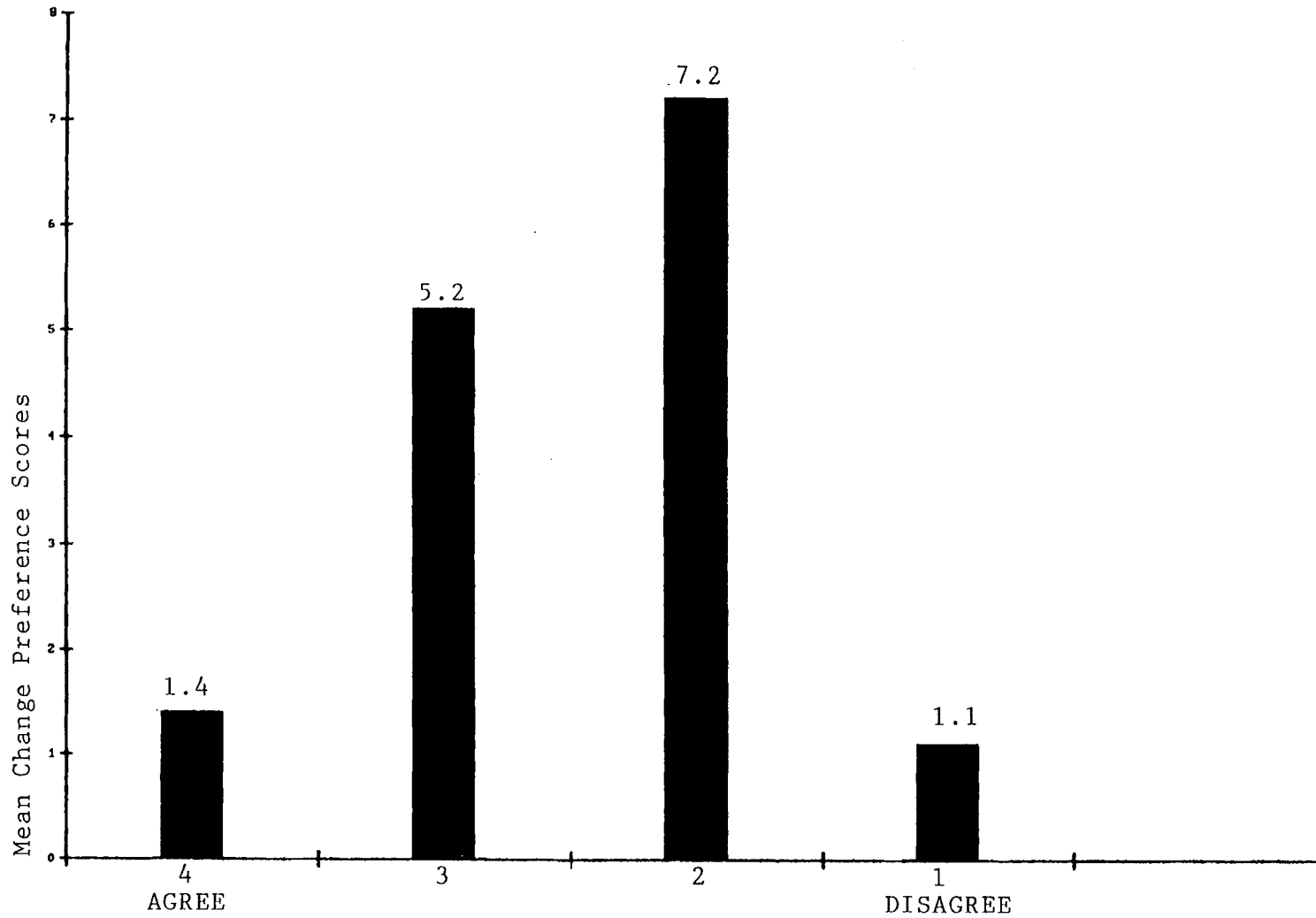


Figure 4. Mean District Staff Preference Scores by Extent of Agreement for Statements Requiring Number Responses.

Letters

$$\left. \begin{array}{l} A - \underline{5.4} \\ B - \underline{7.6} \end{array} \right\} A + B = \underline{13}$$

$$\left. \begin{array}{l} C - \underline{1.9} \\ D - \underline{.1} \end{array} \right\} C + D = \underline{2}$$

Total = 15

Numbers

$$\left. \begin{array}{l} 4 - \underline{1.4} \\ 3 - \underline{5.2} \end{array} \right\} 4 + 3 = \underline{6.6}$$

$$\left. \begin{array}{l} 2 - \underline{7.2} \\ 1 - \underline{1.1} \end{array} \right\} 2 + 1 = \underline{8.3}$$

Total = 15

(Mean Preference Scores for letter and number statements for District Staff)

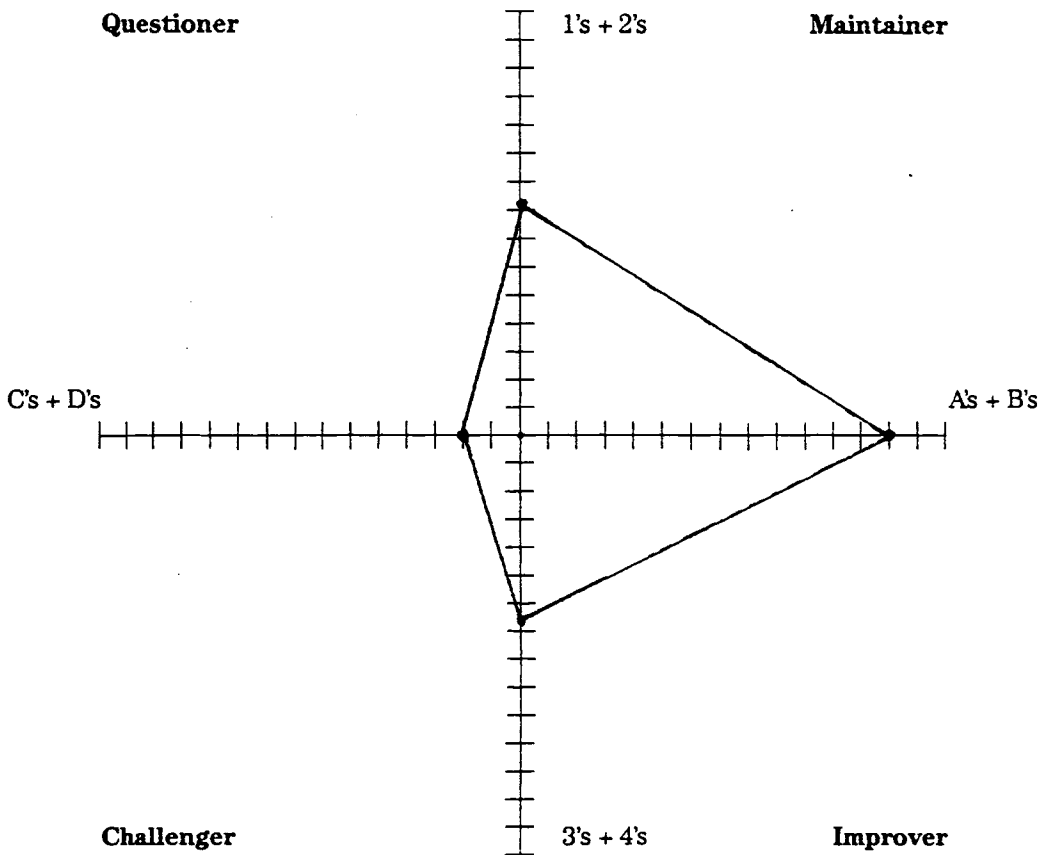


Figure 5. District Staff Change Preference Profile

Agricultural Agents' Preferences

The 23 Agricultural Agents' responses for the lettered statements are represented in Table 3. These responses include: 119, 117, 46, and 3 for responses A, B, C, and D respectively. This indicates that for the lettered statements, most respondents tend to agree with the statements asked. The mean preference scores for the lettered statements for this group are: A - 5.2, B - 7.7, C - 2, and D - .1 and are graphically depicted in Figure 6.

The response tally for the numbered statements by this group are as follows: 4 - 43 times, 3 - 123 times, 2 - 146 times, and 1 - 33 times (Table 4). The Agricultural Agents' mean preference scores for the numbered statements are: 4 - 1.9, 3 - 5.3, 2 - 6.3, and 1 - 1.4. Figure 7 contains this summary in bar graph form. This indicates that the respondents neither totally agreed nor disagreed with the statements asked.

As can be seen in Figure 8, the Change Preference Profile of the Agricultural Agents' as a group indicates that on the average the agents fall into the Maintainer category and to a slightly stronger extent than the District Staff.

TABLE 3

Change Preference Scores for 23 Agricultural Agents
for Statements Requiring
Letter Responses

STATEMENTS	NUMBER OF RESPONSES BY EXTENT OF AGREEMENT			
	AGREE A	B	C	DISAGREE D
1. It is very important to follow the rules.	11	11	1	0
3. What the data say is important.	5	16	1	1
5. Save for the future.	9	11	3	0
7. Let's check it out with the experts.	7	14	2	0
9. Keep your emotions under control.	11	11	1	0
11. Follow the guidelines.	7	15	1	0
13. What is the accepted policy on this issue?	7	11	4	1
15. Let's get the facts first.	13	9	1	0
17. It may be too risky.	2	6	15	0
19. Do it the right way.	11	12	0	0
21. Let's be rational about things.	7	14	2	0
23. Be careful!	8	10	5	0
25. What do policy and procedure say?	6	13	3	1
27. When in doubt, play it safe.	6	11	6	0
29. Logically consider the alternatives.	9	13	1	0
TOTAL RESPONSES	119	177	46	3
MEAN PREFERENCE SCORE	5.2	7.7	2	.1

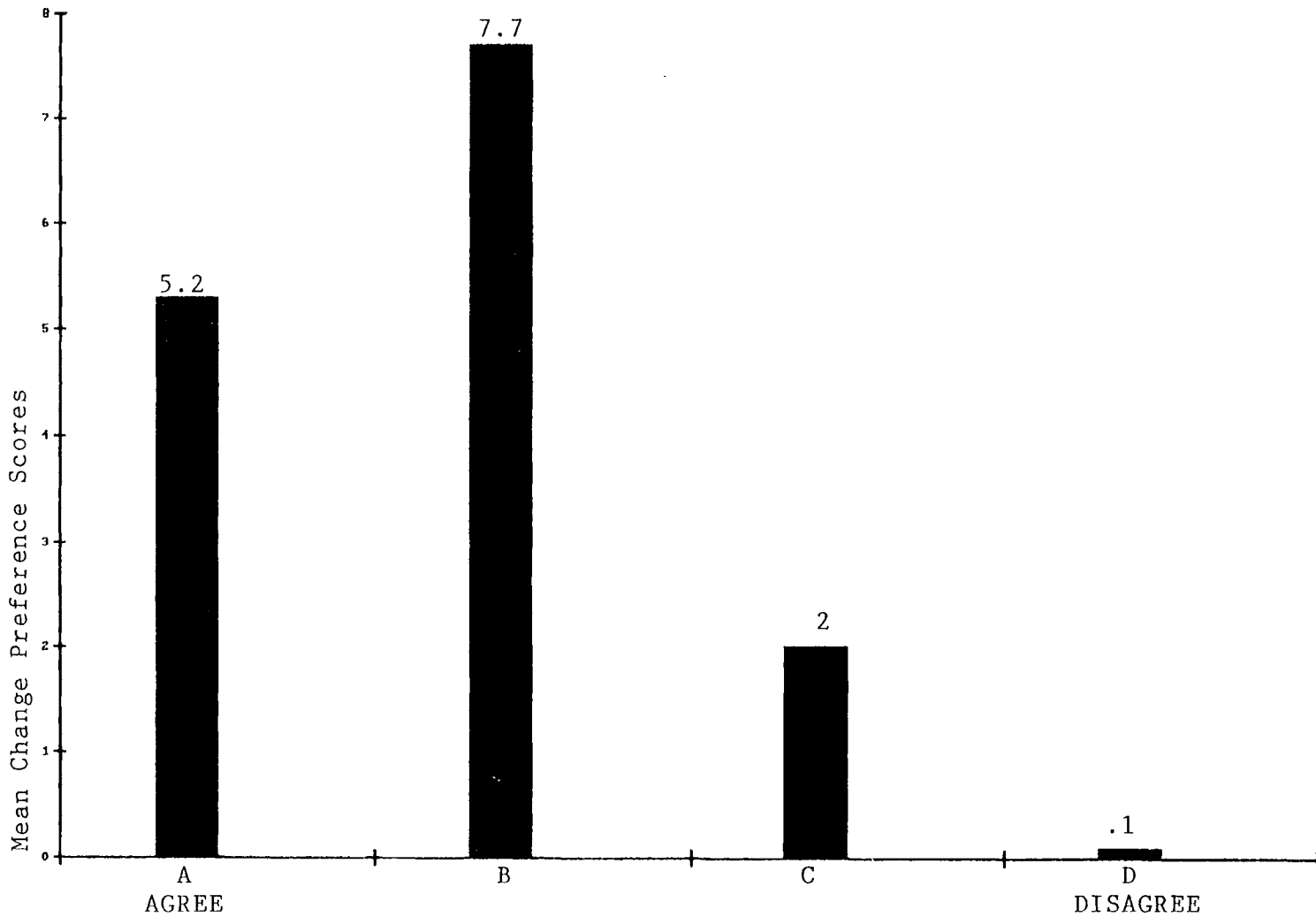


Figure 6. Mean Agricultural Agent Staff Preference Scores by Extent of Agreement for Statements Requiring Letter Responses.

TABLE 4

Change Preference Scores for 23 Agricultural Agents
for Statements Requiring
Number Responses

STATEMENTS	NUMBER OF RESPONSES BY EXTENT OF AGREEMENT			
	AGREE 4	3	2	DISAGREE 1
2. Spontaneity is the key to happiness.	2	9	12	0
4. I'll do it my way.	3	9	10	1
6. Buy it now.	0	4	16	3
8. Ah, to be free as a lark.	2	9	10	2
10. If it feels right, do it!	0	5	11	7
12. Let's go for it!	2	14	7	0
14. I tell it like it is.	8	12	2	1
16. Today is what matters.	3	5	14	1
18. Let it all hang out.	0	6	12	5
20. Go for the gusto!	2	7	10	4
22. Whatever turns you on.	0	2	15	6
24. It's best to be different.	3	8	10	2
26. Above all else, have fun!	4	10	8	1
28. Take time to stop and smell the roses.	11	7	5	0
30. Go with your gut feeling.	3	16	4	0
TOTAL RESPONSES	43	123	146	33
MEAN PREFERENCE SCORE	1.9	5.3	6.3	1.4

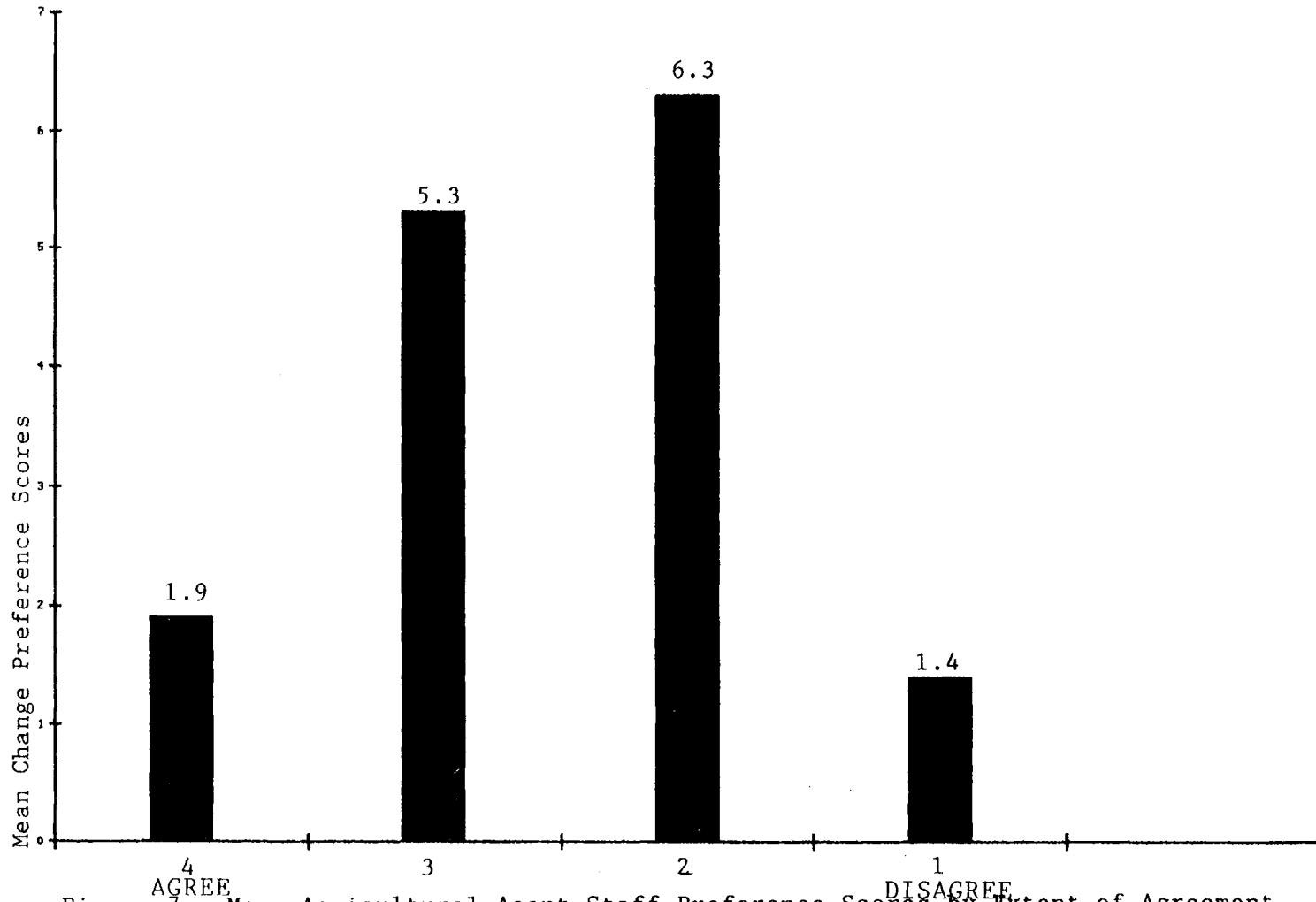


Figure 7. Mean Agricultural Agent Staff Preference Scores by Extent of Agreement for Statements Requiring Number Responses.

Letters

$$\left. \begin{array}{l} A - \underline{5.2} \\ B - \underline{7.7} \end{array} \right\} A + B = \underline{12.9}$$

$$\left. \begin{array}{l} C - \underline{2} \\ D - \underline{.1} \end{array} \right\} C + D = \underline{2.1}$$

Total = 15

Numbers

$$\left. \begin{array}{l} 4 - \underline{1.9} \\ 3 - \underline{5.3} \end{array} \right\} 4 + 3 = \underline{7.2}$$

$$\left. \begin{array}{l} 2 - \underline{6.3} \\ 1 - \underline{1.4} \end{array} \right\} 2 + 1 = \underline{7.7}$$

Total = 15

(Mean Preference Scores for letter and number statements for Agricultural Agent Staff)

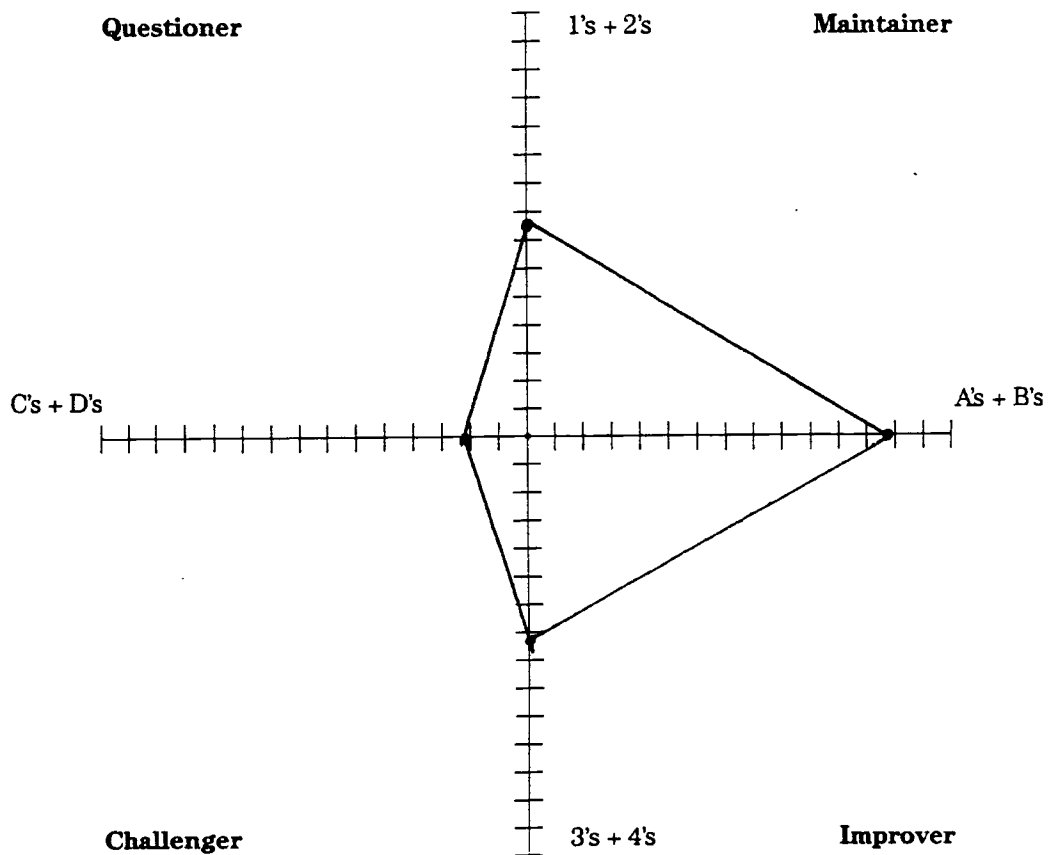


Figure 8. Agricultural Agent Staff Change Preference Profile

4-H Agent Preferences

As summarized in Table 5, the 4-H Agent responses for the lettered statements were as follows: A was selected 60 times, B was selected 68 times, C was selected 19 times, and D was selected 3 times. This indicates that most of this group of 10 respondents agreed with the statements asked. The mean preference scores calculated were: A - 6, B - 6.8, C - 1.9, and D - .3; and are depicted in Figure 9.

The responses for the numbered statements are contained in Table 6. As shown there the number of times each response category was selected in as follows: 4 - 26 times, 3 - 61 times, 2 - 45 times, and 1 - 18 times. This shows a trend toward more disagreement with the statements asked. The mean preference scores were: 4 - 2.6, 3 - 6.1, 2 - 4.5, and 1 - 1.8. Figure 10 is an illustration of these scores in a graphic format.

The change preference profile for 4-H Agents indicates that most of the responses from this group of respondents fall under the Improver label as determined from inspection of Figure 11. Improvers like different things, are task and feeling oriented, desire admiration, are direct in communication, are enthusiastic, have an energetic attitude, are assertive, are quick to act, want to improve things, are troubleshooters, need praise, need social outlets, and can see both sides of an issue.

TABLE 5
 Change Preference Scores for Ten 4-H Agents
 for Statements Requiring
 Letter Responses

STATEMENTS	NUMBER OF RESPONSES BY EXTENT OF AGREEMENT			
	AGREE A	B	C	DISAGREE D
1. It is very important to follow the rules.	7	3	0	0
3. What the data say is important.	2	5	3	0
5. Save for the future.	5	3	2	0
7. Let's check it out with the experts.	3	6	1	0
9. Keep your emotions under control.	3	5	1	1
11. Follow the guidelines.	5	5	0	0
13. What is the accepted policy on this issue?	1	8	1	0
15. Let's get the facts first.	7	3	0	0
17. It may be too risky.	0	5	3	2
19. Do it the right way.	8	2	0	0
21. Let's be rational about things.	6	3	1	0
23. Be careful!	3	4	3	0
25. What do policy and procedure say?	3	5	2	0
27. When in doubt, play it safe.	2	6	2	0
29. Logically consider the alternatives.	5	5	0	0
TOTAL RESPONSES	60	68	19	3
MEAN PREFERENCE SCORE	6	6.8	1.9	.3

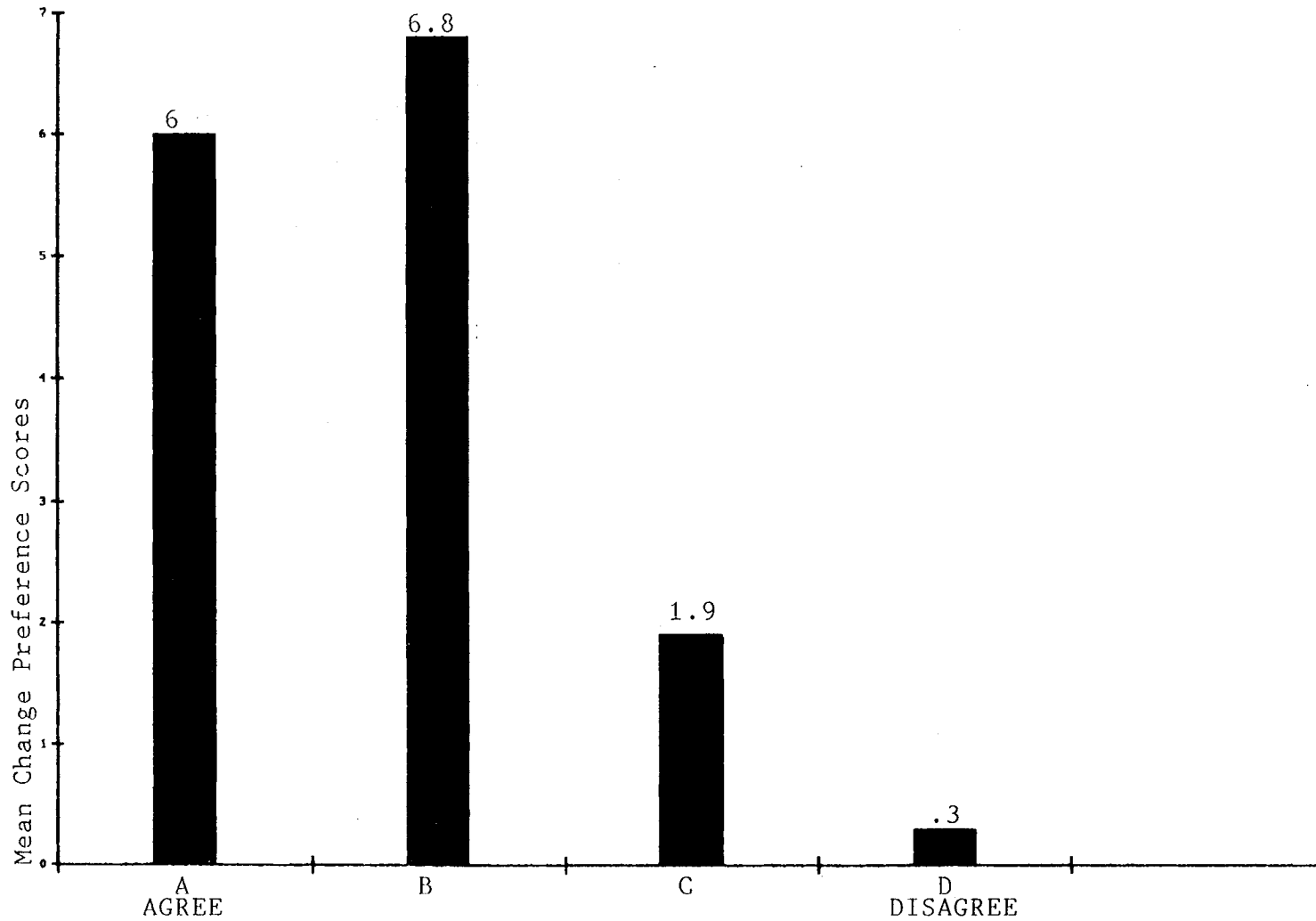


Figure 9. Mean 4-H Agent Staff Preference Scores by Extent of Agreement for Statements Requiring Letter Responses.

TABLE 6

Change Preference Scores for Ten 4-H Agents
for Statements Requiring
Number Responses

STATEMENTS	NUMBER OF RESPONSES BY EXTENT OF AGREEMENT			
	AGREE 4	3	2	DISAGREE 1
2. Spontaneity is the key to happiness.	0	6	4	0
4. I'll do it my way.	2	5	2	1
6. Buy it now.	0	4	6	0
8. Ah, to be free as a lark.	1	1	8	0
10. If it feels right, do it!	1	3	3	3
12. Let's go for it!	2	4	4	0
14. I tell it like it is.	5	5	0	0
16. Today is what matters.	1	6	3	0
18. Let it all hang out.	1	2	2	5
20. Go for the gusto!	2	2	3	3
22. Whatever turns you on.	0	2	4	4
24. It's best to be different.	1	6	2	1
26. Above all else, have fun!	2	4	3	1
28. Take time to stop and smell the roses.	7	3	0	0
30. Go with your gut feeling.	1	8	1	0
TOTAL RESPONSES	26	61	45	18
MEAN PREFERENCE SCORE	2.6	6.1	4.5	1.8

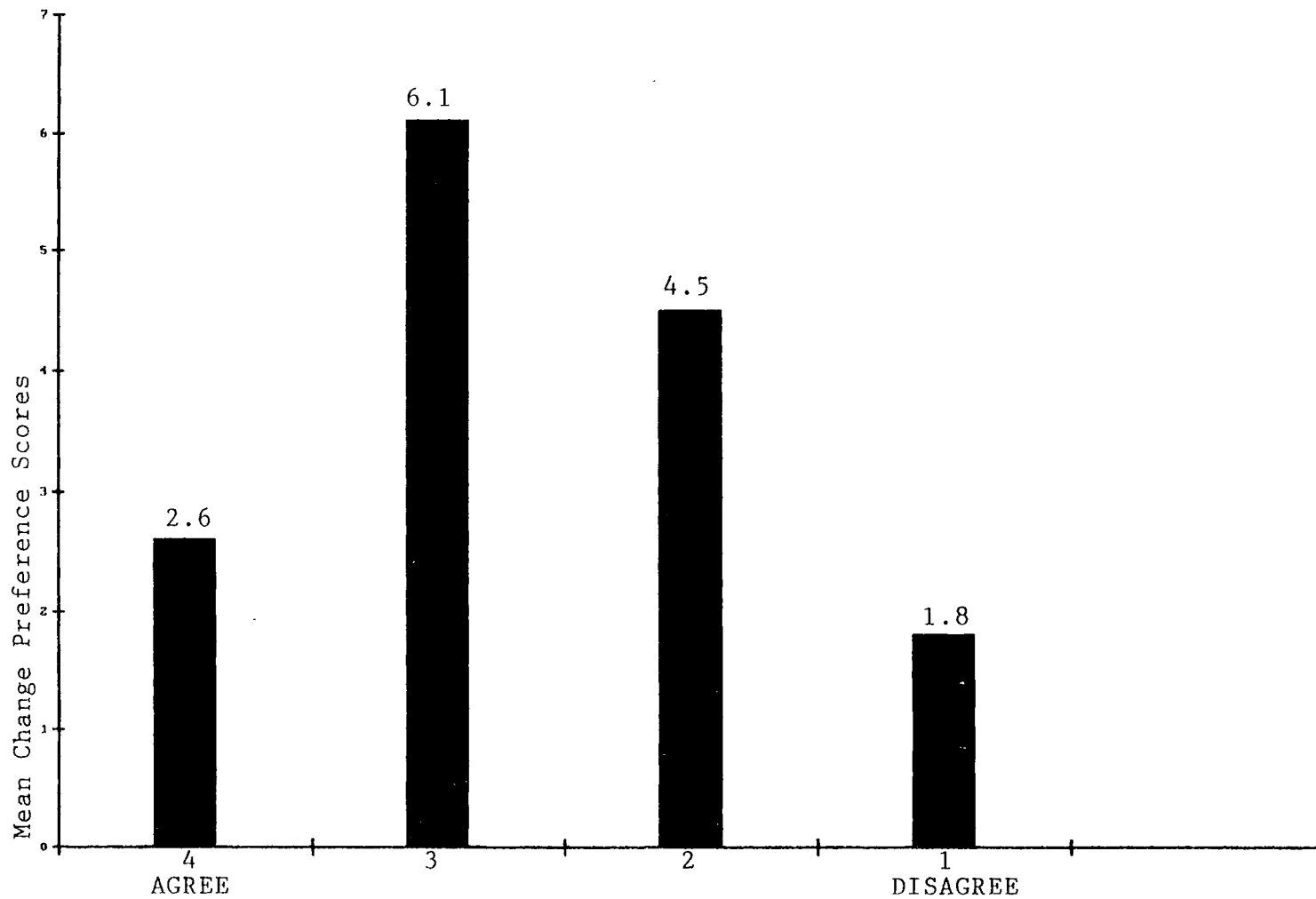


Figure 10. Mean 4-H Agent Staff Preference Scores by Extent of Agreement for Statements Requiring Number Responses.

Letters

$$\left. \begin{array}{l} A - \underline{6} \\ B - \underline{6.8} \\ C - \underline{1.9} \\ D - \underline{.3} \end{array} \right\} A+B = \underline{12.8}$$

$$\left. \begin{array}{l} C - \underline{1.9} \\ D - \underline{.3} \end{array} \right\} C+D = \underline{2.2}$$

Total = 15

Numbers

$$\left. \begin{array}{l} 4 - \underline{2.6} \\ 3 - \underline{6.1} \end{array} \right\} 4+3 = \underline{8.7}$$

$$\left. \begin{array}{l} 2 - \underline{4.5} \\ 1 - \underline{1.8} \end{array} \right\} 2+1 = \underline{6.3}$$

Total = 15

(Mean Preference Scores for letter and number statements for 4-H Staff)

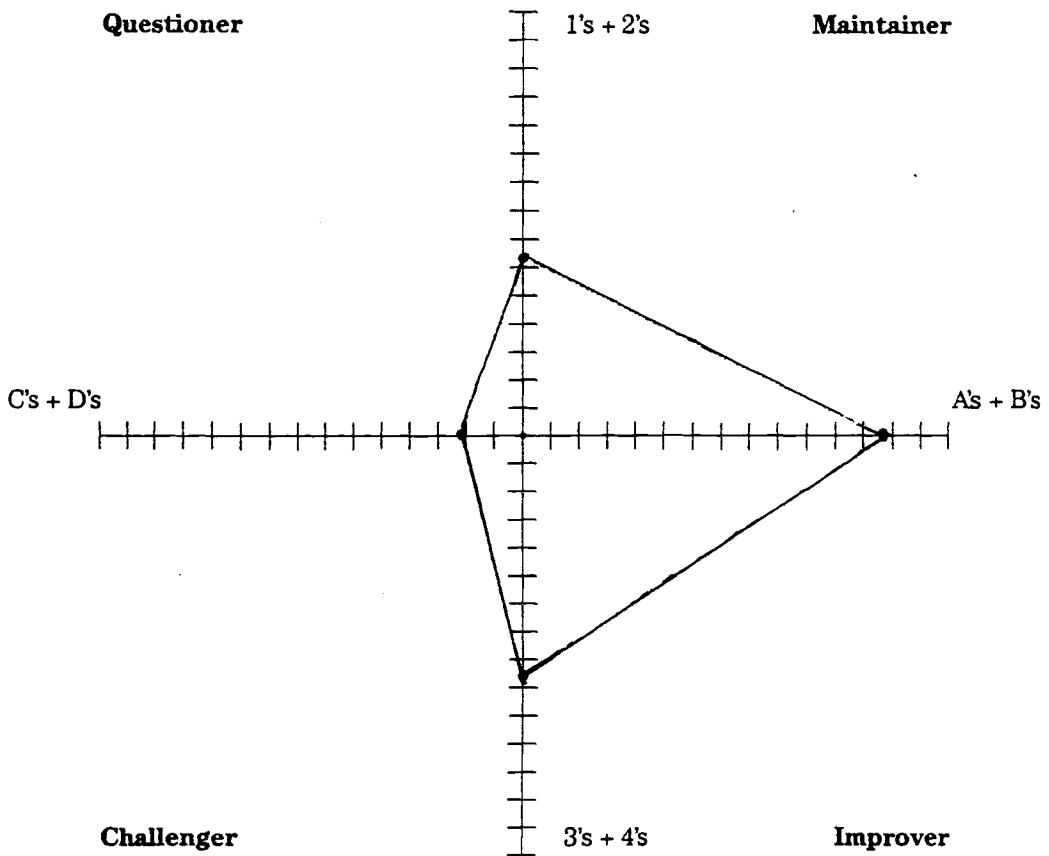


Figure 11. 4-H Staff Change Preference Profile

Home Economists' Preferences

The 19 Home Economists' responses for the lettered statements are shown in Table 7. Totals of 82, 144, 28, and 1 were calculated for responses A, B, C, and D respectively. This shows a definite tendency to agree with the lettered statements. The mean preference scores were: A - 4.8, B - 8.5, C - 1.6, and D - 0.5. Figure 12 is an illustration of these mean scores in a different form.

The response summaries for the numbered statements, as shown in Table 8, were as follows: 4 - 26 times, 3 - 92 times, 2 - 98 times, and 1 - 39 times. There is no definite trend set for the answers given. Answers 4 and 3 were chosen 118 times while Answers 2 and 1 were chosen 137 times. This is the most narrow margin of agreement to disagreement for the numbered statements. The mean preference scores were: 4 - 1.5, 3 - 5.4, 2 - 5.8, and 1 - 2.3. Figure 13 is a graphic summary of these mean scores.

The change preference profile for Home Economists, as presented in Figure 14, indicates that most of these respondents are also Maintainers. This trend coincides with the findings for District Staff Members and Agricultural Agents.

TABLE 7
 Change Preference Scores for 17 Home Economists
 for Statements Requiring
 Letter Responses

STATEMENTS	NUMBER OF RESPONSES BY EXTENT OF AGREEMENT			
	AGREE A	B	C	DISAGREE D
1. It is very important to follow the rules.	7	10	0	0
3. What the data say is important.	3	9	4	1
5. Save for the future.	7	9	1	0
7. Let's check it out with the experts.	5	12	0	0
9. Keep your emotions under control.	6	9	2	0
11. Follow the guidelines.	7	10	0	0
13. What is the accepted policy on this issue?	6	10	1	0
15. Let's get the facts first.	10	6	1	0
17. It may be too risky.	0	7	10	0
19. Do it the right way.	5	12	0	0
21. Let's be rational about things.	4	12	1	0
23. Be careful!	5	8	4	0
25. What do policy and procedure say?	5	10	2	0
27. When in doubt, play it safe.	2	13	2	0
29. Logically consider the alternatives.	10	7	0	0
TOTAL RESPONSES	82	144	28	1
MEAN PREFERENCE SCORE	4.8	8.5	1.6	.05

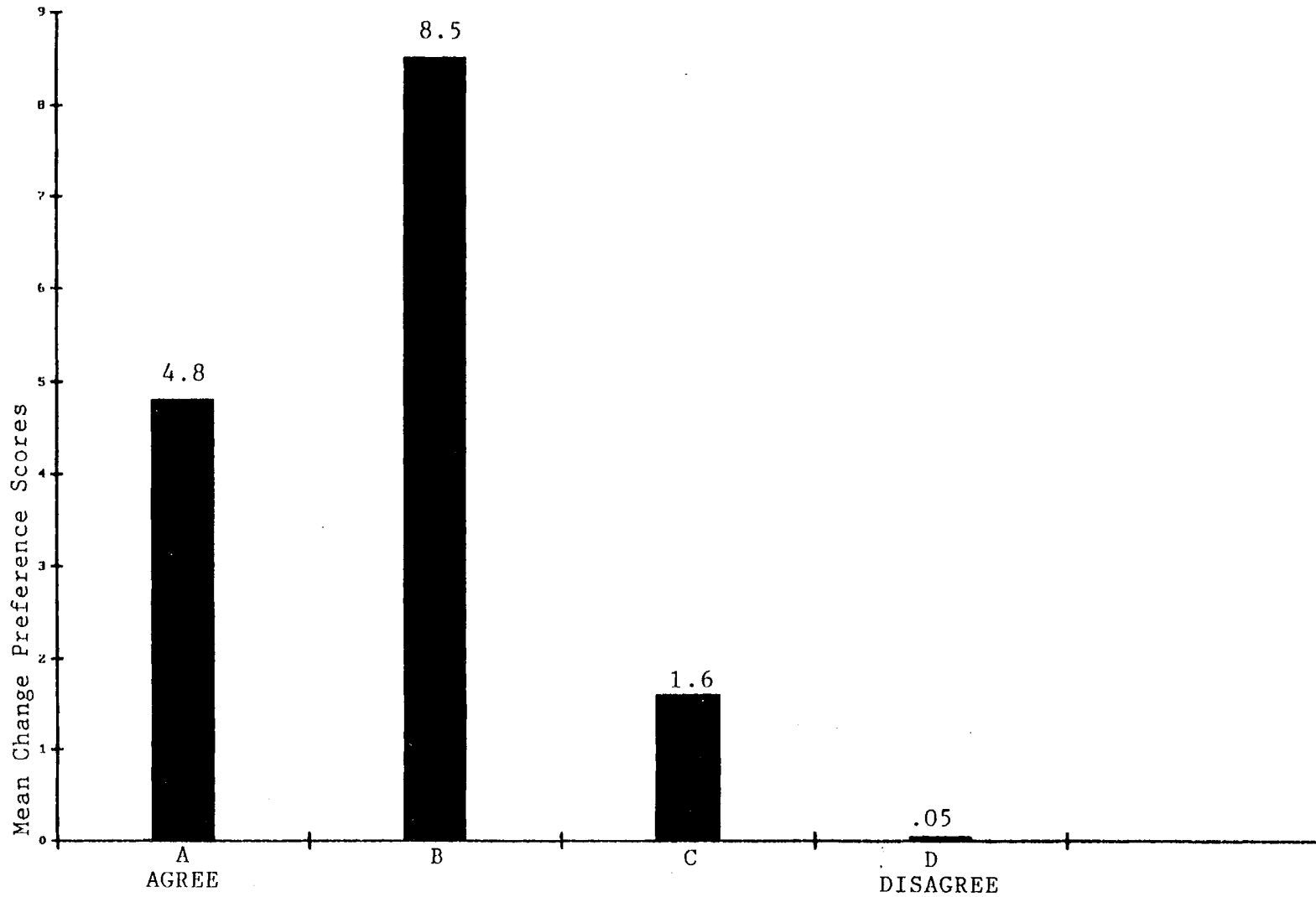


Figure 12. Mean Home Economists Staff Preference Scores by Extent of Agreement for Statements Requiring Letter Responses.

TABLE 8

Change Preference Scores for 17 Home Economists
for Statements Requiring
Number Responses

STATEMENTS	NUMBER OF RESPONSES BY EXTENT OF AGREEMENT			
	AGREE		DISAGREE	
	4	3	2	1
2. Spontaneity is the key to happiness.	0	6	11	0
4. I'll do it my way.	1	5	8	3
6. Buy it now.	0	3	12	2
8. Ah, to be free as a lark.	3	3	8	3
10. If it feels right, do it!	0	5	4	8
12. Let's go for it!	1	13	3	0
14. I tell it like it is.	6	9	2	0
16. Today is what matters.	1	2	12	2
18. Let it all hang out.	0	2	8	7
20. Go for the gusto!	1	10	3	3
22. Whatever turns you on.	0	1	11	5
24. It's best to be different.	0	9	7	1
26. Above all else, have fun!	0	9	4	4
28. Take time to stop and smell the roses.	11	6	0	0
30. Go with your gut feeling.	2	9	5	1
TOTAL RESPONSES	26	92	98	39
MEAN PREFERENCE SCORE	1.5	5.4	5.8	2.3

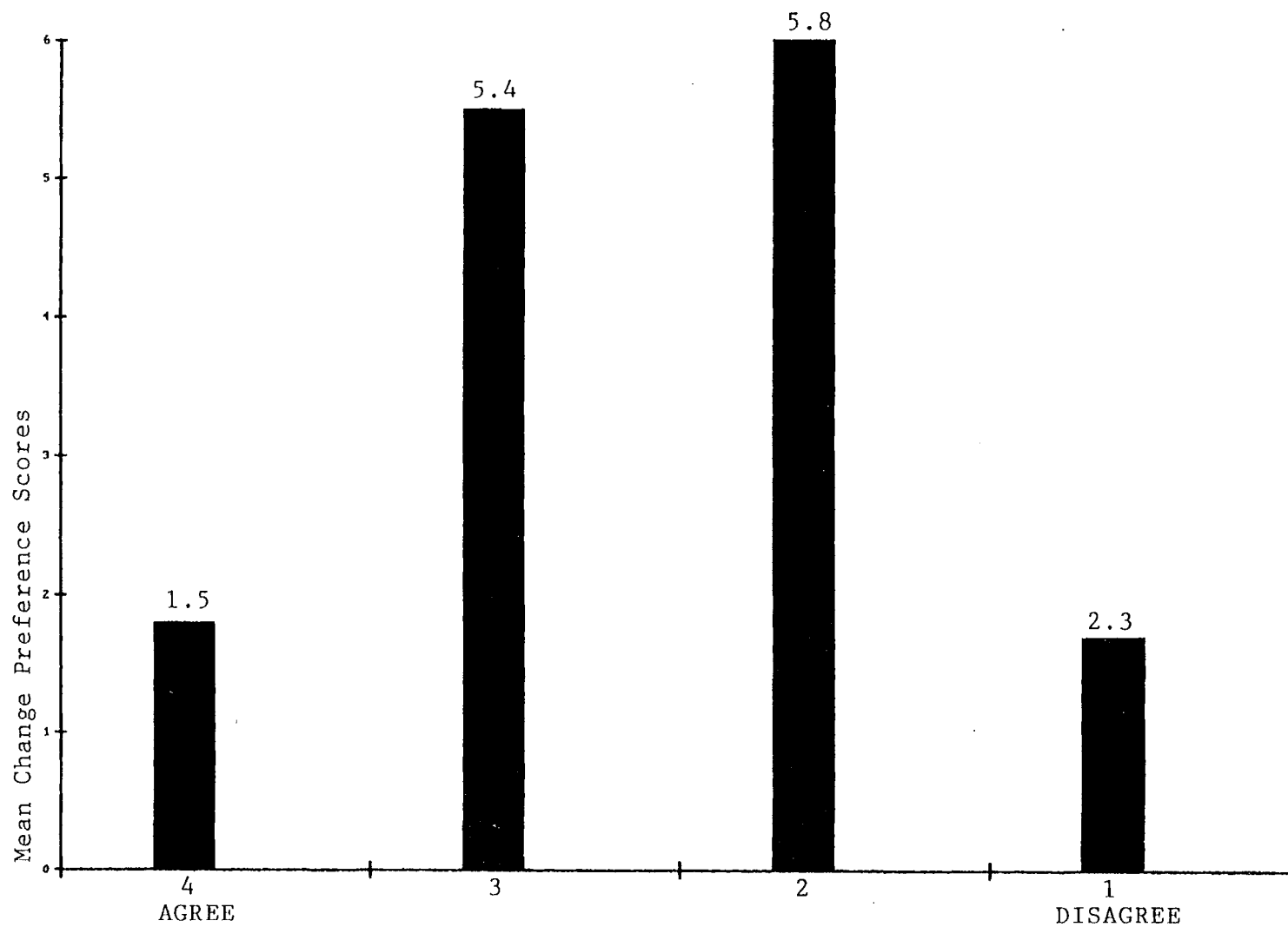


Figure 13. Mean Home Economists Staff Preference Scores by Extent of Agreement for Statements Requiring Number Responses.

Letters

$$\left. \begin{array}{l} A - \underline{4.8} \\ B - \underline{8.5} \end{array} \right\} A + B = \underline{13.3}$$

$$\left. \begin{array}{l} C - \underline{1.6} \\ D - \underline{.05} \end{array} \right\} C + D = \underline{1.65}$$

Total = 15

Numbers

$$\left. \begin{array}{l} 4 - \underline{1.5} \\ 3 - \underline{5.4} \end{array} \right\} 4 + 3 = \underline{6.9}$$

$$\left. \begin{array}{l} 2 - \underline{5.8} \\ 1 - \underline{2.3} \end{array} \right\} 2 + 1 = \underline{8.1}$$

Total = 15

(Mean Preference Scores for letter and number statements for Home Economists)

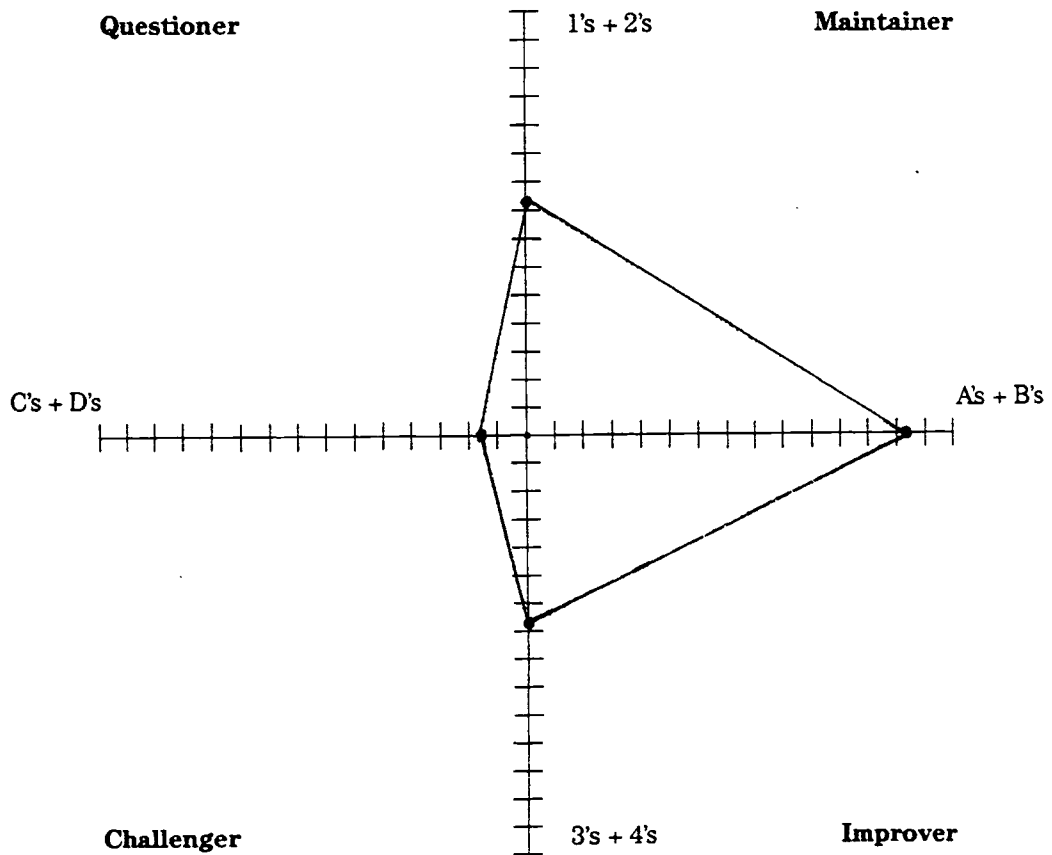


Figure 14. Home Economists Change Preference Profile

Combined Group Preferences

Table 9 is a presentation of the combined totals of all groups for the lettered statements of the change preference statements. Response totals of 310, 457, 121, and 8 were calculated for statements A, B, C, and D respectively. The mean preference scores were: A - 5.3, B - 7.7, C - 2, and D - .1. The mean scores are also presented, but in another form in Figure 15. The total group findings indicate that the majority of the respondents agreed with the statements presented.

The totals of all groups for the numbered statements are also listed in Table 9. The totals of 107, 323, 354, and 100 were calculated for responses 4, 3, 2, and 1 respectively. The mean preference scores were: 4 - 1.8, 3 - 5.5, 2 - 6, and 1 - 1.7. Figure 16 is a bar graph illustrating these scores. This indicates that there is no trend in agreement or disagreement.

The Change Preference Profile for the total group of Northeast District Extension Staff respondents, presented in Figure 17, indicates that they are described as Maintainers.

TABLE 9

Combined Totals of Responses by Type of Response

Statement Groups	Numbers of Responses and Mean Preference Scores by Response Category			
	A	B	C	D
LETTER RESPONSE STATEMENTS				
TOTAL	310	457	121	8
MEAN PREFERENCE SCORE	5.3	7.7	2	.1
NUMBER RESPONSE STATEMENTS	4	3	2	1
TOTAL	107	323	354	100
MEAN PREFERENCE SCORE	1.8	5.5	6	1.7

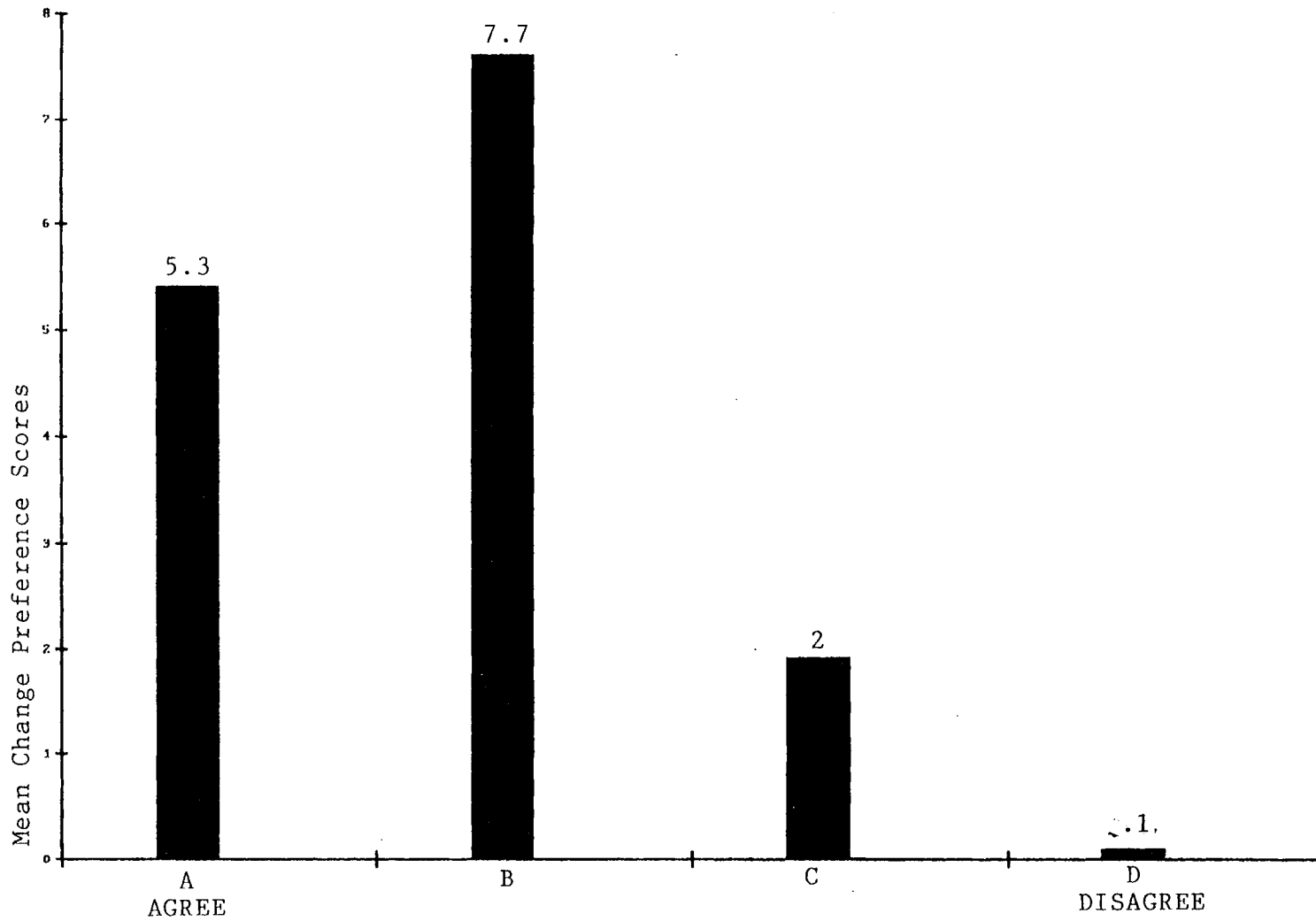


Figure 15. Mean Group Total Preference Scores by Extent of Agreement for Statements Requiring Letter Responses.

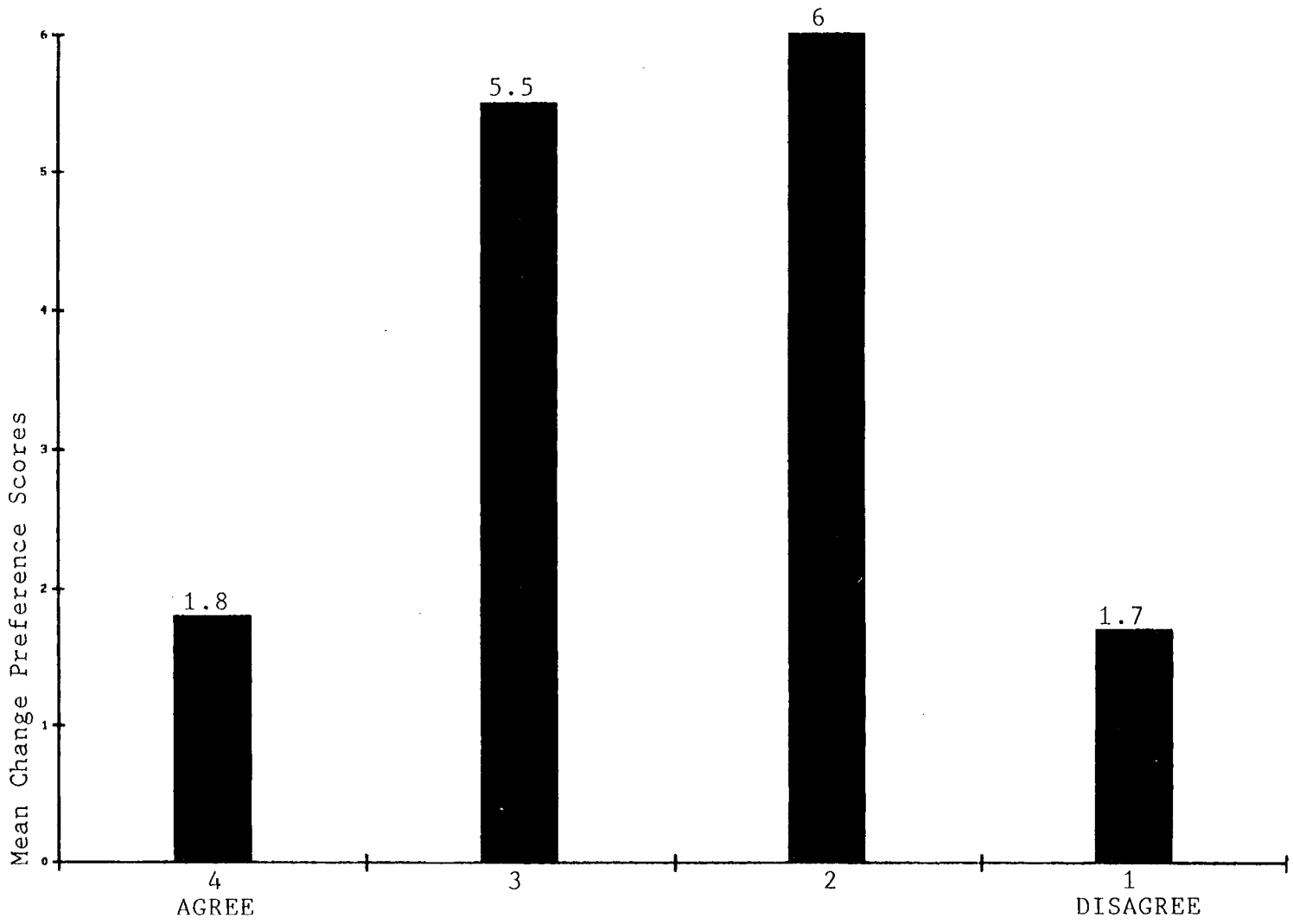


Figure 16. Mean Group Total Preference Scores by Extent of Agreement for Statements Requiring Number Responses.

Letters

$$\left. \begin{array}{l} A - \underline{5.3} \\ B - \underline{7.7} \end{array} \right\} A + B = \underline{13}$$

$$\left. \begin{array}{l} C - \underline{2} \\ D - \underline{.1} \end{array} \right\} C + D = \underline{2.1}$$

Total = 15

Numbers

$$\left. \begin{array}{l} 4 - \underline{1.8} \\ 3 - \underline{5.5} \end{array} \right\} 4 + 3 = \underline{7.3}$$

$$\left. \begin{array}{l} 2 - \underline{6} \\ 1 - \underline{1.7} \end{array} \right\} 2 + 1 = \underline{7.7}$$

Total = 15

(Mean Preference Scores for letter and number statements for Combined Group)

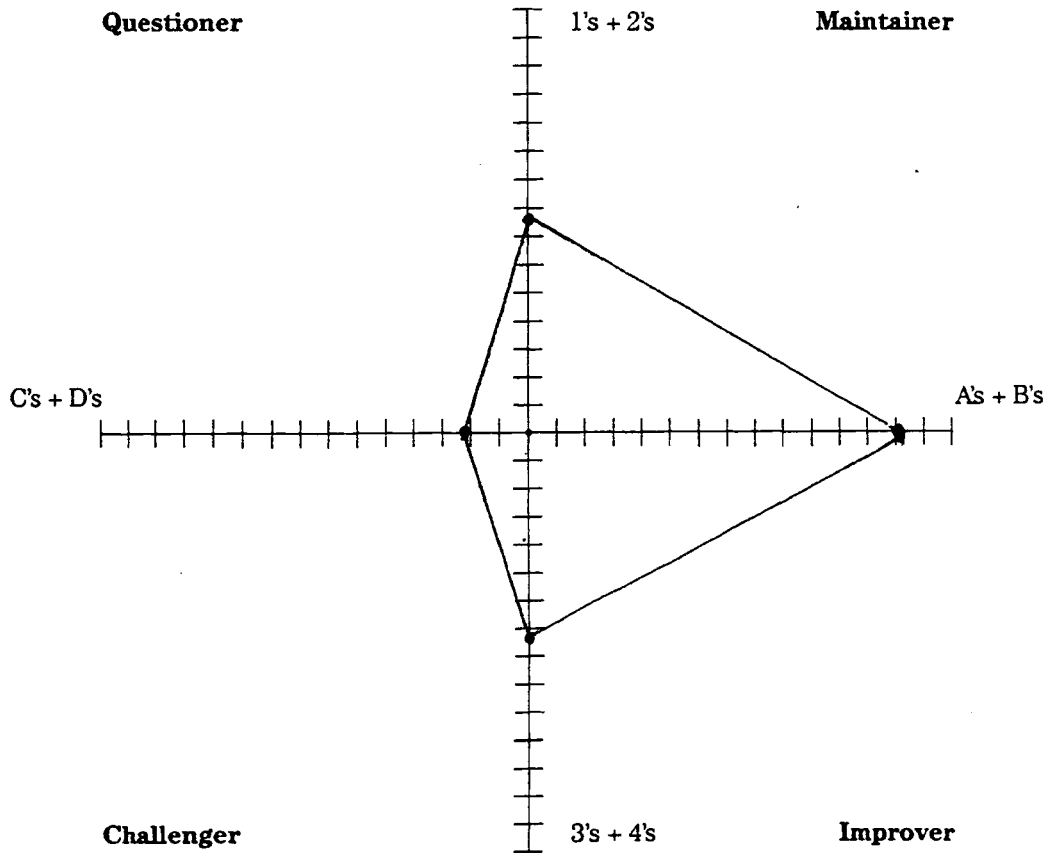


Figure 17. Combined Group Change Preference Profile

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The intent of this chapter is to present summaries of the following: purpose of the study, objectives of the study, methodology of the study, and major findings of the research. In addition, conclusions and recommendations, drawn by the researcher as a result of analysis of data are also presented.

Purpose of the Study

The purpose of this study was to determine and compare the attitude and preference to change of the Cooperative Extension Service professionals of the Northeast District of Oklahoma.

Objectives of the Study

The specific objectives of the study were to:

1. Assess the Northeast District Staff's preferences for change.
2. Compare the preferences for change among District Staff, Agricultural Agents, 4-H Agents, and Home Economists.
3. Categorize the District Staff, Agricultural Agents, 4-H Agents, and Home Economists according to their appropriate Change Preference Profile descriptions.

Population

The population of this study consisted of the 9 District Staff members, 23 Agricultural Agents, 13 4-H Agents, and 21 Home Economists, a total population of 66, who comprise the Extension professionals of the Northeast District. The list of personnel and mailing addresses were identified from the 1994 personnel directory compiled by the Division of Agriculture of Oklahoma State University.

Methodology of the Study

Following a review of literature and discussions with the research adviser, the methodology for the study was established. This consisted of several elements.

The Instrument--The instrument used for this research was one which had been adapted for use in another study entitled, Meeting Change in the 21st Century. The latter was an effort involving Cornell University and the United States Department of Agriculture. Louise Cyr and Judith Meier authored that study and Ms. Meier granted permission for their instrument to be used in this study. The instrument utilized two sets of 15 change-oriented statements. Those completing the instrument indicated their extent of agreement with each statement in one set which utilized a letter response scale of A, B, C, and D, with A being Agree and D being Disagree. The other set of 15

statements utilized a number response scale of 4, 3, 2, and 1, with 4 being Agree and 1 being Disagree.

Data Collection--The instrument described above was mailed to each of the extension professionals in the Northeast District on 3-5-95. A reminder was sent to non-respondents on 3-14-95. A cutoff date of 3-21-95 was established for receipt of questionnaires. As of that time, responses were received from all 9 of the District Staff, all 23 of the Agricultural Agents, 10 of the 13 4-H Agents and 17 of the 21 Home Economists. The total response rate was 89 percent.

Data Analysis--Adapting from a procedure utilized by Cyr and Meier and explained in Chapter III, mean change preference scores were calculated for each group of respondents to each set of statements. The use of these scores then enabled the classification of each set of respondents into one of four profiles: Questioner, Maintainer, Challenger, or Improver.

Major Findings of the Study

The findings of the study are summarized in two ways. First, the Mean Change Preference Scores for each comparison group to each set of statements is presented. Then, the Change Preference Profile Description for each comparison group is presented.

Figure 18 contains a summary of the Mean Change Preference Scores of each group individually and combined to

the set of statements requiring letter responses. It should be noted that there was only a relatively small amount of variations among the mean scores within each of the response categories. Further, for all groups, the preponderance of responses were in the two categories on the Agree side of the scale.

In Figure 19, the Mean Change Preference Scores of each of the groups to the set of statements requiring number responses are summarized. In comparing response patterns, it should be noted that again within each response category, there was not a great deal of variations across groups. However, each of the groups independently and all groups combined responded more toward the negative side of the scale on this set of statements.

A comparison of the Change Profile Descriptors for each of the response groups individually and for all groups combined is presented in Table 10. These descriptors are taken from the Change Preference Profiles developed for each group and presented in Chapter IV. It was determined that the Descriptor, Maintainer was appropriate for the District Staff, Agricultural Agents, Home Economists and the combined group of professionals. However, the 4-H Agents group fit into the Improver descriptor.

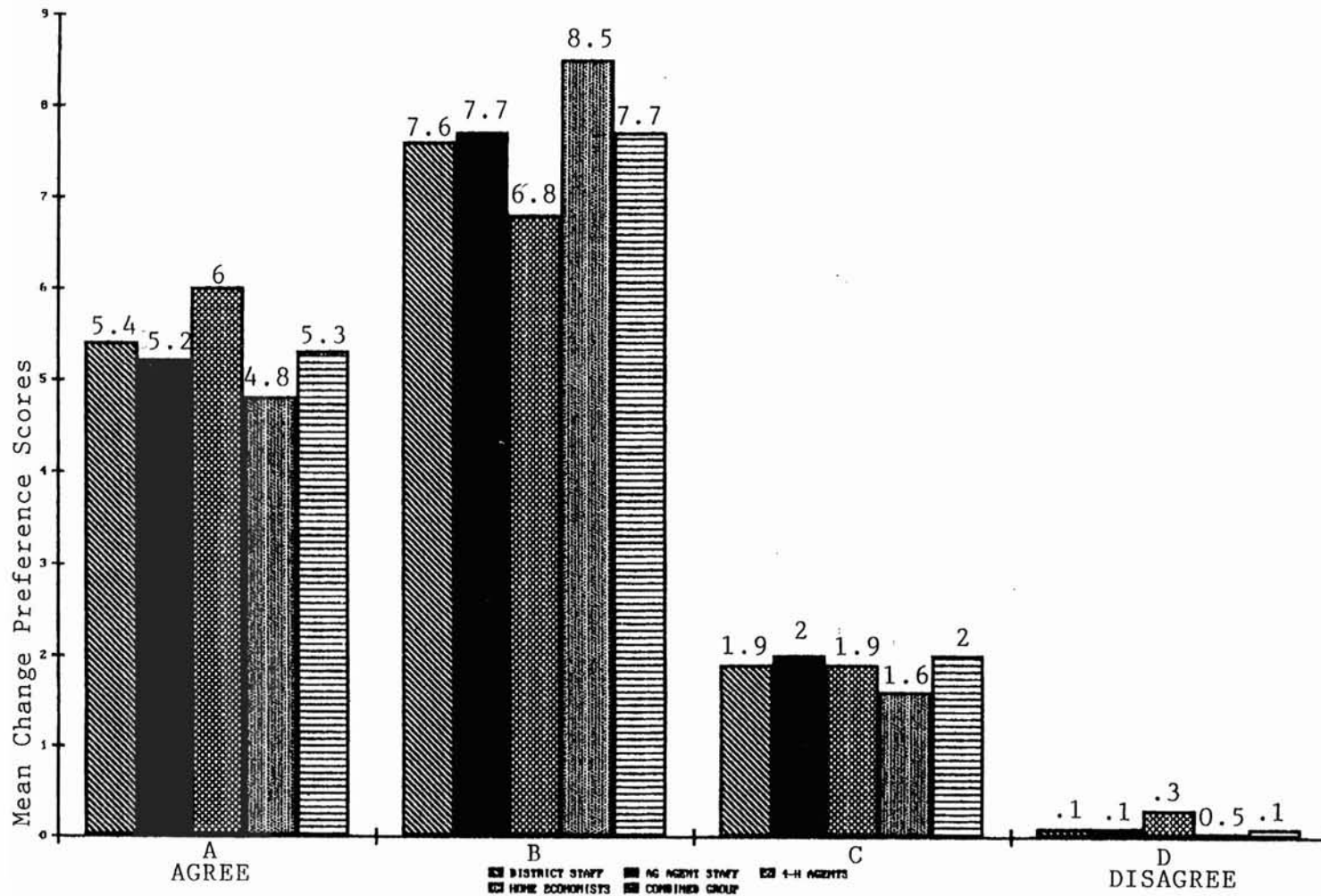


Figure 18. Summary Comparison of Group Preference Scores by Extent of Agreement for Statements Requiring Letter Responses.

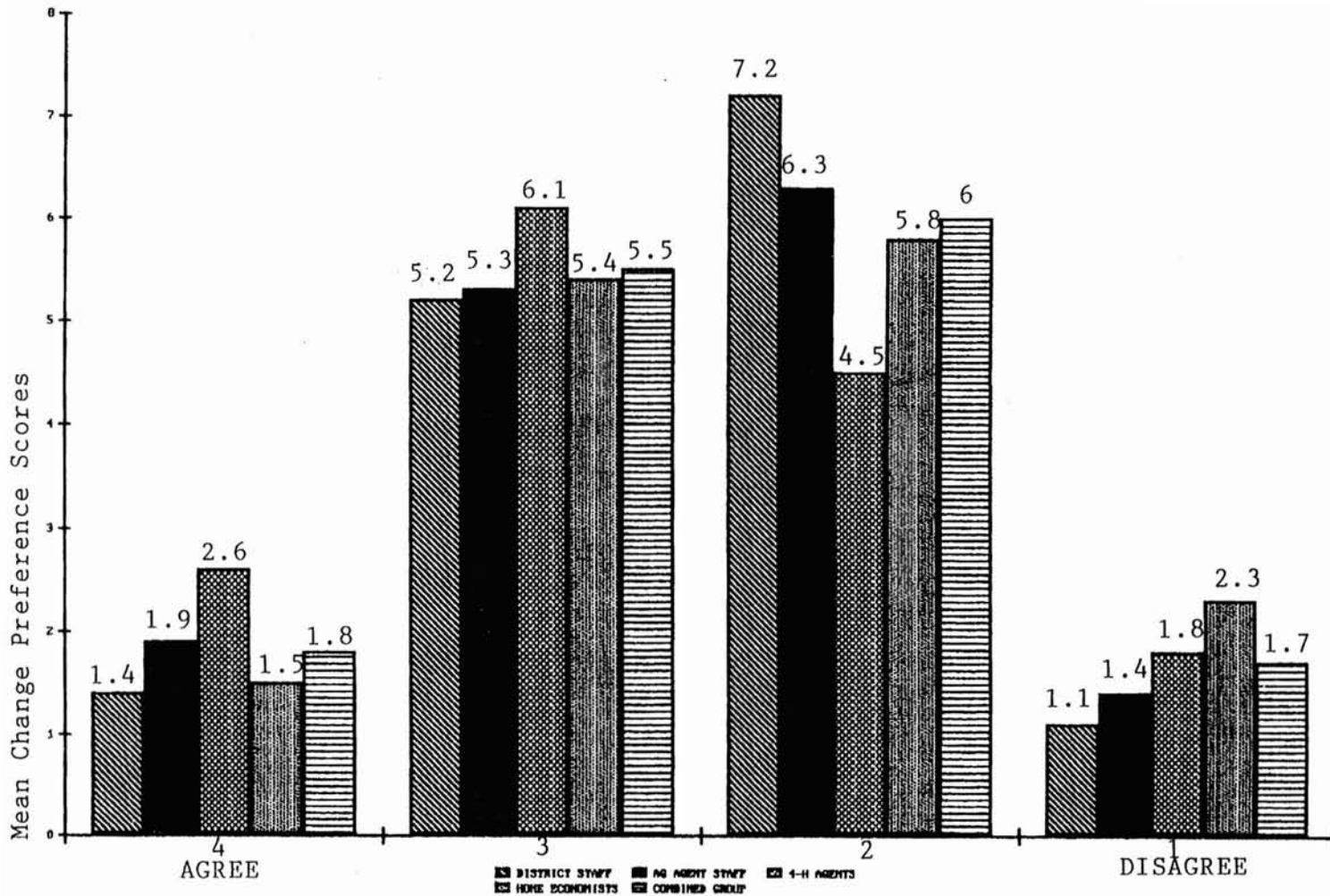


Figure 19. Summary Comparison of Group Preference Scores by Extent of Agreement for Statements Requiring Number Responses.

Table 10

Change Profile Descriptors
by Response Group

Response Group	Profile Descriptor
District Staff	Maintainer
Agricultural Agents	Maintainer
4-H Agents	Improver
Home Economists	Maintainer
Combined	Maintainer

Conclusions

Certain conclusions were drawn about the respective and combined groups of respondents to this study. These conclusions were based upon an analysis of the findings, utilizing procedures and descriptions put forth in the Cyr and Meier study. (Cyr and Meier, 1993) Conclusions reached are as follows:

1. In terms of preferences for change, as a combined group, the staff exhibit the traits which for the most part classify them into the descriptor, Maintainer. Of Maintainers it is said that they like things as they are; value hard work; respect authority; are security oriented, formal, loyal, objective, rules and procedures oriented, task oriented; tend to show little emotion; value factual data; and like to deal in concrete terms. Taken together, the staff has a relatively low preference for change, preferring a stable environment in which to work.
2. The 4-H Agents group are typified by the Improver descriptor, with some tendency toward Maintainer. Improvers like different things; are task and feeling oriented, enthusiastic, assertive, quick to act, direct in communication, troubleshooters; have energetic attitudes; want to improve things; need praise and social outlets; desire admiration and can see both sides of an issue. Thus, they have the greatest preference for change of those surveyed.

3. The District Staff, Agricultural Agents and Home Economists all are described by the Maintainer category, with the Home Economists being oriented this way to the greatest extent. However, each of these groups exhibit some Improver tendencies, but the former two have a somewhat greater degree of preference for change.

Recommendations

After analyzing the results of the study, the researcher feels justified in making some recommendations as follows:

1. Those responsible for facilitating change in this district need to take the change preferences of staff into account in order for change to be successfully implemented. In particular, it appears that it would be important to spend time "selling" the need for change and providing reassurances that security and stability are being taken into consideration.
2. The 4-H Staff could perhaps be utilized in a leadership role in bringing about change among the staff.
3. This study could be replicated in the other extension districts in order to provide insights into the change preferences of the total extension field staff.
4. It would be beneficial to know the change preferences of state staff in extension.

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APPENDIXES

APPENDIX A
CHANGE PREFERENCE SURVEY

Change Preference Scale

On the scale below, circle the letter or number that most corresponds to your preference for each listed statement. Selecting a letter or number on the left side of the scale means you agree with the statement. Selecting a letter or number on the right side of the scale means you disagree with the statement.

Statement	Agree		Disagree	
1. It is very important to follow the rules.	A	B	C	D
2. Spontaneity is the key to happiness.	4	3	2	1
3. What the data say is important.	A	B	C	D
4. I'll do it my way.	4	3	2	1
5. Save for the future.	A	B	C	D
6. Buy it now.	4	3	2	1
7. Let's check it out with the experts.	A	B	C	D
8. Ah, to be free as a lark.	4	3	2	1
9. Keep your emotions under control.	A	B	C	D
10. If it feels right, do it!	4	3	2	1
11. Follow the guidelines.	A	B	C	D
12. Let's go for it!	4	3	2	1
13. What is the accepted policy on this issue?	A	B	C	D
14. I tell it like it is.	4	3	2	1
15. Let's get the facts first.	A	B	C	D
16. Today is what matters.	4	3	2	1
17. It may be too risky.	A	B	C	D
18. Let it all hang out.	4	3	2	1
19. Do it the right way.	A	B	C	D
20. Go for the gusto!	4	3	2	1
21. Let's be rational about things.	A	B	C	D
22. Whatever turns you on.	4	3	2	1
23. Be careful!	A	B	C	D
24. It's best to be different.	4	3	2	1
25. What do policy and procedure say?	A	B	C	D
26. Above all else, have fun!	4	3	2	1
27. When in doubt, play it safe.	A	B	C	D
28. Take time to stop and smell the roses	4	3	2	1
29. Logically consider the alternatives.	A	B	C	D
30. Go with your gut feeling.	4	3	2	1

Adapted from Massey, 1976, 1981, 1987; Bauer, 1983; Brown, 1989; and Carkhuff, 1990, as cited in Aaron Brown, "Embracing Change: The Essence of Managing a Successful Future" (Denver: U.S. Office of Personnel Management, Western Executive Seminar Institute, 1990).

APPENDIX B
INSTITUTIONAL REVIEW BOARD

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: 11-30-94

IRB#: AG-95-006

Proposal Title: AN ASSESSMENT OF ATTITUDES AND PREFERENCE TO CHANGE OF COOPERATIVE EXTENSION PROFESSIONALS OF THE NORTHEAST DISTRICT

Principal Investigator(s): Robert Terry, Jim Key, Lewis Parnell

Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

APPROVAL STATUS SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT NEXT MEETING.

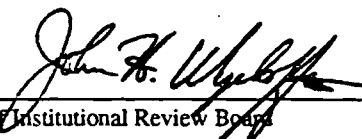
APPROVAL STATUS PERIOD VALID FOR ONE CALENDAR YEAR AFTER WHICH A CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD APPROVAL.

ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

Comments, Modifications/Conditions for Approval or Reasons for Deferral or Disapproval are as follows:

Provisions received and approved.

Signature:


Chair of Institutional Review Board

Date: January 24, 1995

APPENDIX C
CORRESPONDENCE



COOPERATIVE EXTENSION SERVICE

DIVISION of AGRICULTURAL SCIENCES and NATURAL RESOURCES
OKLAHOMA STATE UNIVERSITY • (405) 744-5398 • FAX (405) 744-5339
Office of the Dean and Director • 139 Agricultural Hall • Stillwater, Oklahoma 74078-0500

February 1, 1995

MEMORANDUM

TO: Lewis Parnell

FROM: Raymond E. Campbell, Associate Director

Ray Campbell

SUBJECT: Approval for Survey

I have reviewed your survey "An Assessment of Attitudes and Preferences to Change of Cooperative Extension Professionals of the Northeast District," as well as your letter requesting participation of OCES professionals in that district.

Please proceed with your plans for the study. It looks like an interesting project, and I would appreciate receiving a copy when it is completed.

cc: Robert Terry
Ronnie George

sl19950240



Cooperative Extension
Colorado State University
Office of the Director
1 Administration Building
Fort Collins, Colorado 80523-0002
(303) 491-6281
FAX (303) 491-6208

February 24, 1995

Mr. Lewis Parnell
Route 2, Box 171-2
Porter, OK 74454

Dear Mr. Parnell:

Per our phone conversation of February 22, I am pleased that you have found the material in **Meeting Change in the 21st Century** to be helpful. The curriculum represents a significant portion of time in my life! I certainly have no objections to your use of the contents in the development of your Master's work. I would ask that you give appropriate citations for the pieces you use, including the original source of any instruments.

Good luck with your thesis. I would be interested in receiving a copy of your final product.

Sincerely,

A handwritten signature in cursive script that reads "Judith B. Meier".

Judith B. Meier
Assistant to the Director

Colorado State University, U.S. Department of Agriculture and Colorado counties cooperating.
Cooperative Extension programs are available to all without discrimination.

Route 2 Box 171-2
Porter, OK 74454
March 5, 1995

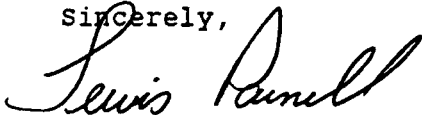
Dear OSU Cooperative Extension Personnel:

I am presently working on a Master's thesis titled: "An Assessment of Attitudes and Preference to Change of Cooperative Extension Professionals of the Northeast District". The results of the study should be very beneficial for the promotion of new programs and techniques within the extension system.

Enclosed you will find a Change Preference Scale. I would appreciate very much you taking the time to fill out this questionnaire and mailing it back to me in the enclosed self-addressed stamped envelope. It should require only about 15-20 minutes of your time.

Participation is entirely voluntary and your responses will remain confidential. I will be the only person who will see the completed questionnaires and I am interested only in the combined results. If you have questions about any part of the research, feel free to call me at (918) 486-4589 or (918) 483-5252. You may also call Jennifer Moore at (405) 744-5700 or Dr. Robert Terry at (405) 744-5129. I will be most appreciative of your assistance and cooperation.

Sincerely,



Lewis Parnell
4-H Program Assistant
Wagoner County
Oklahoma Cooperative Extension Service

VITA

Lewis A. Parnell

Candidate for the Degree of

Master of Science

Thesis: AN ASSESSMENT OF ATTITUDES AND PREFERENCE TO CHANGE
OF COOPERATIVE EXTENSION PROFESSIONALS OF THE
NORTHEAST DISTRICT

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Muskogee, Oklahoma, on May 10,
1963, married to Andrea Parnell. Daughter, Jenna,
age 6.

Education: Graduated from Porter High School in
Porter, Oklahoma in May, 1981; received an
Associate in Science degree in Agricultural
Education from Connors State College in December,
1983; received a Bachelor of Science degree in
Agricultural Education from Oklahoma State
University in December, 1986; completed
requirements for the Master of Science degree at
Oklahoma State University in July, 1995.

Professional Experience: Employed by Guthrie
Corporation, Wagoner and Muskogee, Oklahoma from
September, 1986 to December, 1991. Worked for
Wagoner County Commissioner District #3 from
December, 1991 to August, 1992. From September,
1992 to present, 4-H Program Assistant, Oklahoma
Cooperative Extension Service, Wagoner County,
Coweta, Oklahoma.