THE IMPACT OF STEWARDSHIP STRATEGIES IN

GEORGIA 4-H: PERSPECTIVES FROM DONORS AND VOLUNTEERS

by

JENNA B. DANIEL

(Under the Direction of Thomas Valentine)

ABSTRACT

As the primary function of public service and community engagement of land-grant institutions, the Cooperative Extension System serves the constituents of the state by disseminating knowledge gained from the university and engaging with communities to help solve complex issues. These complex issues are disentangled by Extension professionals who live and work in the communities they serve, and accomplished through relationships among and between the Cooperative Extension System, communities, and people. Often, this is accomplished through stewardship strategies that organizations employ to establish, cultivate, and maintain relationships with stakeholders, and the affective outcomes stakeholders associate with those relationships. The purpose of this study is to examine the interplay of stewardship strategies and their affective outcomes among Georgia 4-H stakeholder groups. In this way, the study sought to examine these stewardship strategies, the association of affective outcomes, and the predictors related to each. Using the positive youth development organization of the Cooperative Extension System, Georgia 4-H, for examination and utilizing a quantitative instrument, the study sampled 385 Georgia 4-H donors and volunteers.

The results of the study identified five principal conclusions: (1) Georgia 4-H stakeholders perceive engagement of all stewardship strategies, and concurrently associate high affective outcomes; (2) variations in stewardship strategies and affective outcomes exist among stakeholder groups; (3) affective outcomes, though conceptually distinct, are highly intercorrelated; (4) personal characteristics do not yield a substantial influence on predicting stewardship strategies or affective outcomes; and (5) the combined predictive power of stewardship strategies on total affective outcomes is the strongest. These findings extend the understanding of stewardships strategies and illuminate the integral role they play in this public service organization. Through examining multiple stakeholder groups that engage in relationships with Georgia 4-H, this study provides an advancement of the understanding of stewardship strategies and their inherent affective outcomes in the public service sector and provides recommendation for best practices for future engagement.

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DEDICATION

To Clayton, being your mother is my most important role. I hope you remain curious and

kind, and know that nothing is impossible with God (Luke 1:37).

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INTRODUCTION

As a land-grant institution, a university's mission is three-fold. This tripartite

mission is accomplished through conducting research, educating students, and

contributing to communities through public service and engagement. The formalized

land-grant mechanism for public service and community engagement, the Cooperative

Extension System (CES), established in 1914, functions as the primary organizational

effort to serve the constituents of the state by disseminating knowledge gained from the

university. Specifically, Cooperative Extension System professionals accomplish this

function by "engaging with communities to address economic, environmental, and social

issues by living and working within the local context" (Franz, 2014, pp. 5-6).

Over time, the engagement between the Cooperative Extension System and the

communities in which it operates changed, as "the context and environment of public

services" became "increasingly complex" (Osborne & Brown, 2005, p. i). Cooperative

Extension System professionals stepped back from assuming a singular role as an

'expert' that transmitted knowledge, and instead worked to serve in a multifaceted role as

a public servant, facilitator, transformative educator, and connector to the university. In

this new role, they span the bridge between the university and people of the state, and by

connecting the two, work to solve the complex issues of the communities they serve. This

shift in service illuminates the critical role that relationships, both those within the

university and those within their community, play in their role as Extension professionals,

and in the larger field of public service. Links among and between universities, communities, and people hinge on "building, nurturing, and maintaining relationships" (Waters, Bortree, & Tindall, 2013, p. 613) and remind us that "people, not institutions or organizations, and their needs remain the common denominator" (Mull, Daniel, & Jordan, 2018, p. 123) in public service through the Cooperative Extension System. Understanding these links and the relationships that exist between and among people and organizations is integral to the current and future work of public service and community engagement through the Cooperative Extension System, and ultimately to the vitality of the communities and the people it serves.

Stewardship Strategies

Shifting from a one-way dissemination of knowledge to "helping people and communities solve complex problems" (Jackson & Thomas, 2003, p. 41) requires engagement within a community and relationships with the people, publics, and stakeholders that comprise that community. This notion of organizations, publics and the relationships that exist between, has been explored for more than thirty years (Ferguson, 1984) and helps us to understand how organizational actions play a role in the attitudes or affinity that stakeholders regard for the Cooperative Extension System. This paradigm seeks to understand how actions can "initiate, build, and maintain mutually beneficial relationships with internal and external publics" (Bruning, Castle, & Schrepfer, 2004, p. 435). Rising from the convergence of bodies of literature in fundraising and public relations, the concept of relationship cultivation is explored in Kelly's (1998) research that works to understand these actions and their inherent outcomes. In her work, she outlines the process model of "ROPES (research-objectives-programming-evaluation-

stewardship)" which creates a cyclical public relations model that acknowledges ongoing and long term relationships. (Kelly, 2001, p. 279). Kelly (1998) conceptualized four dimensions of relationship cultivation strategies, collectively known as stewardship, based on theory and her professional experience. The framework of stewardship is comprised of four relationship cultivation strategies: (1) reciprocity, (2) responsibility, (3) reporting, and (4) relationship nurturing. Through reciprocity, an organization "demonstrates its gratitude for supportive beliefs and behaviors" (Kelly, 1998, p. 6). Responsibility outlines the way an organization fulfills their obligations to their publics through acting "in a socially responsible manner to those who have supported it" (Kelly, 1998, p. 6). A "basic requirement of accountability" (Kelly, 1998, p. 6) reporting involves communication that informs stakeholders and publics of organizational decisions. Building upon the previous three dimensions, the concept of relationship nurturing focuses on the energy an organization puts into building and maintaining and relationship with a public or stakeholder by accepting the "importance of supportive publics" (Kelly, 2001, p. 286). Through these dimensions, Waters (2008a) developed an instrument, in which parameters began to emerge that framed the intricacies of organizational actions (stewardship strategies) that worked to cultivate and maintain relationships between an organization and its stakeholders.

Affective Outcomes of Relationships

Paralleling the organizational actions of stewardship strategies, Hon and Grunig (1999) proposed four outcomes of relationships: (1) trust, (2) control mutuality, (3) satisfaction, and (4) commitment. This framework, organization-public relationships, explores the products of relationships that exist between organizations and stakeholders,

and the attitudes that stakeholders hold toward an organization. They purported that trust encompassed the "level of confidence and willingness to open oneself to the other" (Hon & Grunig, 1999, p. 19) and was comprised of integrity, dependability, and competence. Control mutuality is rooted in power and explores the "the degree to which parties agree on who has rightful power to influence the other" (Hon & Grunig, 1999, p. 19). Further, satisfaction is understood through "the extent to which one party feels favorable toward the other because positive expectations about the relationship are reinforced" (Hon & Grunig, 1999, p. 20). Finally, commitment works to explain the "the extent to which one believes that the relationship is worth spending energy to maintain and promote" (Hon & Grunig, 1999, p. 20) and is comprised of both the physical and emotional aspects of commitment to an organization.

Taken together, these frameworks of stewardship and affective outcomes of relationships, work to explore the variable nature of relationships and their inherent complexities. The foundational framework of stewardship combined with the examination of relationship outcomes works to explore the ways in which publics and stakeholders enter into, maintain, and value their relationships with an organization. This framework situates the lens that we will view the relationship between the Cooperative Extension System, the stakeholders it serves, and its role as a mechanism for public service and community engagement.

The Cooperative Extension System

When signing the Smith-Lever Act in 1914, legislation that enacted the Cooperative Extension System, President Woodrow Wilson "called it 'one of the most significant and far-reaching measures for the education of adults ever adopted by the

government'" (Rasmussen, 1989, p. vii). This legislation, "gave permanent funding for cooperative agricultural extension through the land-grant colleges for the purpose of distributing the results of research to the public" (Roper & Hirth, 2005, p. 6). As a "publicly funded, non-formal education system" (Zacharakis, 2008, p. 14) the Cooperative Extension System focused on providing service and practical education to individuals across the state, regardless of their association or involvement with the land-grant university. This notion of service was a "one-way altruistic giving of the university to the community in gratitude for public support of the institution" (Roper & Hirth, 2005, p. 14). Cooperative Extension professionals worked originally in agriculture, congruent with the time where "a majority of Americans were engaged in agricultural work. To build agriculture was to build America" (Roper & Hirth, 2005, p. 5).

As the landscape of both the United States and the Cooperative Extension System changed, programming ultimately expanded to family and consumer sciences (previously known as home economics), community and economic development, and 4-H clubs. Cooperative Extension System professionals "lived and worked among people in particular communities," and "they were in touch with local needs" (Franz & Townson, 2008, p. 7). Through demonstrations, local Cooperative Extension educators, helped improve the process and production of agricultural crops, and the preparation and preservation of food (National Institute for Food and Agriculture, 2019a). Some of the most far reaching impacts of the Cooperative Extension System were accomplished through the creation of corn and tomato clubs, the earliest version of 4-H.

Through these clubs, Cooperative Extension "educators found that teaching rural boys and girls new techniques such as use of hybrid see corn and tomatoes was an

effective way to get parents to adopt new technologies" (Franz & Townsend, 2008, p. 7).

The model of the Cooperative Extension System emphasizes how the organization, and

the professionals that comprise it, work to provide lifelong learning and connection to the

university "for the betterment of the citizen or civil society" (Roper & Hirth, 2005, p.

14).

Community Engagement as a Function of the Cooperative Extension System

Prior to the Smith-Lever Act of 1914, the notion of public service and

engagement within the local community was practically nonexistent. Based on the

creation of new knowledge and the emphasis on its dissemination, public service and its

role in the Cooperative Extension System is defined as "an active, usually nonformal,

functional education activity based on the scholarship of the university and directed to

widely dispersed and varied audiences beyond the campus" (McDowell, 2001, p. 20).

Although given a different name, and a broader meaning, both community engagement

and public service find their roots in the Cooperative Extension System. Based on a

foundation of meeting the needs of individuals within the communities of the state, the

Cooperative Extension System has long been working to provide better, safer, and more

meaningful lives for its constituents.

In large part, due to organizations such as the Kellogg Commission and the

Carnegie Foundation, the notion of public service has broadened and the concept of

community engagement in the university setting has "emerged as an important priority"

(Weerts & Sandmann, 2010, p. 702). Going beyond "Cooperative Extension,

conventional outreach, and most conceptions of public service" (Spanier, 2011, p. 10)

community engagement calls for "engagement in the form of service-learning, outreach,

and university-community partnerships" (Kellogg Commission on the Future of State Land-Grant Universities, 2001, p. 17), and "describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity" (New England Higher Education, 2018).

Over time, the engagement between the Cooperative Extension System and the communities in which it operates has changed. This shift changes the original upward direction of the relationship between the Extension professional and the university, and instead enhances the importance of the two-way directional relationship between the organization and its community stakeholders. This change, and the pivotal role that relationships with stakeholders and publics, emphasizes the integral role community engagement plays as the Cooperative Extension System works to tackles multifaceted issues and contribute to the enhanced lives of individuals across the nation. This lens of community engagement, and its inherent emphasis on the maintenance and cultivation of relationship further supports how "context is everything; relationship is all there is" (Applebee, 2000, p. 421).

Problem Statement

Established from the belief of "empowering ordinary people through an advanced education that was excellent enough for the proudest yet open to the poorest" (Simon, 2010, p. 42), the Cooperative Extension System was created to provide education for all individual's within the state's boundaries who sought knowledge (Rasmussen, 1989) and worked to improve their lives. Historically this work was "implemented as a one-way

communication in which academic experts transferred their wisdom to the masses"
(Roper & Hirth, 2005, p. 12).

In over a century of existence, the Cooperative Extension System "mission…has
not changed…[however] the context in which we pursue it is in every way different"
(Kellogg Commission on the Future of State and Land-Grant Universities, 2000, p. 16).
Over time, engagement between Cooperative Extension, its professionals, and members
of the communities they serve changed. Rather than a one-way transference of
knowledge, the system now operates through a model of two-way engagement, where the
organization, the professionals that comprise it, and the members of the community "play
a role in the creation, dissemination, and application" (Mull et al., 2018, p. 125) of the
knowledge needed to tackle complex issues.

This shift in the Cooperative Extension System and its emphasis on community
engagement, hinges on the relationships that are created and exist among and between the
organization and the people who comprise the communities it serves. Understanding
how these relationships are cultivated and maintained by organizations and the outcomes
of these actions are critical to the role of the Cooperative Extension System, and largely
to the field of public service.

Definition of Terms

Terms related to this research vary slightly from the literature. These terms have
been defined by the researcher in the context of this study.

- **Stewardship Strategies:** Actions employed by an organization to establish,
  cultivate, and maintain relationships with stakeholders. These strategies are

identified in the ROPES framework proposed by Kelly (1998) and delineated by Waters (2008a).

- **Affective Outcomes:** Attitudes held by stakeholders towards an organization, as a direct result of their interaction with the organization and its employment of stewardship strategies. These outcomes are identified in the organization-public relationship framework proposed by Hon and Grunig (1999).

Purpose of the Study

The purpose of this study is to examine the interplay of stewardship strategies and their affective outcomes among Georgia 4-H stakeholder groups. To accomplish this purpose, the following research questions were proposed:

1. To what extent do stakeholders perceive Georgia 4-H to be employing the stewardship strategies of reciprocity, responsibility, reporting, and relationship nurturing?

2. To what extent do stakeholders associate affective outcomes of trust, commitment, satisfaction, and control mutuality to their relationship with Georgia 4-H?

3. To what extent do stewardship strategies, individually and jointly, explain observed variation in affective outcomes?

4. To what extent do personal characteristics explain stewardship strategies and affective outcomes?

5. In their own words, what do stakeholders value about their relationship with Georgia 4-H?

Significance of the Dissertation

This research study provides an understanding of how stewardship strategies and their inherent affective outcomes are understood in the context of public service and community engagement.

The theoretical significance of this study is in the production of knowledge related to the ability of the Cooperative Extension System, and specifically Georgia 4-H, to effectively engage and serve its communities through the cultivation of relationships, the strategies of stewardship, and the resulting affective outcomes. Previously explored in multiple contexts, these frameworks of stewardship strategies and affective outcomes, have been utilized to better understand the relationships that exist between manufacturers and retailers, higher education institutions and students, nonprofit and donors, municipalities and communities, nonprofits and volunteers, retailers and consumers, political party and members, and employers and employees, (Eyun-Jung & Hon, 2007; Grunig & Huang, 2000; Grunig, L. A., Grunig, J. E. & Dozier, 2002; Heath & Vasquez, 2001; Ki & Hon, 2007b; Ledingham & Bruning, 2000; Rhee, 2007; Waters, 2008b). However, little research exists that explores these relationships and their inherent connections in the field of public service, and the work of these organizations in their communities.

The practical significance of this study relates to Cooperative Extension System professionals, their professional development, and policy making. This dissertation offers information to Cooperative Extension System and 4-H professionals, as direct providers of service, that may aide their relationship cultivation and engagement efforts in their communities. The Cooperative Extension and 4-H professionals who design training and

continuing education programs will be given insight into the potential need for concentrated education on relationships in the context of community engagement. In addition, individuals who play a key role in policy and budgets may choose to devote extra resources to training and education related to these concepts to support the Cooperative Extension System and 4-H in working to better engage and serve their communities. Overall, these efforts work to increase the focus on relationships in conjunction with programmatic content, rather than the concentration solely being placed on one or the other.

CHAPTER 2

CONTEXT OF THE STUDY

The purpose of this study is to examine the interplay of stewardship strategies and

their affective outcomes among Georgia 4-H stakeholder groups. The review of relevant

literature encompasses both the theoretical and practical context of this research in four

major sections: (1) relationships between organizations and stakeholders, (2)

relationships cultivation strategies of stewardship, (3) the Cooperative Extension System,

and (4) implications of the literature.

With respect to the research context of this study, the role of relationships

between organizations and stakeholders are examined, the definition of stewardship

strategies is explored, and the empirical studies foundational to this framework are

synthesized. Relevant to the practical context of this study, Georgia 4-H as an

organizational component of the Cooperative Extension System, a public service entity,

is delineated through its history, program mission, and stakeholder groups. Additionally,

the review examines the cross section of this framework and this organization, and

considers the impact of stewardship strategies and affective outcomes.

Relationships Between Organizations and Stakeholders

Organizations rely on relationships "to cultivate partnerships with donors,

volunteers, and advocates" (Pressgrove & McKeever, 2016, p. 193). Understanding the

role these relationships between stakeholders and organizations play has served as a line

of inquiry for more than three decades. In 1984, Ferguson proposed the concept of

relationships as the central tenet of the field of public relations. Since this time, scholars

and practitioners have worked to understand how to build, maintain, and foster

meaningful relationships with stakeholders and publics. These works signify a shift in the

public relations field from the concept of strategic communications to that of

relationships as a "dominant focus in public relations thinking and practice" (Coombs,

2000, p. 114) with a new emphasis on "building, nurturing, and maintain relationships"

(Kent & Taylor, 2002, p. 23).

Furthering this idea, multiple scholars worked to define the concept of a

relationship between an organization and a stakeholder as prompted by Broom, Casey,

and Ritchey's (1997) call for an operationalized perspective. In subsequent years,

numerous outlooks were offered and spanned the idea of relationships as an exchange

between an organization and its stakeholders (Broom, Casey, & Ritchey, 2000), the

notion that organizations and stakeholder relationships could be evaluated by outcomes

(Hon & Grunig, 1999), to the concept that relationships are a state that exist and viewed

from the perspectives of the stakeholder's attitudes toward the organization (Ledingham,

2003; Ledingham & Bruning, 1998, 2000; Lindenmann, 1998). Although diverging in

their delineation of relationships and how they exist between organizations and

stakeholders, these scholars and their work formed the foundational concept of

stewardship.

Stewardship

Acknowledging the central role relationships play between and among

organizations and stakeholders, scholars looked to delineate how to cultivate, retain, and

encourage these relationships as a way to further the mission and success of organizations. These relationship cultivation strategies, often referred to as stewardship, conceptualize the actions organizations employ that contribute to the affection or affinity stakeholders hold in return to the organization.

The concept of stewardship is not new as some trace its roots to ancient (even biblical) works that ascribe responsibility to those who have been entrusted with resources (Jeavons, 1994). In this way, organizations become 'stewards' of the resources stakeholders contribute (money, time, etc.), and work to use them responsibly to fulfill the organizational mission and purpose. Taking the notion of the organization as a steward of its resources one step further, the concept of stewardship strategies encompasses actions that organizations employ to demonstrate their responsible practices to their stakeholders.

As proposed by Kelly in 1998, strategies of stewardship serve as one of the most important steps in the work of an organizations to establish, maintain, and cultivate relationships with its stakeholders. Her conceptualization of this notion, worked to establish a cyclical nature to the process of relationships between organizations and stakeholders. This expanded a model (Figure 2.1) utilized in the field of public relations, which outlined the steps of research, objectives, programming, evaluation, and finally stewardship (ROPES). Research helped the organization explore opportunities with publics. The objectives delineated the outputs and impact. Programing described the planning and implementation of strategies. Evaluation aligned the preparation, process, and program. The final step of stewardship explored strategies of reciprocity, responsibility, reporting, and relationship nurturing. The model moved relationship

engagement from an organization away from episodic processes into an ongoing effort. This cyclical nature encompasses actions that work to identify, cultivate, and maintain relationships with stakeholders (Ki & Hon, 2007b).
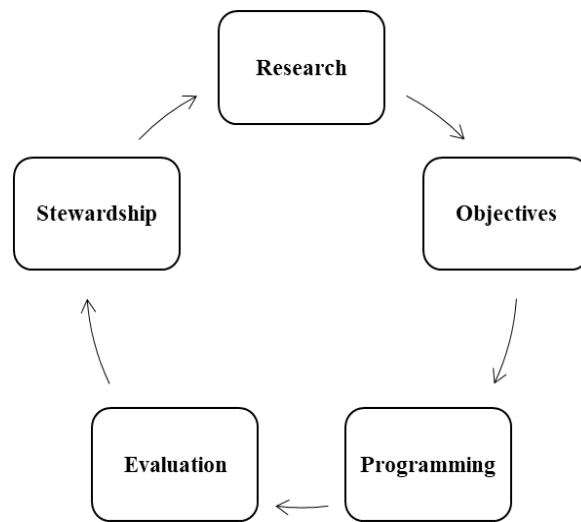
Figure 2.1: *The ROPES Model*

Furthering stewardship as a critical component of the ROPES model, Kelly (1999) delineated four dimensions that embodied the strategies of stewardship. These strategies were conceptualized as organizational actions employed to establish, cultivate, and maintain relationships with stakeholders. These dimensions include:

- Reciprocity
- Responsibility
- Reporting
- Relationship nurturing

Reciprocity encompasses an organization demonstrating "its gratitude for supportive beliefs and behaviors" (Kelly, 1998, p. 6). Reciprocity is accomplished by an

organization expressing appreciation through acknowledging support of stakeholders in a public manner. These visible signs of acknowledgement and appreciation reinforce the supportive beliefs and behaviors of the stakeholders.

Responsibility encourages the notion of an organization acting in a socially acceptable or responsible way. Responsibility includes the ways in which an organization satisfies their commitments to their stakeholders by acting "in a socially responsible manner to those who have supported it" (Kelly, 1998, p. 6).

Keeping lines of communication open through reporting is a "basic requirement of accountability" (Kelly, 1998, p. 6). Reporting encourages informing stakeholders of organizational decisions, in a way that circles back and reports to those who have contributed, the organizational decisions or actions that were related to that area of support. In this way, organizations can demonstrate their accountability, meet requirements that are either legal or moral in nature, and provide constant communication with stakeholders.

The final dimension, relationship nurturing, centers on the effort of an organization to both maintain and continue to build relationships with stakeholders by accepting the "importance of supportive publics" (Kelly, 2001, p. 6). Relationship nurturing can encompass the expansion of involvement by creating pathways for stakeholders to remain engaged and involved in their relationship with the organization.

In 2009, Waters furthered Kelly's work by transforming these concepts into a set of scales. These scales measured stewardship using the four constructs Kelly outlined, and offered an instrument that created an opportunity for stakeholders to report their evaluations of an organization's ability to employ these strategies. In this way, Waters

worked to explore the interplay between the strategies of stewardship and the affective

outcomes stakeholders associated with the organization as a result of those actions.

Affective Outcomes

Often called on to demonstrate their effectiveness and impact as an organization,

a similarly essential outcome is that of relationships. These outcomes provide a

perspective that helps speak to the organization's mission and impact of that work, and

showcases stakeholder perceptions of the organization's ability to carry out that work.

These affective outcomes speak to the attitudes that stakeholders hold toward the

organization and were originally delineated by Hon and Grunig (1999). In this way, Hon

and Grunig worked to assess and measure the outcomes or opinions that stakeholders

held about their relationships with organizations. In 1999, Hon and Grunig, explored

these concepts and determined four components were crucial to the measurement and

understanding of these outcomes:

- Trust

- Control mutuality

- Commitment

- Satisfaction

As affective domains, each of these concepts are situated as attitudes the stakeholder

associates with an organization.

Foundational to the relationship between an organization and its stakeholders is

the concept of trust. Trust focuses on confidence in ability, and the follow through of that

ability. In its original development (Hon & Grunig, 1999), the trust scale measures three

areas: (1) integrity, where both sides of the relationship are fair and just,

(2) dependability, which involves the idea of follow through on promises, and (3) competence, which is concerned with the notion of ability to carry out a promise or action. The idea of trust is one that is central to the interplay between an organization and its stakeholders, and can often predict future behavior and continued engagement (Mayer, Davis, & Schoorman, 1995) if stakeholders perceive less risk in being involved in their relationship with the organization.

Concerning the power that exists between an organization and its stakeholders, control mutuality works to understand the distribution of this power. Situational, power can shift and merge between the organization and the stakeholder (Huang, 2001), and control mutuality explores how power is distributed in the relationship.

Grounded in interpersonal relationships, commitment explores the "extent to which one party believes and feels that the relationship is worth spending energy to maintain and promote" (Hon & Grunig, 1999, p. 20). Exploring behavioral intention, commitment measures assess the predicted future involvement of the stakeholder with the organization.

As originally proposed by Ferguson (1984), satisfaction aims to understand the positive outlook each party has towards the other. Hon & Grunig delineate satisfaction as "the extent to which one party feels favorable toward the other because positive expectations about the relationship are reinforced" (Hon & Grunig, 1999, p. 20). This mutually beneficial approach predicts that if parties are satisfied with their relationships, they are more likely to maintain it (Dwyer, Schurr, & Oh, 1987). Furthering this work, some scholars explored the pathways among these four dimensions, and discovered that

"satisfaction might be a predictor of trust and that trust is an antecedent of commitment" (Ki & Hon, 2007a).

Since their delineation of the affective outcomes of trust, control mutuality, commitment, and satisfaction (Hon & Grunig, 1999), numerous studies have examined the outcomes of relationships between stakeholders and organization in multiple contexts including: manufacturers and retailers (Jo, 2006; Jo, Hon, & Brunner, 2004), higher education institutions and students (Hon & Brunner, 2002; Ki & Hon, 2007b), nonprofit and donors (O'Neil, 2007), municipalities and communities (Hall, 2006), nonprofits and volunteers (Waters & Bortree, 2012), retailers and consumers (Water & Bortree, 2012), political party and members (Waters & Bortree, 2012) and employers and employees (Waters, Bortree & Tindall, 2013). Expanding on these works, we explore the studies that link these affective outcomes to the organizational actions of stewardship strategies.

Empirical Research

Spanning three decades, numerous studies have worked to explore the interplay between stewardship strategies and their subsequent affective outcomes. Following the creation of the stewardship scales (Waters, 2009b), the two frameworks were often conjoined in research studies to explore the interplay between stewardship strategies and their subsequent affective outcomes. These research studies are delineated by year, stakeholder group, and context below.

In his earliest work, Waters (2008a) explored the impact relationship cultivation strategies of stewardship played in donor's perception of the organization as it relates to the affective outcomes. Results showed that donors appreciated all four stewardship strategies, and that these strategies substantially impacted the attitudes or affinity donors

held for the organization. Waters further explored the stakeholder group of donors by delineating them based on the gift amount (Waters, 2011a). Data from donors was analyzed by the demarcation of major gift donors ($10,000+) and annual donors, and path analysis results indicate relationship nurturing on trust having an important influence on both groups. A different analysis of the same data (Waters, 2009a) compared the perspectives of donors as external stakeholders and the fundraising team as internal stakeholders of three nonprofit hospitals. This study found that both "sides of the nonprofit-donor relationship viewed their relationship positively" (Waters, 2009a, p. 145).

Expanding to a new stakeholder group, Waters, Bortree, and Tindall (2013) explored the impact of stewardship strategies on the relationships between employers and employees. For this study, the original scales of stewardship were adapted so that they were applicable in the context of for-profit organizations and government sectors in addition to the previous work that had solely examined non-profit organizations. Similar to previous research, they found that all four relationship cultivation strategies of stewardship impacted the affective outcomes of trust, control mutuality, commitment, and satisfaction.

In 2013, Pressgrove expanded the foundational work of Kelly, Waters, and Hon and Grunig in three ways: (1) by adding a new dimension of loyalty to affective outcomes, (2) exploring stakeholder group differences between donors, volunteers, and donors and volunteers, and (3) producing a five factor scale of stewardship strategies where the dimension of reciprocity was split into two constructs, regard and recognition.

Further research delineated the theoretical, practical, and measurement implications of the advancement of these scales (Pressgrove, 2017).

Understanding that stewardship strategies can strengthen relationships between organizations and stakeholders, Harrison, Xiao, Ott, and Bortree (2017) converged concepts of stewardship strategies, affective outcomes, and involvement to explore the relationship between a nonprofits and volunteers. Results "indicated that involvement plays a role in building the volunteer-nonprofit organization relationship" and "shows how effective stewardship may be in fostering feelings of involvement among volunteers" (Harrison et al., 2017, p. 878).

Outside of the traditional relationships between a stakeholder and an organization, a diverging path of literature explored stewardship in an online platform. Furthering the work of Kelly (2001), Waters (2011b) translated the concepts of stewardship to the digital based platform by exploring the websites of Fortune 100 organizations. As the first review of a for-profit organization and the first analysis through online communication through the framework of stewardship strategies, Waters noted all four strategies of stewardship were employed by these companies, with the dimensions of reporting and reciprocity were more often employed than those of responsibility and relationship nurturing. In the same vein of stewardship strategies in an online setting, Waters, Burke, Jackson, and Buning (2011) examined how the National Football League teams used their websites and Facebook pages to cultivate relationships with fans. Similarly, Waters and Feneley (2013) found that a content analysis of the online presence of Nonprofit Times 100 organizations indicated a majority of engagement with stakeholders through stewardship strategies occurring on their websites, versus other

social media platforms. In the same vein, Pressgrove, McKeever, and Collins (2015) investigated nonprofit stewardship strategies through websites. They found that the strategy of responsibility was dominant on the home and about us pages of their websites, while the strategy of relationship nurturing was more dominant on pages that requested stakeholders to take action or donate. Further, an analysis of presidential and congressional candidates in the 2016 election (Pressgrove & Kim, 2018) found that election candidates more prominently communicated ways stakeholders could support their efforts (relationship nurturing) than demonstrating the candidate's worthiness or credibility.

Spanning more than three decades of exploration (Bruning & Galloway, 2003; Bruning et al., 2004; Bruning & Ledingham, 1999; Coombs, 2000; Feinglass, 2005; Heath & Vasquez, 2001; Ki, Kim, & Ledingham, 2015; Ledingham & Bruning, 1998, 2000; Waters, 2015) the relationships that exist between organizations and stakeholders, the stewardship strategies that serve to strengthen these, and the affective outcomes of those strategies, proves relevant across multiple contexts and sectors and with multiple stakeholders. The foundational exploration of these strategies and outcomes has proven critical to maintaining and cultivating relationships in industry, government, nonprofit organizations, higher education, membership organizations, and for profit organizations. We look, here, to more deeply understand how these strategies and outcomes translate to the work of a public service organization, spanning both public and private partnerships.

The Cooperative Extension System

In 1862, President Abraham Lincoln signed the Morrill Act, which designated federal land to each state for the establishment of a public institution. Created by

Representative Justin S. Morrill of Vermont (Duemer, 2007), the Morrill Act sought to provide university access to individuals who had previously lacked the ability to attend. From inception, the vision of these universities was to provide the working class a practical education through subjects like agriculture, military tactics, home economics, and mechanics, in a time when universities were private, expensive, and offered a liberal arts education. The Morrill Act "was an economic development initiative by which the young federal government hoped to encourage prosperity through widespread education in agricultural and practical arts" (Roper & Hirth, 2005, p. 4).

Upon passage of the Morrill Act, land was given to each state, 30,000 acres for each senator and congressional representative in the state, and resources were provided for the creation of a higher education entity. The designated land could be "used or sold to raise funds for a state land-grant college" (Franz & Townson, 2008, p. 6). With "no single piece of legislation in American intellectual history whose principle has been so inexhaustibly transforming, or whose benefits have been so profuse and permanent" (Taylor, 1981, p. 36), the establishment of land-grant universities gave an opportunity to individuals from across the state to access the knowledge historically held only by those who attended private universities. "It was the principle behind their establishment that was without historical precedent. That principle asserted that no part of human life and labor is beneath the notice of the university or without its proper dignity…. this was their social contract" (McDowell, 2001, p. 3). The university was created to assist people in their lives, and bring education and knowledge that might help achieve a better life, the Morrill Act "was a declaration of the dignity of the common life" (Taylor, 1981, p. 38).

In 1890, the second Morrill Act provided additional endowments for the establishment of 17 land-grant universities that were to provide educational access to minority populations. As a "an appropriations bill that provided federal support for existing land grant colleges" (Zacharakis, 2008, p. 16), the second Morrill Act prohibited the "distribution of money to states that made distinctions of race in admissions" (National Association of State Universities and Land-Grant Colleges, 2008, p. 3). Skirted by the current climate of separate but equal politics, universities were eligible for these additional funds if they created a separate university for minority populations. "At the time, 18 historically black colleges and universities were designated or formed, mostly across the South. In particular, 1890 land-grant colleges were charged with serving limited-resource audiences" (Franz & Townson, 2008, p. 6). Many years later, in 1994, a third wave of funding was given to universities who served the Native American population.

In September 1913, the Agricultural Extension Bill was introduced by A. Frank Lever of South Carolina and Hoke Smith of Georgia. The bill proposed for an agricultural extension system that would authorize "the appointment of two farm demonstration agents in each of the nation's 2,850 rural counties" and "was to be financed equally by the federal grants-in-aid and appropriations by the state legislature" (Grant, 1986, pp. 111-112). In 1914, the bill passed with modifications, and the Cooperative Extension System was created. Each land-grant university was now associated with a Cooperative Extension System, and both worked jointly to expand the idea of sharing research-based knowledge with everyone with the intent of helping all achieve a better life.

Cooperative Extension professionals worked originally in agriculture, but ultimately expanded to family and consumer sciences (previously known as home economics), community and economic development, and 4-H positive youth development. Through demonstrations, local Cooperative Extension professionals, helped improve the process and production of agricultural crops, and the preparation and preservation of food (National Institute for Food and Agriculture, 2019a).

Today, more than 100 land-grant universities exist, and through their auspices, over 3,000 Cooperative Extension System locations work to serve communities across the country (National Institute for Food and Agriculture, 2019a). Communities are served through a multi-tiered structure that includes financial support, partnership, and programmatic guidance from the federal, state, and local level. Variations exist between states, but overall, the Cooperative Extension System operates on levels similar to the funding it receives: national, state, and local. The national partner of the Cooperative Extension System is the National Institute of Food and Agriculture (NIFA), an agency of the United States Department of Agriculture (USDA). On the state level, the Cooperative Extension System is housed within the land-grant university, and at the local level within a majority of counties or parishes across the nation.

The university's mechanism for public service, the Cooperative Extension System re-envisioned its approach to delivering knowledge, and found itself shifting into a model of community engagement, with "two-way interactions of mutual benefit" (Roper & Hirth, 2005, p. 13) between and among Cooperative Extension, the communities it serves, and the people who live and work in those communities. This notion of community engagement as a function of the Cooperative Extension System, is carried out

by Cooperative Extension professionals locally, as members of the community they serve. These professionals do this informally through partnerships, collaborations, and relationships with individuals, organizations, businesses, and government entities. Formally, they accomplish this role through extending lifelong learning through the programmatic areas of community and economic development, family and consumer sciences, agricultural and natural resources, and positive youth development.

4-H and Positive Youth Development

Within the Cooperative Extension System, 4-H, focusing on positive youth development, believes in the power of youth and works to empower youth with skills to lead for a lifetime (National 4-H Council, 2019). Often cited as the most widely recognized Cooperative Extension System program (Franz & Townson, 2008), 4-H programs are offered and facilitated by Extension professionals for youth across the nation and in varying geographies. Nationally, 4-H reaches almost six million young people through a community of 100 public universities (National 4-H Council, 2019) and operate as America's largest youth development organization. Additionally, independent 4-H programs operate in more than 50 countries around the world. Through "school and community clubs, in-school and after-school programs and 4-H camps…programs are delivered by 3,500 4-H professionals" (National 4-H Council, 2019, para. 6) in every state across the nation. Although varied and diverse in their delivery, programs focus on core content areas of science and agriculture, healthy living, and civic engagement for youth 8-18, and work to develop confidence, creativity, curiosity, leadership, and resiliency (National 4-H Council, 2019). The four H's symbolize the "development of the Head (to think, plan, and reason), the Heart (to be concerned with the welfare of others,

accept responsibility of citizenship, and develop positive attitudes), the Hands (to be useful, helpful, and skillful), and Health (to practice healthy living, enjoy life, and use time wisely)" (Georgia 4-H, 2019, para. 2).

As an organization, 4-H "promotes positive youth development by giving youth opportunities to get involved and develop to their full potential" (National Institute for Food and Agriculture, 2011, para. 2). This is accomplished through eight essential elements that are critical to the efficacy of the organization's work. These elements are synthesized from "traditional and applied research characteristics that contribute to positive youth development" (National Institute for Food and Agriculture, 2011, para. 1). The elements include a: (1) positive relationship with a caring adult, (2) a safe environment, (3) an inclusive environment, (4) engagement in learning, (5) opportunity for mastery, (6) opportunity to see oneself as an active participant in the future, (7) opportunity for self-determination, and (8) opportunity to value and practice service for others (National Institute for Food and Agriculture, 2011). Core to the development and offering of 4-H programs, these essential elements, in combination, "help professionals and volunteers ensure that experiences, program, and activities intentionally offer opportunities for hands-on, experiential learning in environments where youth feel safe, can master new skills and abilities, and develop the confidence they need to contribute to their local communities in a positive way" (National Institute for Food and Agriculture, 2011, para. 1).

Resulting from the implementation of these essential elements in positive youth development programming through 4-H, research shows that 4-H youth excel beyond their peers (National 4-H Council, 2013). A longitudinal study conducted by the Institute

for Applied Research in Youth Development at Tufts University "discovered that the structured out-of-school time learning, leadership experiences, and adult mentoring that young people receive through their participation in 4-H plays a vital role in helping them achieve success" (National 4-H Council, 2013, p. 2). Findings from this decade long research project indicate that 4-H youth are:

- Nearly four times more likely to make contributions to their communities

- About two times more likely to be civically active

- Nearly two times more likely to participate in science programs during out-of-school time

- Nearly two times more likely to make healthier choices (National 4-H Council, 2013 p. 2).

The study worked to assess the key characteristics of positive youth development programming: (1) competence, (2) confidence, (3) character, (4) connection, and (5) caring, in the context of 4-H. Through the inputs of positive youth development, and the outcomes of 4-H youth, we can see the impacts as the contribution of youth to their communities and a reduction in risky behaviors. In this work "the potential for change is a core strength of all youth – a strength that can be built upon. This strength is cause for optimism for it means we can positively influence the life paths of all children" (National 4-H Council, 2013, p. 3).

Organizationally, 4-H is provided programmatic and partnership leadership through both public and private entities. Publically, 4-H is situated in the United States Department of Agriculture, at the National Institute of Food and Agriculture. Privately,

4-H is supported through National 4-H Council, a foundational nonprofit entity with fundraising and marketing capacities.

Rooted in as an agency of the federal government, the United States Department of Agriculture provides leadership on "food, agriculture, natural resources, rural development, nutrition, and related issue on public policy, the best available science, and effective management" (United States Department of Agriculture, 2019a, para. 1). The department is comprised of 29 agencies, one of which serves as the home base for 4-H, the National Institute of Food and Agriculture. As an agency, it works to "invest and advance agricultural research, education, and extension to solve societal challenges" (United States Department of Agriculture, 2019b, para. 13). Within NIFA, 4-H is housed in the Institute of Youth, Family, and Community. This division works to "give young people the capacity to act as responsible citizens and agents of community change" (National Institute for Food and Agriculture, 2019b, para. 5). The division supports 4-H by focusing on: (1) program quality and accountability, (2) access, equity, and opportunity, and (3) learning (National Institute for Food and Agriculture, 2019b).

The counterpart to the programmatic oversight provided by USDA, National 4-H Council works to increase resources and investments for 4-H programs to provide greater accessibility and more diverse opportunities to youth across the nation. The nonprofit organizational entity is comprised of an executive leadership team and a Board of Trustees. In this way, National 4-H Council supports national and state 4-H programming by focusing on soliciting external financial support, brand management and marketing, communication support, and legal and fiduciary services (National 4-H Council, 2019).

Operated through the Cooperative Extension System, and in partnership with communities across the nation, 4-H on a state level operates similarly to its umbrella organization on the national level. In Georgia, 4-H is housed at the University of Georgia, within the College of Agricultural and Environmental Sciences, Cooperative Extension. A unit of the College, 4-H is provided programmatic oversight by a State 4-H Leader employed by the land-grant university. Georgia 4-H programs are based in university research, and supported by public service faculty members at the University and across the state. Complimenting this programmatic effort, the Georgia 4-H Foundation supports Georgia 4-H through securing private partnerships and financial support. In this way, Georgia 4-H connects "both public and private resources to the single purpose of helping young people" (Wessel & Wessel, 1982, p. xiii). Nonprofit status is determined by the Internal Revenue Service for Georgia 4-H, and extends to all 159 counties that facilitate 4-H programming throughout the state.

Local Program Delivery and Stakeholders

Coalescing federal and state programmatic and financial support, 4-H is facilitated by 4-H professionals on a local level. This community based programming varies based on the county or parish in in which the program is located, and is tailored to meet the needs of the community and its constituents. Programming occurs in a variety of settings, with local programs encompassing delivery models both in and out of school systems, and some providing content specific materials. Local program delivery is given leadership by the 4-H professional in that community. Often hired for their expertise in educational content delivery, 4-H professionals and educators are frequently called upon

to engage in their community, to cultivate and manage relationships, and to steward the relationships of multiple stakeholders to accomplish the broader mission of 4-H.

Expanding their operating network, 4-H professionals rely on the support of fundraising and financial support of donors, as well as the commitment of time and expertise from volunteers. These external stakeholders support the mission of the 4-H organization, and are extensions and advocates of the program in their local community. Volunteers provide leadership through donations of their time and expertise. This is often accomplished by accompanying youth on trips, leading programmatic clubs, and providing leadership for events. Donors support local program delivery through contributing with their finances or resources. Donors support 4-H efforts financially and serve as advocates of the program, connectors with other organizations or businesses, and may even solicit other external gifts from within their networks.

This union of federal, state, and local support and leadership serves as the foundation for 4-H across the country (Sternberg, 2014). Linking the research and programmatic support of state and national partners, and adapting 4-H to meet the needs of the community in which it exists, is the work of local 4-H professionals. This connective work involves ascertaining educational content needed by the local community, providing it in a relevant way to youth, and supporting the relationships that can work to increase the breadth and depth of this programming.

Implications of Literature for the Study

The foundational framework of the affective outcomes coupled with strategies of stewardship explores the ways in which stakeholders enter into, maintain, and value their relationships with an organization. As discussed in this chapter, this framework situates

the lens to view the relationship between the Cooperative Extension System (Georgia 4-H), the stakeholders it depends on (donors and volunteers), and its role as a mechanism for public service. Overall, this study is impacted in two ways by the existing literature.

First, the existing literature provides an understanding of the landscape of the strategies of stewardship and the outcomes of managing these relationships. These dimensions inform how organizations engage, maintain, and cultivate these stakeholders to work toward achieving their organizational mission. By defining the field that crosses public relations and fundraising, we can better understand the structural concepts that comprise these larger frameworks. Both stewardship strategies and their affective outcomes enlighten how organizations approach their stakeholders.

Second, it's clear that exploration is still needed in new contexts and with new stakeholder groups. The existing literature is largely based in the context of nonprofit organizations and their relationships with donors (O'Neil, 2008; Van Puyvelde, Caers, Du Bois, & Jegers, 2012; Waters, 2009b; Worley & Little, 2002), and these studies show that stewardship strategies strengthen the relationship between these donors and nonprofits. If this is true, we can begin to explore how this work can be applied to different stakeholder groups like volunteers (Hernandez, 2012; Millette & Gagné, 2008; Vecina, Chacón, Marzana, & Marta, 2013; Yanay & Yanay, 2008) and those stakeholders who simultaneously span multiple roles as donors and volunteers (Pressgrove, 2013). Additionally, we can see how these stewardship strategies influence the work of organizations in a public service sector that spans both public and private partnerships.

The study of the relationships that exist between stakeholders and organizations spans literature found in public relations and fundraising. It is a process that has been

explored, but divergences exist in definition and dimensions. The literature explored

related to theoretical context of this research study provides an overview of the nature of

interplay between stewardship strategies and stakeholder's affective outcomes.

Additionally, it explores the practical context of the study through the public service

function of the land-grant university, Cooperative Extension, and one of its programmatic

roles in the area of positive youth development with 4-H.

In this way, this research works to expand upon the existing body of literature by

exploring how varying stakeholder groups engaged with a public service organization,

perceive their relationship as a commitment that "binds both parties to work toward a

common goal" (Hernandez, 2012, p. 173).

CHAPTER 3

METHODOLOGY

This chapter delineates the methodological details employed to accomplish the purpose of this study. The purpose of this study is to examine the interplay of stewardship strategies and their affective outcomes among Georgia 4-H stakeholder groups. To accomplish this purpose, the following research questions were proposed:

1. To what extent do stakeholders perceive Georgia 4-H to be employing the stewardship strategies of reciprocity, responsibility, reporting, and relationship nurturing?

2. To what extent do stakeholders associate affective outcomes of trust, commitment, satisfaction, and control mutuality to their relationship with Georgia 4-H?

3. To what extent do stewardship strategies, individually and jointly, explain observed variation in affective outcomes?

4. To what extent do personal characteristics explain stewardship strategies and affective outcomes?

5. In their own words, what do stakeholders value about their relationship with Georgia 4-H?

This chapter will explore the study through seven sections: (1) conceptual framework, (2) instrumentation, (3) study population, (4) data collection, (5) data preparation, (6) data analysis, and (7) limitations.

Conceptual Framework

The pivotal piece of the land-grant university lies in "taking the university to the people" (Rasmussen, 1989), through public service, an endeavor that provides practical knowledge to individuals throughout the state regardless of their participation in the university system. One of the original frameworks for community engagement, the Cooperative Extension System works to solve complex issues in the communities it serves. The organization and the people who serve it, operate as "the connector and catalyst for sharing knowledge between academic and practitioner" (Mull et al., 2018, p. 131), but at an even more distilled level, they serve as a connection among and between people. This pivotal role relies heavily on relationships with multiple publics and stakeholder groups to resolve these complex issues and challenges. A constant thread in the Cooperative Extension System and its function of community engagement, relationships are critical to the success of both the mission and vision of the organization and its influence on the vitality of communities across the nation.

We look to understand how stakeholders evaluate and perceive the Cooperative Extension System, and specifically Georgia 4-H, as an organization that pursues, cultivates, and manages meaningful relationships. These stakeholders will shed light on how Georgia 4-H employs the stewardship strategies, and how this influences the affective outcomes they hold. With these aims, the study is situated in the intersection of two frameworks: the first explores the strategies of stewardship employed by

organizations as they work to maintain and cultivate relationships with stakeholders

(Waters et al., 2013), and the second outlines the affective outcomes of relationships

between organizations and stakeholder (Hon & Grunig, 1999). These conceptual

frameworks provide parameters that help understand how Georgia 4-H is perceived in

employing strategies and practices that encourage, cultivate, and maintain relationships.

The factors of these established frameworks are delineated through eight constructs. Each

framework is comprised of four constructs with stewardship strategies encompassing: (1)

responsibility, (2) reporting, (3) reciprocity; and (4) relationship nurturing. The second

framework details the affective outcomes illustrated by: (1) trust, (2) control mutuality,

(3) satisfaction; and (4) commitment. All eight constructs are further defined in Table 3.1

and 3.2, and compared in Table 3.3.

Table 3.1

Dimensions of Stewardship Strategies

Constructs	Definition
Reciprocity	By which the organization demonstrates its gratitude for supportive beliefs and behaviors.
Responsibility	Organization acting in a socially responsible manner to those who have supported it.
Reporting	A basic requirement of accountability that involves communication which informs stakeholders of organizational decisions.
Relationship Nurturing	Organizational care taken in the establishment and maintenance of relationships.

Table 3.2

Dimensions of Affective Outcomes

Constructs	Definition
Trust	A level of confidence in an organization comprised of three dimension: (1) integrity, (2) dependability; and (3) competence.
Control Mutuality	The degree to which parties agree on who has the rightful power to influence one another.
Commitment	The extent to which one believes that the relationship is worth spending energy to maintain and promote.
Satisfaction	The extent to which each party feels favorably toward the other because positive expectations about the relationship are reinforced.

Table 3.3

Comparison of Strategies and Outcomes

Framework	Definition
Stewardship Strategies	Actions employed by an organization to establish, cultivate, and maintain relationships with stakeholders.
Affective Outcomes	Attitudes held by stakeholders towards an organization, as a direct result of their interaction with the organization and its employment of stewardship strategies.

Drawing from these two paradigms, a singular conceptual model was created to better outline the underpinning assumptions of this research. Figure 3.1 gives visual representation to this conceptual model.

Organizational Roles

- Donor
- Volunteer
- Donor & Volunteer

Stewardship Strategies

- Reciprocity
- Responsibility
- Reporting
- Relationship Nurturing

Affective Outcomes

- Trust
- Commitment
- Satisfaction
- Control Mutuality

Personal Characteristics

- Gender
- Age
- Years of Service
- 4-H Alumnus
- Parent of 4-H'er
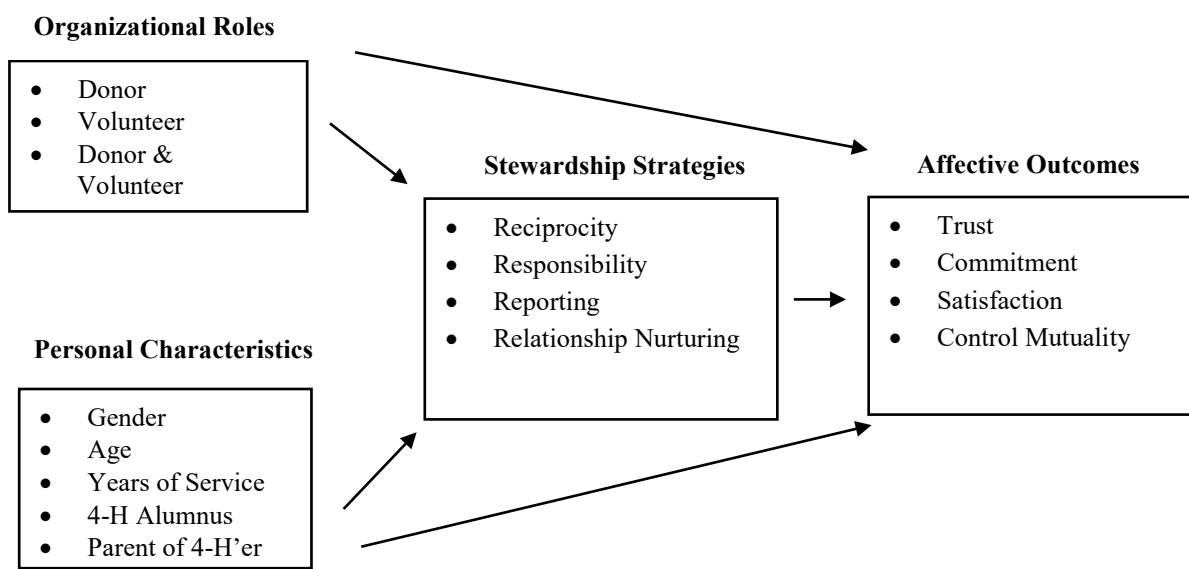
Figure 3.1 *Conceptual Model of the Study*

Instrumentation

Looking to better understand the nature of stewardship strategies and affective outcomes through the lens of a public service entity, Cooperative Extension System, specifically Georgia 4-H, necessitated a unique study design, and therefore unique instrumentation. The instrument used in this study is multifaceted and is comprised of constructs and measures from multiple studies and instruments. To build the instrument, existing surveys from previous stewardship strategies and affective outcomes research were reviewed, selected, and ultimately merged and transformed into a single instrument. The use and merger of existing instruments for this research study can be justified as the

measures had each demonstrated a strong level of reliabilities and construct validity in previous studies (Eyun-Jung & Hon, 2007; J. E. Grunig & Huang, 2000; L. A. Grunig, Grunig, & Dozier, 2002; Heath & Vasquez, 2001; Ki & Hon, 2007b; Ledingham & Bruning, 2000; Rhee, 2007; Waters, 2008b).

The instrument was administered in an online survey platform. The survey was designed with the goal of Georgia 4-H donors and volunteers reporting their perceptions of stewardship strategies and the affective outcomes they account from their experience with this organization. The following four-stage process (Table 3.4) was carried out to craft the research instrument: (1) identification of existing measures for research variables, (2) initial revision to the survey items, (3) pre-pilot reviews of the survey questionnaire; and (4) pilot study.

Table 3.4

Development of a Research Instrument

Stage	Activity
Identification of Existing Measures for Research Variables	• Reviewed previous research • Selected measures with strong reliability and validity
Initial Revision to the Survey Items	• Adopted short scales • Revised wording
Pre-Pilot Reviews of the Survey	• Held a survey critique session • Collected feedback from expert reviewers
Pilot Study	• Conducted an online survey with 61 survey participants

From this, an instrument was adapted, developed, and finalized with the purpose of measuring the following areas: (1) the predictor variables (organizational roles and personal characteristics), (2) strategies of stewardship, and (3) the affective outcomes. The constructs that comprised the strategies of stewardship were the central tenets of the instrument. The remaining areas were included to measure the predictors and outcomes of implementing these strategies with stakeholders.

Identification of Measures for Research Variables

Measures utilized in this research study were selected by reviewing research on strategies of stewardship and affective outcomes, and other empirical studies conducted in the fields of public relations, nonprofit organizations, and fundraising. Properties of the selected measures for this study are explored below.

Affective outcomes. The instrument to measure relationship management outcomes used in this study was developed by Hon and Grunig (1999). Most commonly these scales are referenced in the literature as organization-public relationships or OPR. The instrument sought to develop a reliable relationship measurement scale, and offered a way for organizations measuring short-term outputs and outcomes to shift their focus on measuring relationships. Concurrently, this shift was noted in the field of public relations as evidenced by a transition in practices and literature emphasizing the essential nature or relationships rather than the historical emphasis that had been placed on communication. Indicators of relationship management outcomes were derived from the literature surrounding interpersonal communication and psychology. They rewrote those items to emphasize their applicability, and distributed a fifty-two item questionnaire. The relationship outcomes items were measured using a nine-point Likert scale ranging from

strongly disagree (1) to strongly agree (9). Following the pilot, they eliminated a few items, and revisited each of the scales, pulling the top four or five reliable items to see if a shorter scale would give the same reliability. Measures of reliability were expressed by Cronbach's Alpha, which indicates how well items in a construct correlate with each other. Both the long and short versions of each scale tested above .70, with the majority lying closer to .90. This foundational instrument has been widely used to measure the relationships that exist between organizations and their publics (Eyun-Jung & Hon, 2007; J. E. Grunig & Huang, 2000; Huang & Zhang, 2012; Kang, 2012; Ki & Hon, 2007b; Mohammed, 2014).

Stewardship strategies. Items that seek to measure the relationship cultivation strategies of stewardship were based in Kelly's (1998) seminal work that highlighted relationship cultivation and suggested four strategies that comprised stewardship. Building upon this work, (Waters, 2009b) designed a survey that combined the affective outcomes with the creation of scales that would measure the four dimension of relationship cultivation strategies of stewardship. The scales were built through seven steps as outlined by DeVellis (1991). Following the creation of this initial set of scales, in 2013, Waters modified the stewardship scales which focused on the nonprofit organizations and their relationships with donors, to be applicable and relevant to employees in additional organizational sectors. Similar to the affective outcome scales, the stewardship scales utilized a nine-point Likert scale from strongly disagree (1) to strongly agree (9). Each of the four strategies of stewardship were measured with four items. All scales were deemed reliable as Cronbach's Alpha values ranged from .84 to .93.

Initial Revision to the Survey Items

Prior to conducting initial revision to the survey items, letters were sent to all

three authors who developed the scales for their permission to utilize their scales. The

letters were emailed, and approval was received from each individual. These letters and

approvals are detailed in Appendix A. Because of each instrument's long run of

reliability and extensive testing, the research team attempted to maintain items as they

existed in the original instruments. The first revisions were made in the determination to

utilize short scales of constructs if available. These considerations were given related to

potential partial response from participants due to a lengthy survey. Specifically,

shortened versions of the affective outcome scales (OPR) were selected (trust, control

mutuality, satisfaction, and commitment). The final selection of these items resulted in

six items for trust, five items for control mutuality, five items for commitment, and five

for satisfaction.

Related to the strategies of stewardship, the adapted Waters et al. (2013)

instrument was selected based on the broad applicability to multiple stakeholder groups,

and the revised wording of items. The final selection of these items produced four items

for reciprocity, four items for responsibility, four items for reporting, and four items for

relationship nurturing.

Through the lens of their role as a donor or volunteer, participants were asked to

answer the 37 items related to affective outcomes and strategies of stewardship. Within

those 37 items, the only wording that was changed included the item adaptation from "the

organization" which was replaced with "Georgia 4-H". It was also noted in the survey

that "people like me" refers to the role they selected as their primary relationship with

Georgia 4-H. This language was updated in an effort to ask participants to respond based on their experience with any level of Georgia 4-H. As an organization that operates throughout the state in all 159 counties, experiences, relationships, and perceptions will all be different. However, all branches and people of the organization represent the larger organization of Georgia 4-H. In this way, the organization was referenced as "Georgia 4-H" in the instrument.

Both instruments utilized a nine point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (9). Based on recommendations from committee members and supported by a Chomeya (2010) study that compared test with five point and six point Likert scales. Results from the study indicate that six point scales showed better results than five point scales in terms of discriminant validity and reliability. From this review and discussion, all nine point scales were converted to a six point Likert scale ranging from strongly disagree (1) to strongly agree (6).

Pre-Pilot Reviews of the Survey

One formal critique session was conducted to ensure that the survey items had adequate face validity and that the item wordings were appropriate and understandable for respondents drawn from the target population (Fraenkel & Wallen, 2003). In the critique session, one scholar with expertise in quantitative research and five graduate students with work experience in public service organizations participated. Eight construct sheets were distributed to them. Each sheet had one construct name, definition, and items measuring the construct. The participants provided comments and had discussions about items for each construct. The feedback and discussions addressed that (a) survey items reflected the construct that they were intended to assess, (b) the terms

and wordings were understandable for all groups of stakeholders, and (c) the items within each construct were not redundant. In the discussion, all of the participants agreed that the items covered and measured the targeted constructs. Additionally, in an effort to triangulate results and provide a deeper understanding of the scales, one open-ended question was added. The question "what do you value about your relationship with Georgia 4-H" works to help enrich quantitative data received through the survey.

Pilot Study

Prior to the main study, a pilot study was conducted to determine the extent to which (a) the instrument performs as desired, (b) the survey items capture the differences between individual participants (variance and distribution), (c) the items are consistent in terms of measuring respective constructs (reliability), and (d) the dimensions consisting of the survey are associated with one another (Devellis, 2012).

To administer a survey for the pilot study, an online survey was created using the platform, Qualtrics™. Two versions of the survey were created to better speak to its intended population, and tailored to include language that described their role as either a donor or a volunteer (Appendix B). To collect data, the State 4-H Leader, Georgia 4-H Volunteer Specialist, and the Georgia 4-H Foundation Executive Director were contacted.

Communication was established with 200 individuals (100 donors and 100 volunteers) through a series of emails. First, the volunteer list received an email from the State 4-H Leader and the Georgia 4-H Volunteer Specialist informing them of the survey. Similarly, the donor list received an email from the State 4-H Leader and the Executive Director of the Georgia 4-H Foundation. The following day, individuals received an email from Qualtrics™ with the link to the survey. If the survey was not completed, a

week later a reminder was sent informing them that the survey would close the following

day. The survey was administered during April 2019. A total of 61 responses were

collected. A brief description of the results from the pilot test is provided in this section,

and a detailed report is provided in Appendix C.

Following data collection, the data were analyzed in terms of distributions and

reliabilities among the scales. The distributions of the scales showed that the survey items

captured differences between individual respondents. The vast majority of the items in

the scales used all six data points, with a few using five or four data points, and none

using three. Additionally, reliability coefficients reinforced strong reliabilities of the

scales measuring stewardship strategies that include reciprocity (.90), responsibility (.86),

reporting (.78), and relationship nurturing (.90). Additionally, the reliability coefficients

showcased similar reliabilities for the scales that measure affective outcomes that include

trust (.95), control mutuality (.93), commitment (.93), and satisfaction (.97). Considering

the sample size of the pilot study, it was determined that all the dimensions the

constructed the survey questionnaire showed reasonable results related to variance and

reliability. From this analysis, it was decided to use this instrument for the main study

with minor revisions.

Study Population

The population for this study was current University of Georgia (UGA),

Cooperative Extension System, Georgia 4-H volunteers and Georgia 4-H Foundation

donors. As a current group of key stakeholders to this organization, they were best suited

to give their perception of stewardship strategies and inherent affective outcomes through

their relationship with Georgia 4-H.

For the purpose of this study, volunteers are defined as adults that have been screened and approved by Georgia 4-H as a volunteer able to work with youth. Volunteers for Georgia 4-H are background checked through the university's human resource department like any other employee, and additionally must complete a reference check and pass a knowledge-based quiz associated with a risk management training video. For the purpose of this study, volunteers are individuals who served during the 2018-2019 4-H program year (August 1, 2018 – April 1, 2019) and have passed their risk management training quiz. Other levels of volunteers give of their time to Georgia 4-H, but the volunteers associated with this research study, are current volunteers who have the ability to supervise youth and are screened to the highest level within Georgia 4-H.

Donors have been defined as financial contributors to the Georgia 4-H Foundation, the foundational counterpart to Georgia 4-H, established as an entity that can receive and acknowledge financial support where donations are acknowledged as tax exempt. These donors have given financial support during the most the recent fiscal and calendar year (January 1, 2017 – April 1, 2019).

Stakeholders who spanned contact lists were ultimately relegated to one list, rather than sitting on multiple lists for ease of communication. When completing the instrument participants self-selected their role (donor, volunteer, donor and volunteer). In an effort to prepare sample lists, the following steps were taken. First, employees were removed from the donor list. It is believed that individuals serving as current employees of the organization could not be considered external stakeholders and would have a hard time separating their role as a part of the organization. Because of their role as an internal stakeholder, they were removed. This was accomplished through identifying those

individuals who contributed to the Georgia 4-H Foundation through payroll deduction.

Additionally, a list of current employees was requested from the UGA College of

Agricultural and Environmental Sciences Business Office, and compared to the list of

donors. Individual identity was confirmed through matching names, addresses, and/or

email addresses. This step was not warranted with volunteers, as the volunteer report had

parameters that did not allow for employees to be included on this list. Secondly, donors

who appeared on both the donor and volunteer list, were pulled from the volunteer list.

This was decided based on the expansive number of volunteers and their contact

information that is available.

     A report that included contact information for Georgia 4-H Foundation donors,

and Georgia 4-H volunteers was pulled from their respective databases, Raisers Edge and

Georgia 4-H Enrollment. Each contact list was provided in a Microsoft Excel format.

Table 3.5 details the parameters set for pulling each of these reports.

     The volunteer list yielded 2,598 individuals. Duplicates based on the same first

name, last name, and city had already been extracted. The researcher then sorted the list

based on email address. Individuals with no valid email address were removed, which

resulted in a final list of 2,567 individuals. Using an online random number generator, a

random sort of numbers was generated with numbers ranging from 1 to 2,567 in a

column. These numbers were inserted as a column to the left of the first data field within

the Microsoft Excel spreadsheet. Once pasted, the whole spreadsheet was sorted

numerically. This gave a completely random order to the list.

Table 3.5

Parameters for Target Population Information Reports

Population	Parameters
Georgia 4-H Foundation Donors	• Individuals that donated between January 1, 2018 and the date the report was pulled (March 15, 2019) • Requested their name, mailing address, and email address
Georgia 4-H Volunteers	• Individuals that served between August 1, 2018 and the date the report was pulled (March 21, 2019) • Individuals that had completed their "Risk Management Online Training Quiz" denoting their "screened status" • Requested their name, mailing address, and email address

From this master list, the first 100 individuals (numbers ranging from 1 to 100) were pulled and utilized as a population for the pilot survey. The next 700 individuals were identified from the volunteer list (numbers ranging from 101 to 801) as target population for the main study. Each email address was imported into Qualtrics™ and an email communication schedule with embedded survey links was created. The same process was completed to create a donor pilot participant list. The contact information was requested and pulled from the Raiser's Edge database. The list was exported as Microsoft Excel spreadsheet, and the original list contained 906 individuals. This list was sorted by email address. Individuals who had no email address listed were removed. An additional sort was done to ensure that current Georgia 4-H employees were not included in the list. These individuals were identified by their UGA email address and by the researcher's knowledge and interaction with them based on a UGA Extension employee

list requested from the College of Agricultural and Environmental Sciences Business Office. Once compared and removed, 749 individuals remained on the list.

In the same vein as the list of volunteers, a random number list ranging from 1 to 749 was generated online, and inserted to the left of the first data field. The whole spreadsheet was sorted in numerical order, and the first 100 individuals were (numbers ranging from 1 to 100) constituted the pilot survey population and 649 were identified from the donor list for the target population of the main study (numbers ranging from 101 to 749). Each email address was imported into Qualtrics™ and an email communication schedule with embedded survey links was created. All participants received unique survey links generated by Qualtrics™ and everyone had the option to opt out of future communication.

From these lists, 43 emails from the donor list were undeliverable, and 10 emails were undeliverable from the volunteer list, yielding a total participant list of 1,296. From these individuals, 433 survey responses were recorded in Qualtrics™ with a response rate of 33.4%. Responses were reviewed and 48 were removed based on incomplete surveys. The final sample size for this study was 385 (Table 3.6).

Table 3.6

Data Collection Responses

Number	Percentage	Description
1,296	100%	Unique collection links distributed
467	36.03%	Surveys started of the unique collection links distributed
433	33.41%	Completed surveys
385	29.71%	Usable surveys

Sample Characteristics

The sample consisted of 385 Georgia 4-H volunteers and Georgia 4-H Foundation donors. Through the survey, demographic information about the participants was collected on age, gender, 4-H alumnus status, 4-H parent status, race and ethnicity, education levels, employment status, and their role or relationship with Georgia 4-H. All demographic information, except for their relationship with Georgia 4-H, was optional to report. Related to age, a wide range of individuals, from 19 to 80, participated in the survey. In terms of gender, 60.6% were female and 39.4% were male. As for educational levels, 78.3% had obtained higher education following high school. Related to their current employment status, the majority (62.1%) held full-time jobs while 18.5% reported their status as retired. Looking to their experience with Georgia 4-H, 64.9% were alumni of the program and 62.8% were either a current or previous parent of a 4-H'er. Responding to their relationship with Georgia 4-H, 48.8% self-reported a role as a volunteer, 27.8% reported a role as a donor, and 23.4% reported a dual role as volunteer and donor. As such, the sample for this study covered a wide range of demographic characteristics (Table 3.7).

Table 3.7

Personal Characteristics of Study Respondents (n=385)

Variable		Value	
Age (n = 357)		M = 50.0	SD = 14.41
Gender (n = 355)			
	Male	n = 140	39.4%
	Female	n = 215	60.6%
4-H Alumni (n = 367)			
	Yes	n = 238	64.9%

Table 3.7 (continued)

	No	n = 129	35.1%
4-H Parent (n = 366)			
	Yes	n = 230	62.8%
	No	n = 136	37.2%
Race and Ethnicity (n = 337)			
	White/Caucasian	n = 316	93.8%
	Black/African-American	n = 14	4.2%
	Asian/Asian-American	n = 2	0.6%
	Multiracial	n = 5	1.5%
Level of Highest Educational Degree (n = 365)			
	No Diploma	n = 1	0.3%
	High School/ GED	n = 53	14.5%
	2 Year Degree	n = 49	13.4%
	4 Year Degree	n = 102	27.9%
	Graduate Degree	n = 135	37.0%
	Other	n = 25	6.8%
Current Employment Status (n = 367)			
	Full-Time	n = 228	62.1%
	Part-Time	n = 28	7.6%
	Unemployed	n = 1	0.3%
	Retired	n = 68	18.5%
	Student	n = 15	4.1%
	Full Time Homemaker	n = 16	4.4%
	Other	n = 11	3.0%
Relationship with Georgia 4-H (n = 385)			
	Donor	n = 107	27.8%
	Volunteer	n = 188	48.8%
	Volunteer/Donor	n = 90	23.4%

Data Collection

After analyzing the data collected from the pilot study and receiving approval from committee members with minor revision, an online survey was created for each stakeholder group using Qualtrics™ to represent the final instrument (Appendix D and Appendix E) for the study. The final survey instrument and documents related to participant recruitment (Appendix F) and consent information (Appendix G) were submitted to the Institutional Review Board at the University of Georgia. Upon receiving approval from IRB, population lists were finalized, and an introductory email was sent to them from either the State 4-H Leader and the 4-H Volunteer Specialist or the State 4-H Leader and the Executive Director of the 4-H Foundation. As described above, contact information was obtained from the university personnel database as requested through the College of Agricultural and Environmental Sciences Business Office, the Georgia 4-H Foundation database (Raiser's Edge), and the Georgia 4-H volunteer database (Georgia 4-H Enrollment).

The Tailored Design Method created by Dillman, Smyth, and Christian (2014) was utilized, which emphasizes the importance of tailoring each survey to best suit the contingencies of populations and the situation. Features of the survey were tailored for this specific research study including the survey mode, sample, contacts, and questionnaire design (Dillman, Smyth, & Christian, 2009).

Respondents were contacted multiple times in an effort to increase response rate. Each contact or request was varied in its message (Table 3.8). Respondents were (1) contacted prior to the survey by the State 4-H Leader and 4-H Volunteer Specialist or the State 4-H Leader and the Executive Director of the Georgia 4-H Foundation and were

given background information related to the research study, (2) asked by the researcher to

participate in the survey one day later, (3) reminded of the survey opportunity one week

later (only individuals that have not responded) and individuals that have responded will

be sent a thank you email, (4) and be given a final reminder of the survey opportunity one

week later (only individuals that have not responded) and individuals that have responded

will be sent a thank you email. All emails included a link to the survey and offer the

ability to opt out of future communication.

Table 3.8

Respondent Contact Schedule

Week	Nature of Contact
Week 1	Introductory email sent by the State 4-H Leader
Week 1	Request for participation email sent by the researcher
Week 2	Reminder email (only individuals that have not participated), participants will be sent a thank you email
Week 3	Final reminder email (only individuals that have not participated), participants will be sent a thank you email

Based on Dillman's (2009) suggestions, emails were personalized to each

respondent and their correlating group as either a donor or a volunteer. The timing of

emails was strategically planned, with thought given to the day and time that all emails

were sent. The web-based survey utilizing the Qualtrics™ platform were be self-

administered and confidential, with numerous advantages reinforcing the utilization of a

web-based survey including its ability to provide "high data quality, less time, and low

costs" (Kiernan, Kiernan, Oyler, & Gilles, 2005, p. 251). The survey itself is not completely anonymous, as respondents were identified by their email address, and a unique survey link was sent to them to maintain consistent and effective reminder emails to take the survey, including a thank you email following completion of the survey.

Data Preparation

Before conducting the data analysis, original responses were downloaded from Qualtrics™ into a CSV file from both the donor and the volunteer versions of the survey. The combined responses were converted into an Excel document. Open ended responses were removed for qualitative analysis and placed by stakeholder group into a Microsoft Word document. Additional text responses were recoded based on the creation of a code book to translate all text to numerical values. Several items required coding including the first and sixth response on the scales. "Strongly Disagree" was converted to a one and "Strongly Agree" was recoded and replaced as a six. Additionally, responses to demographic information were recoded. Respondent's status as a previous 4-H'er, parent of a current or previous 4-H'er, gender, race/ethnicity, and relationship with 4-H were all cleaned to eliminate text and create integers. Individuals that checked "other" in their level of education and current employment status were recoded to best fit their responses into the other categories, when intent was clear.

Once coded, the data were imported into SPSS for further data cleaning. The first step in preparing the data in SPSS was to remove surveys that were not complete in their response. From this, 48 questionnaires were eliminated from the data set that were missing answers the majority of responses for the stewardship strategy scales and the affective outcome scales. This resulted in 385 completed and usable surveys. Of those

reviewed, 12 were kept as they responded to the full stewardship strategy scales. This results in 373 responses for questions related to the affective outcomes. Additional responses were cleaned and values calculated for respondent's age and the length of their relationship with Georgia 4-H. For a respondent's age, it was calculated by subtracting their birth year from the current year (2019). Similarly, a respondent's relationship was calculated by subtracting the year they began their relationship with Georgia 4-H from the current year (2019). Five scale items were presented in a negative form, and their response were reverse coded to represent responses that could be combined with the other responses.

After preparing the personal characteristics in SPSS, it was ensured that each variable was classified appropriately as ordinal, nominal, or categorical. The 16 relationship cultivation strategies were combined to create four scales of stewardship for each of the constructs: (1) reciprocity, (2) responsibility, (3) reporting, and (4) relationship nurturing. Further the 21 affective outcomes were combined to create four scales for each of the constructs: (1) trust, (2) control mutuality, (3) commitment, and (4) satisfaction.

In SPSS, the frequencies, means, and standard deviations for each item on the questionnaire were calculated. Following review of these results, it was deemed that the range and variation of responses was appropriate as each of the scales approximated a normal curve (Figures 3.2 – 3.9).
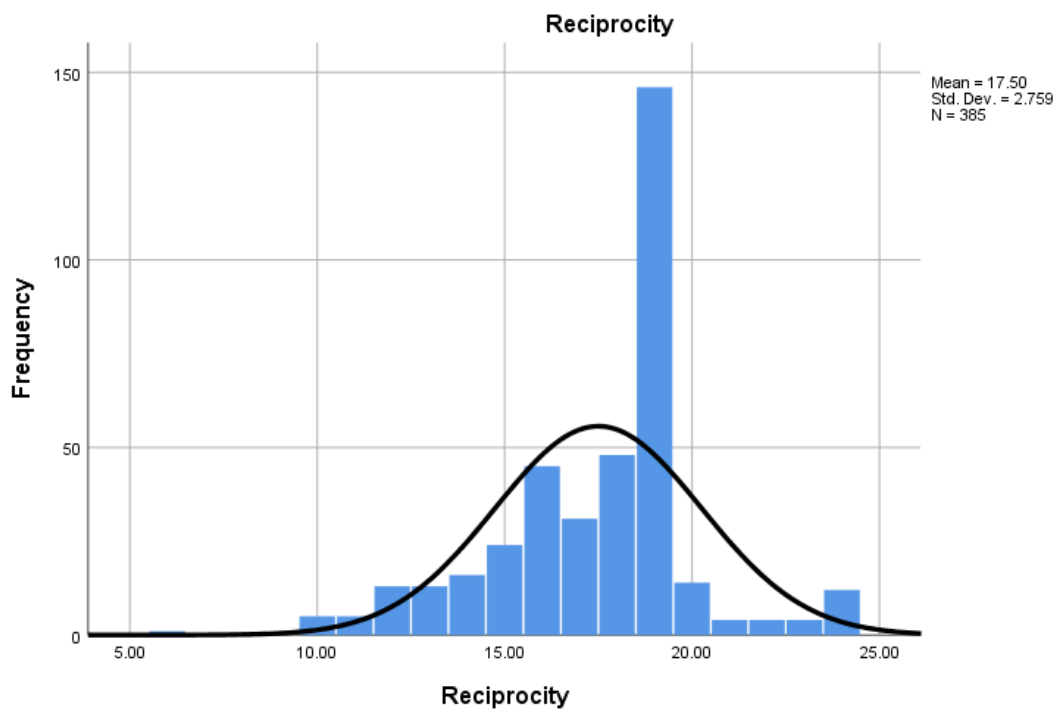
Figure 3.2 *Distribution of the Reciprocity Scale*
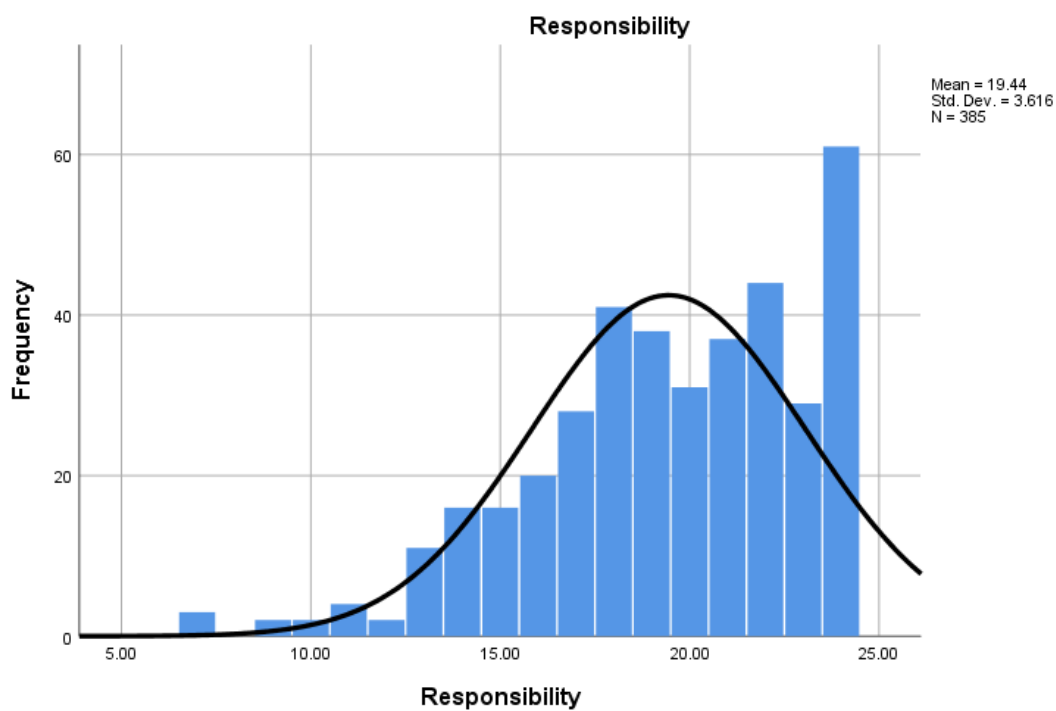
Figure 3.3 *Distribution of the Responsibility Scale*
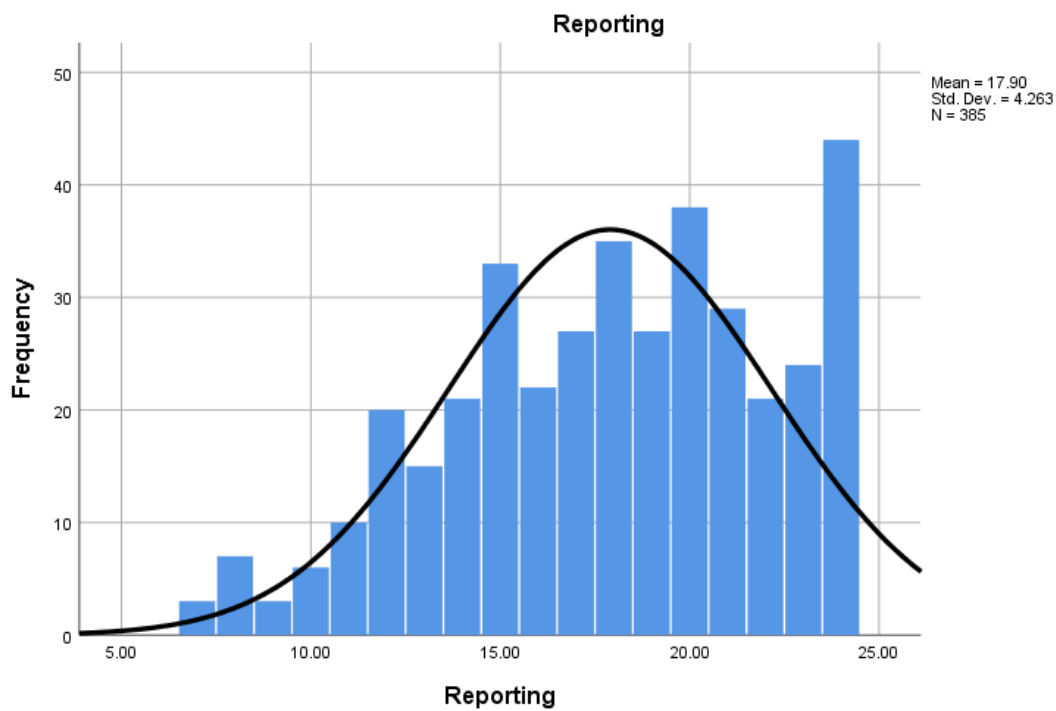
Figure 3.4 *Distribution of the Reporting Scale*
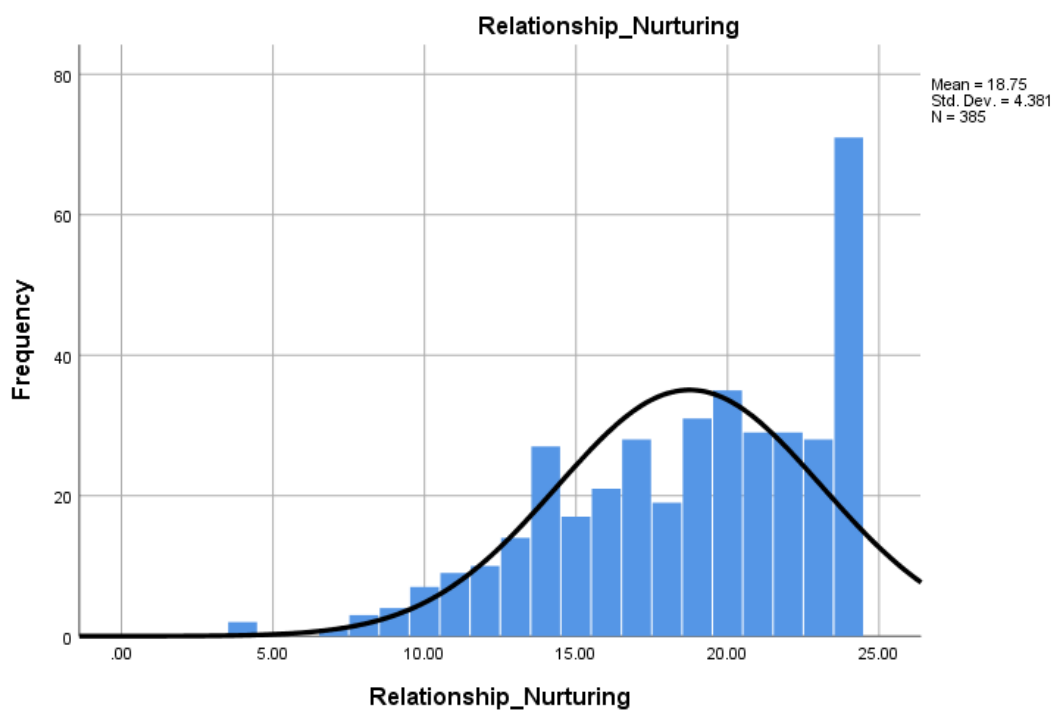
Figure 3.5 *Distribution of the Relationship Nurturing Scale*
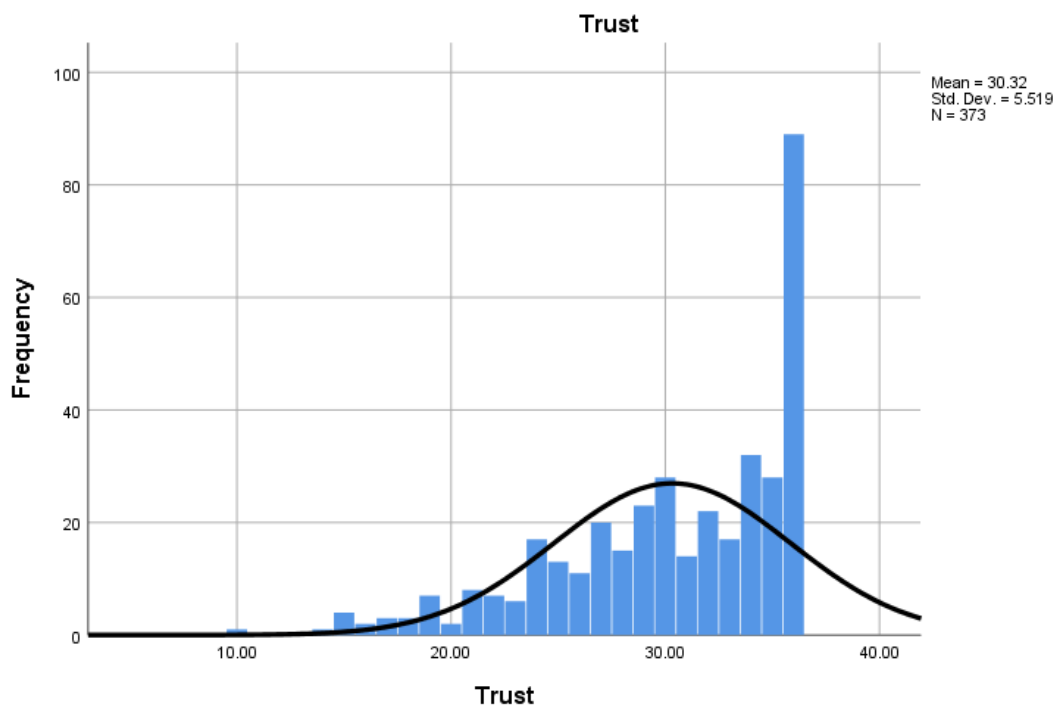
Figure 3.6 *Distribution of the Trust Scale*
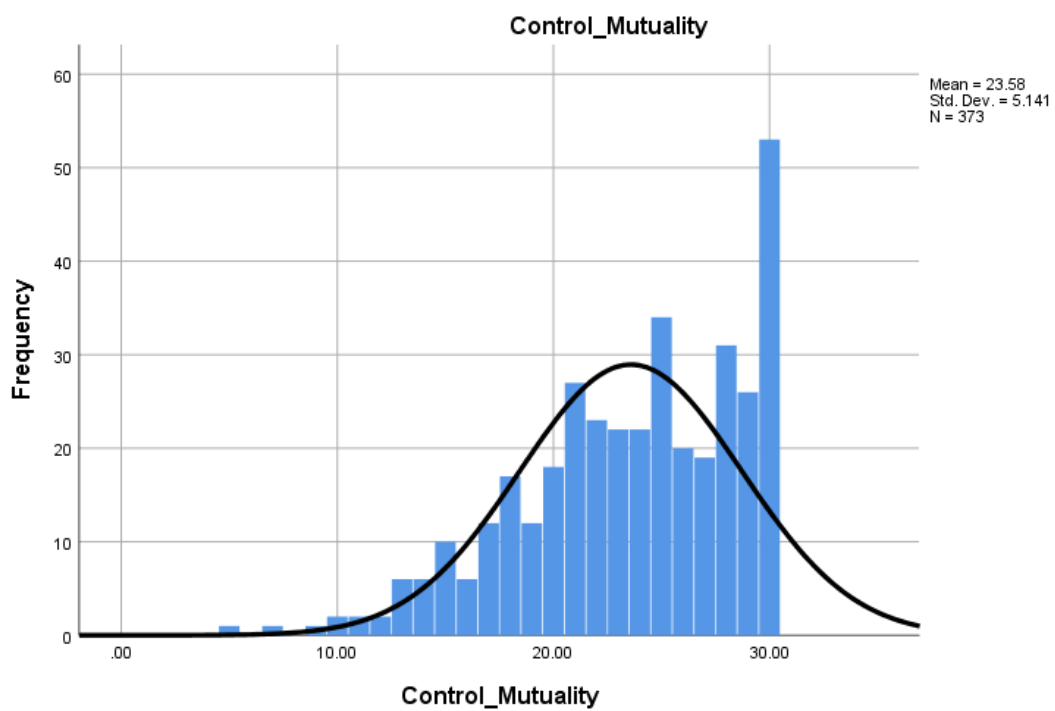
Figure 3.7 *Distribution of the Control Mutuality Scale*
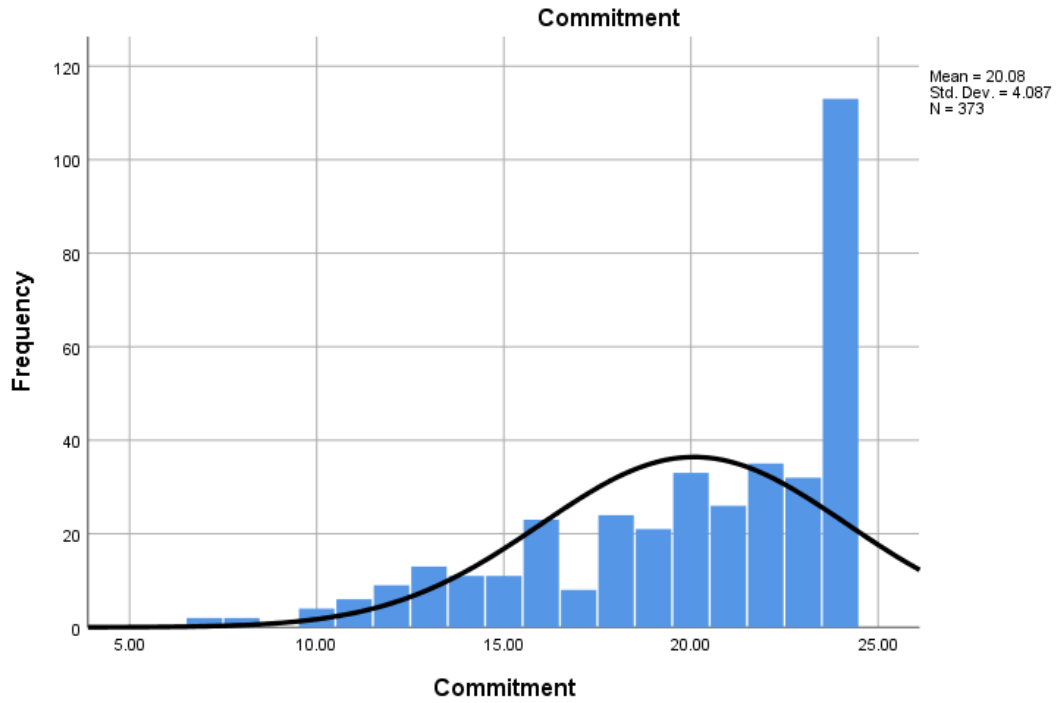
Figure 3.8 *Distribution of the Commitment Scale*
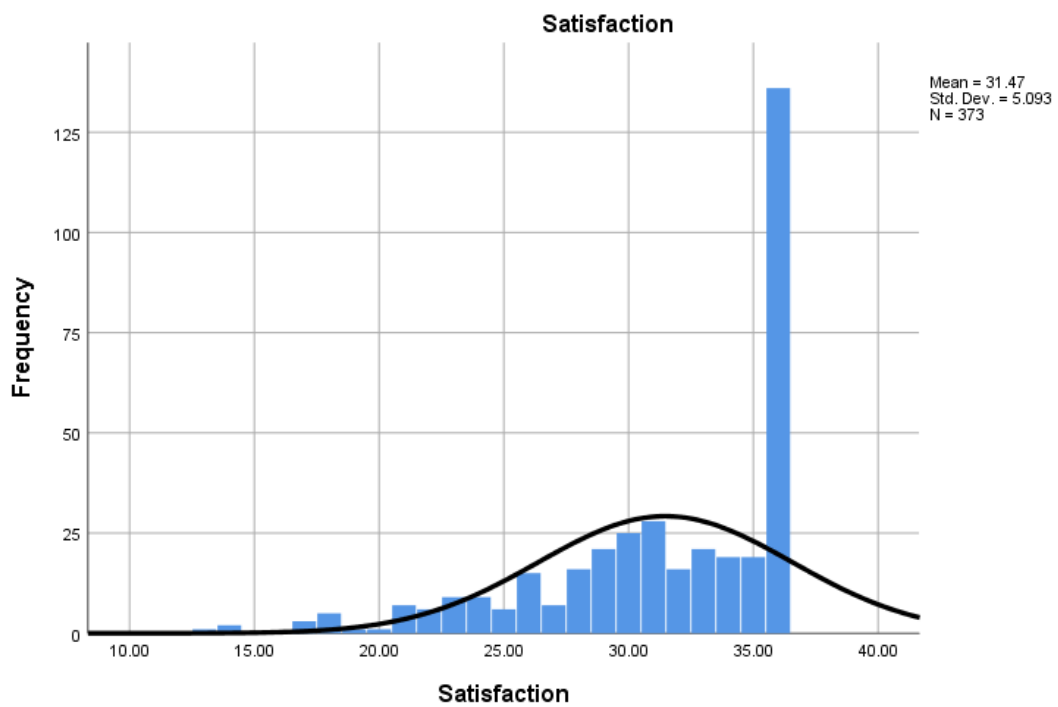
Figure 3.9 *Distribution of the Satisfaction Scale*

Next, the coefficient alpha for each of the eight construct scales was calculated to examine reliability. The four stewardship strategy constructs had theoretical ranges of 4 to 24. The means ranged from 17.50 to 19.44. The four affective outcome constructs had varying theoretical ranges with commitment having a range of 4 to 24, satisfaction with a range of 6 to 36, control mutuality a range of 6 to 30, and trust with a range of 6 to 36. The means ranged from 20.08 to 31.47. For the stewardship strategy constructs, alphas ranged from .76 to .94. Specifically, reliability coefficients reinforced reasonably strong reliabilities of the scales that include reciprocity (.79), responsibility (.76), reporting (.94), and relationship nurturing (.89). For the affective outcome constructs, alphas ranged from .89 to .94. Specifically, they reported similar reliabilities of the scales that include trust (.93), control mutuality (.89), commitment (.90), and satisfaction (.94). A summary of the scale reliabilities is depicted in Table 3.9.

The final analysis in data preparation was to determine the intercorrelations among each set of four construct scales. Table 3.10 examines the Pearson's correlations related to the stewardship strategy scales. Based on the coefficient of determination, calculated from the table below, we can see that the constructs share a range of 29% to 59% of the variance. In each case, they are separate from one another, and give evidence of reasonable divergent validity delineating them as related but separate measures. In the judgement of the researchers, these construct provide sufficient divergent validity.

Table 3.9

Distribution and Reliability of Key Measures

Stewardship Strategy Scale	Number of Items	M	SD	Mean Item Mean	Alpha
Construct Sub-Scales					
Responsibility	4	19.44	3.62	4.86	0.76
Relationship Nurturing	4	18.75	4.38	4.69	0.89
Reporting	4	17.90	4.26	4.48	0.94
Reciprocity	4	17.50	2.76	5.19	0.79
Total Stewardship Strategies	16	76.84	14.07	4.80	0.93

Affective Outcome Scale	Number of Items	M	SD	Mean Item Mean	Alpha
Construct Sub-Scales					
Commitment	4	20.08	4.09	5.02	0.90
Satisfaction	6	31.47	5.09	5.25	0.94
Control Mutuality	5	23.58	5.14	4.72	0.89
Trust	6	30.32	5.52	5.05	0.93
Total Affective Outcomes	21	105.46	18.69	5.02	0.93

Table 3.10

Intercorrelations Among Stewardship Strategy Scales

	Responsibility	Reporting	Relationship Nurturing
Reciprocity	.57**	.58**	.54**
Responsibility	-	.77**	.76**
Reporting	-	-	.68**

Note ** Correlation is significant at the 0.01 level (2-tailed)

The same analysis was performed to explore these measures in the affective outcome scales. Table 3.11 examines the Pearson's correlations related to the affective outcome scales. Outlined in the table below, we can see high intercorrelations with none

of the variables sharing a coefficient of determination less than 65%, and some sharing

nearly 70%.

Table 3.11

Intercorrelations Among Affective Outcome Scales

	Control Mutuality	Commitment	Satisfaction
Trust	.89**	.84**	.87**
Control Mutuality	-	.81**	.82**
Commitment	-	-	.87**

Note ** Correlation is significant at the 0.01 level (2-tailed)

Due to this, the researcher's determined to approach this the affective outcomes as

a single variable. It is not believed that this decision invalidates the contents as it is clear

that all four aspects (trust, control mutuality, commitment, and satisfaction) are present.

However, the data shows that these four variables are so intensely intercorrelated, that it

would be misleading to treat them distinctly, rather than as a group. To achieve this

single variable all 21 items of the affective outcome scale items were combined to

represent one scale (total affective outcome) and a descriptive analysis was performed.

Table 3.12 examines the means and standard deviations of this new combined scale as

well as the reliability of this combined measure. The scale presents a mean item mean of

5.02, and a consistently strong alpha of 0.97.

Table 3.12

Distribution and Reliability of Total Affective Outcome Scale

Total Affective Outcome Scale	Number of Items	M	SD	Mean Item Mean	Alpha
Combined	21	105.46	18.69	5.02	0.97
Commitment	4	20.08	4.09	5.02	0.90
Satisfaction	6	31.47	5.09	5.25	0.94
Control Mutuality	5	23.58	5.14	4.72	0.89
Trust	6	30.32	5.52	5.05	0.93

Following review of these results, it was deemed that the range and variation of responses was appropriate as this combined scale approximated a normal curve (Figure 3.10).
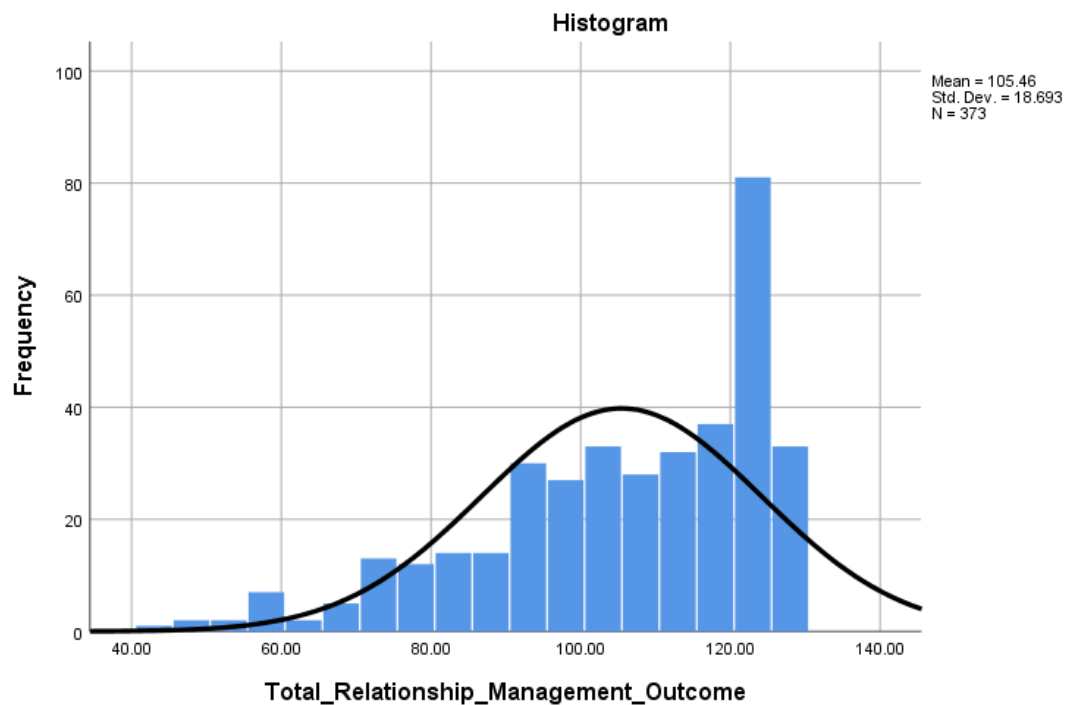

Figure 3.10 *Distribution of the Total Affective Outcome Scale*

For the purpose of this study it was decided that the four scales still held value for analysis related to the first two research questions of the study. The remaining research questions, three, four and five, will be analyzed using the total affective outcome scale.

Data Analysis

All data were analyzed using SPSS 26. Appropriate statistical analyses were employed to answer the research questions. The study relied on descriptive statistics as well as a variety of statistical procedures including bivariate analysis, and multiple regressions to determine predictive relationships. Additionally, the constant comparative method, a tenet of grounded theory was employed to explore the open ended item on the survey.

The first research question, *"To what extent do stakeholders perceive Georgia 4-H to be employing the stewardship strategies of reciprocity, responsibility, reporting, and relationship nurturing?"* was explored by rank ordering the 16 stewardship strategy items. The mean of each item was calculated and ranked from highest to lowest. The items were also grouped by construct to provide rank order to the dimensions of reciprocity, responsibility, reporting, and relationship nurturing for all stakeholders, and then further delineated by individual stakeholder group.

Similarly, the second research question, *"To what extent do stakeholders associate affective outcomes of trust, commitment, satisfaction, and control mutuality to their relationship with Georgia?"* was addressed by rank ordering the 21 affective outcome items. The mean of each item was calculated and ranked from highest to lowest. The items were also grouped by construct to provide rank order to the dimensions of

trust, control mutuality, commitment, and satisfaction, then further broken out by individual stakeholder group.

The third research question, *"To what extent do stewardship strategies, individually and jointly, explain observed variation in affective outcomes?"* was explored through a series of simple bivariate regressions to determine the separate predictive power of stewardship strategies on affective outcomes. The combined power of stewardship strategies was addressed by a series of multivariate analyses to determine the predictive power of stewardship strategies on affective outcomes.

The fourth research question, *"To what extent do personal characteristics explain stewardship strategies and affective outcomes?"* was addressed by a series of simple linear regressions. Each personal characteristic was explored to understand its predictive power on the stewardship strategies and total affective outcomes.

The final research question, *"In their own words, what do stakeholders value about their relationship with Georgia 4-H?"* was explored by one open-ended question. Responses were analyzed using the tenets of grounded theory through the constant comparative method.

Positionality Statement

Exploring my role as a researcher in this study, positioned me to better understand influences and biases that may be present. My history with 4-H has been long, vast, and integral to the person I am today. Currently, I serve as Extension 4-H Specialist with Georgia 4-H, a public service faculty position with statewide responsibilities.

Throughout the research process, I explored the experiences, ideas, and beliefs that contribute to the way I view and move through the world. As an alumna of the 4-H

program, I have personally experienced how the organization, and my involvement in it, changed and shaped my trajectory as an adult. As a result of my experience, I have spent my whole academic career exploring 4-H as an organization, dedicating both my thesis and dissertation topics to the organization. Additionally, I acknowledge that my employment as a full time professional for the past decade has been as an employee of the organization. Acknowledging the intricate, lifelong, and foundational role 4-H has played in my life helps delineate and define inherent biases and perceptions I may have a researcher in this project.

Limitations

As with any study, limitations exist, and should be acknowledged. The limitations to the target population include its inability to account for the difference in programming state-to-state (Franz & Townson, 2008) in training, programming, relationship management, and funding among states. Although the overarching goals of the Cooperative Extension System and 4-H programs are the same throughout the nation, as established by federal and state leadership, counties and states have some freedom to analyze needs, provide programming, and engage with their communities, ideally, based on the constituency they serve. Additionally, funding, resources, and staffing vary greatly across the country and could influence relationship management and 4-H programming in these states. These differences in programming limits the generalizability of the findings to all Cooperative Extension efforts across the nation.

CHAPTER 4

RESEARCH FINDINGS

The purpose of this study is to examine the interplay of stewardship strategies and their affective outcomes among Georgia 4-H stakeholder groups. This chapter presents the results of the statistical analyses employed that help answer the research questions of this study:

1. To what extent do stakeholders perceive Georgia 4-H to be employing the stewardship strategies of reciprocity, responsibility, reporting, and relationship nurturing?

2. To what extent do stakeholders associate affective outcomes of trust, commitment, satisfaction, and control mutuality to their relationship with Georgia 4-H?

3. To what extent do stewardship strategies, individually and jointly, explain observed variation in affective outcomes?

4. To what extent do personal characteristics explain stewardship strategies and affective outcomes?

5. In their own words, what do stakeholders value about their relationship with Georgia 4-H?

Findings Related to Research Question 1

The first research question asked, *"To what extent do stakeholders perceive Georgia 4-H to be employing the stewardship strategies of reciprocity, responsibility, reporting, and relationship nurturing?"*. To answer this, a descriptive analysis was conducted to better understand the stakeholder's perceptions regarding the research constructs (means and standard deviations) and the internal consistency of the measures used for this research study (reliability). The results of the descriptive statistics are presented in Table 4.1. The responsibility scale showed the highest mean (M=19.44), while the reciprocity scales had the lowest mean (M=17.50). The results also demonstrated that all the scales used in this study had an acceptable internal consistency, exceeding .76 (Nunnally & Bernstein, 1994).

Table 4.1

Rank Order Listing of Stewardship Strategy Scales

Rank	Mean Item Mean (MIM)	Scale	Number of Items	M	SD	Alpha
1	5.19	Reciprocity	4	20.75	3.62	0.79
2	4.86	Responsibility	4	19.44	3.62	0.76
3	4.69	Relationship Nurturing	4	18.75	4.38	0.80
4	4.48	Reporting	4	17.90	4.26	0.86

Additionally, the rank order of each item was explored. Table 4.2 examines the rankings, with survey item six holding the highest rank (M=5.45) and stewardship

strategy scale item ten comprising the lowest rank (M=3.92). Many of the highest scoring

items relate to responsibility and reciprocity. Relationship nurturing items group in the

middle of the table, and reporting is most frequently observed in the lower portion of the

table. Overall items rank very high, with seven items scoring above five points on a six-

point scale.

Table 4.2

Rank Order Listing of Stewardship Strategy Items (n=385)

Rank	Item	Item Language	M	SD	Construct
1	6	Georgia 4-H uses it resources for projects against the will of people like me.	5.45	1.01	Responsibility
2	2	Georgia 4-H always thanks me for my involvement.	5.35	1.01	Reciprocity
3	7	People like me have confidence that Georgia 4-H will use its resources wisely.	5.21	1.03	Responsibility
4	3	Because of my involvement, Georgia 4-H recognizes me as a friend.	5.18	1.06	Reciprocity
5	4	Georgia 4-H is not sincere in its communication with people like me.	5.13	1.38	Reciprocity
6	9	Georgia 4-H informs people like me about its successes.	5.11	1.06	Reporting
7	1	Georgia 4-H acknowledges my contributions in a timely manner.	5.10	1.12	Reciprocity
8	14	Georgia 4-H is more concerned with its fiscal health than with its relationships with people like me.	4.90	1.40	Relationship Nurturing

Table 4.2 (continued)

9	16	Georgia 4-H invites people like me to participate in special events that it holds.	4.83	1.30	Relationship Nurturing
10	13	People like me only hear from the organization when it needs something.	4.65	1.43	Relationship Nurturing
11	8	Georgia 4-H tells people like me what projects it uses it resources for.	4.55	1.30	Responsibility
12	12	Georgia 4-H provides information about how its resources were used.	4.48	1.28	Reporting
13	11	Georgia 4-H provides information about institutional policies.	4.39	1.35	Reporting
14	15	People like me receive personalized attention from the organization.	4.36	1.40	Relationship Nurturing
15	5	Georgia 4-H considers people like me when deciding how to use its resources.	4.23	1.35	Responsibility
16	10	Georgia 4-H discloses to people like me its organizational decisions.	3.92	1.38	Reporting

In an effort to understand if any difference existed between stakeholder groups, scales were analyzed by group. Consistently, each scale presented in a similar order for each stakeholder group. Responsibility ranked first for all three groups, followed by relationship nurturing, reporting, and finally, reciprocity (Table 4.3).

Table 4.3

Stewardship Strategy Scales By Stakeholder Group

Scale	Donor (n=107)			Volunteer (n=188)			Donor & Volunteer (n=90)		
	MIM	M	SD	MIM	M	SD	MIM	M	SD
Responsibility	5.06	20.24	18.27	4.78	19.13	3.77	4.79	19.14	3.60
Relationship Nurturing	5.00	20.01	3.70	4.56	18.24	4.54	4.58	18.30	4.54
Reporting	4.57	18.27	3.99	4.47	17.86	4.41	4.38	17.53	4.27
Reciprocity	4.51	18.05	2.28	4.31	17.25	2.92	4.34	17.37	2.86

Findings Related to Research Question 2

The second research question asked, "*To what extent do stakeholders associate affective outcomes of trust, commitment, satisfaction, and control mutuality to their relationship with Georgia 4-H?*". To explore this, a similar descriptive analysis to research question one was conducted to better understand the stakeholder's evaluation regarding the affective outcome constructs (means and standard deviations) and the internal consistency of the measures used for this research study (reliability). The results of the descriptive statistics are presented in Table 4.4. The satisfaction construct showed the highest mean (M=31.47), while the commitment construct had the lowest mean (M=20.08). The results also demonstrated that all the scales used in this study had a strong internal consistency, exceeding .89 (Nunnally & Bernstein, 1994).

Table 4.4

Rank Order Listing of Affective Outcome Scales

Rank	Mean Item Mean	Scale	Number of Items	M	SD	Alpha
1	5.25	Satisfaction	6	31.47	5.09	0.94
2	5.05	Trust	6	30.32	5.52	0.93
3	5.02	Commitment	4	20.08	4.09	0.90
4	4.72	Control Mutuality	5	23.58	5.14	0.89

Additionally, the rank order of each item was considered. Table 4.5 explores the rankings, with survey item 16 holding the highest rank (M=5.45) and affective outcome scale item eleven comprising the lowest rank (M=4.26). The top 10 items are exclusively related to satisfaction and trust. Commitment items group in the middle of the table, and control mutuality is most frequently observed in the lower portion of the table. Overall items rank very high, with 12 items scoring above five points on a six-point scale.

Table 4.5

Rank Order Listing of Affective Outcome Items (n=373)

Rank	Item	Item Language	M	SD	Construct
1	16	I would rather work together with Georgia 4-H than not.	5.45	0.85	Satisfaction
2	1	Georgia 4-H treats people like me fairly and justly.	5.31	0.98	Trust

Table 4.5 (continued)

3	5	I feel very confident about Georgia 4-H's skills.	5.29	0.92	Trust
4	18	Both Georgia 4-H and people like me benefit from this relationship.	5.28	0.95	Satisfaction
5	17	I am happy with Georgia 4-H.	5.27	1.07	Satisfaction
6	6	Georgia 4-H has the ability to accomplish what it says it will do.	5.25	0.93	Trust
7	21	Most people enjoy dealing with Georgia 4-H.	5.19	0.94	Satisfaction
8	3	Georgia 4-H can be relied on to keeps its promises.	5.17	1.02	Trust
9	20	Generally speaking, I am pleased with the relationship Georgia 4-H has established with people like me.	5.15	1.05	Satisfaction
10	19	Most people like me are happy in their interactions with Georgia 4-H.	5.13	0.99	Satisfaction
11	15	Compared to other organizations, I value my relationship with Georgia 4-H more.	5.10	1.11	Commitment
12	14	There is a long-lasting bond between Georgia 4-H and people like me.	5.08	1.14	Commitment
13	13	I can see that Georgia 4-H wants to maintain a relationship with people like me.	4.97	1.19	Commitment
14	9	In dealing with people like me, Georgia 4-H has a tendency to throw its weight around.	4.96	1.31	Control Mutuality

Table 4.5 (continued)

15	12	I feel that Georgia 4-H is trying to maintain a long-term commitment to people like me.	4.93	1.23	Commitment
16	7	Georgia 4-H and people like me are attentive to what each other say.	4.89	1.08	Control Mutuality
17	8	Georgia 4-H believes the opinions of people like me are legitimate.	4.85	1.21	Control Mutuality
18	4	I believe Georgia 4-H takes the opinions of people like me into account when making decisions.	4.67	1.22	Trust
19	2	Whenever Georgia 4-H makes an important decision, I know it will be concerned about people like me.	4.64	1.27	Trust
20	10	Georgia 4-H really listens to what people like me have to say.	4.63	1.25	Control Mutuality
21	11	The management of Georgia 4-H gives people like me enough say in the decision-making process.	4.26	1.30	Control Mutuality

In an attempt to understand if any difference existed between stakeholder group, scales were analyzed by group (Table 4.6). A little variation exists among the stakeholder groups. Satisfaction ranked first for all three groups. Commitment and trust ranked second and third for donors and donors and volunteers, but oppositely for volunteers (trust then commitment). Control mutuality ranked fourth for all stakeholder groups.

Table 4.6

Affective Outcome Scales By Stakeholder Group

Scale	Donor (n=102)			Volunteer (n=181)			Donor & Volunteer (n=90)		
	MIM	M	SD	MIM	M	SD	MIM	M	SD
Satisfaction	5.39	32.36	4.32	5.19	31.16	5.29	5.18	31.09	5.43
Commitment	5.27	21.09	3.48	4.89	19.57	4.18	5.00	19.98	4.36
Trust	5.21	31.25	4.79	5.00	30.02	5.60	4.98	29.88	6.04
Control Mutuality	4.93	24.67	4.76	4.67	23.35	5.23	4.56	22.81	5.24

Research Question 3

The third research question asked, *"To what extent do stewardship strategies, individually and jointly, explain observed variation in affective outcomes?"*. To examine the individual strategies, a series of simple linear regressions were performed. As described in Chapter 3, a high intercorrelation was discovered among the four constructs of affective outcomes (Table 3.10). In this vein, each stewardship strategy scale was explored to better understand its predictive power on the total affective outcome variable. As can be seen, each of the variables is highly significant with the amount of variance explained in the affective outcome ranging from 40 to 68.

Table 4.7

Stewardship Strategy Predictors of Total Affective Outcome Scale

Predictor	B	β	r^2	p
Reciprocity	4.41	.63	.40	.00
Responsibility	4.25	.82	.68	.00
Reporting	3.34	.76	.57	.00
Relationship Nurturing	3.34	.79	.62	.00

Examining the combined predictive power of the stewardship strategy scales on affective outcome variables, a multiple linear regression was performed. In Table 4.7 we can see that individually, the predictors of total affective outcomes explain 40% (reciprocity), 57% (reporting), 62% (relationship nurturing), and 68% (responsibility). However, combined (Table 4.8) we find a much stronger and sizable predictive power of 78%. model.

Table 4.8

Best Model for Total Affective Outcome Scale

Parameter	b	β	t	p
Responsibility	1.89	.37	8.08	.00
Relationship Nurturing	1.25	.29	7.46	.00
Reciprocity	1.15	.17	5.30	.00
Reporting	.81	.18	4.55	.00

Note. Model Statistic: $R^2 = .776$; $F = 318.916$; $p = 0.00$

Research Question 4

The fourth research question asked, *"To what extent do personal characteristics explain stewardship strategies and total affective outcomes?"*. In order to accomplish this, a series of simple linear regressions were performed. Each personal characteristic was explored to better understand its predictive power on the total affective outcome scale and the stewardship strategy scales. The eight personal characteristics explored include the participant's (1) role as an alumnus, (2) role as a previous or current parent of a 4-H'er, (3) education level, (4) employment status, (5) gender, (6) stakeholder relationship, (7) age, and (8) length of relationship.

This amounted to 40 simple linear regressions. Because of this large number of regressions explored, the p value was set at .05. Of these 40, six yielded significant findings: (1) stakeholder type predicted the total affective outcomes (r=.01, p=.03), (2) age predicted reciprocity (r=.02, p=.01), (3) stakeholder type predicted responsibility (r=.01, p=.03), (4) education predicted reporting (r=.01, p=.05), (5) stakeholder type predicted relationship nurturing (r=.02, p=.00), and (6) age predicted relationship nurturing (r=.04, p=.00). Tables 4.9 – 4.13 delineate each linear regression performed.

Table 4.9

Predictors of Total Affective Outcome Scale

Predictor	B	β	r²	p
Alumni	-1.23	-.03	.00	.55
Parent	-2.10	-.05	.00	.30
Education	-.39	-.02	.00	.64
Employment Status	.65	.06	.00	.24
Gender	-2.77	-.08	.01	.15
Stakeholder Type	-2.88	-.11	.01	.03
Age	.11	.09	.01	.11
Relationship Length	.09	.06	.00	.26

Table 4.10

Predictors of Reciprocity

Predictor	B	β	r²	p
Alumni	-.16	-.03	.00	.57
Parent	.20	.04	.00	.50
Education	.03	.01	.00	.83
Employment Status	.14	.09	.01	.08
Gender	-.41	-.08	.01	.15
Stakeholder Type	-.36	-.09	.01	.07
Age	.03	.13	.02	.01
Relationship Length	.01	.03	.00	.60

Table 4.11

Predictors of Responsibility

Predictor	B	β	r²	p
Alumni	-.45	-.06	.00	.25
Parent	-.33	-.05	.00	.40
Education	.01	.01	.00	.93
Employment Status	.16	.08	.01	.15
Gender	-.55	-.08	.01	.14
Stakeholder Type	-.57	-.11	.01	.03
Age	.02	.09	.01	.10
Relationship Length	.01	.03	.00	.61

Table 4.12

Predictors of Reporting

Predictor	B	β	r²	p
Alumni	-.49	-.06	.00	.30
Parent	-.29	-.03	.00	.54
Education	-.37	-.10	.01	.05
Employment Status	.13	.06	.00	.29
Gender	-.80	-.09	.01	.08
Stakeholder Type	-.37	-.06	.00	.22
Age	.00	.01	.00	.89
Relationship Length	.01	.02	.00	.77

Table 4.13

Predictors of Relationship Nurturing

Predictor	B	β	r²	p
Alumni	-.43	-.05	.00	.37
Parent	-.24	-.03	.00	.62
Education	.26	.07	.01	.18
Employment Status	.17	.07	.00	.21
Gender	-.28	-.03	.00	.55
Stakeholder Type	-.89	-.15	.02	.00
Age	.06	.20	.04	.00
Relationship Length	.03	.09	.01	.11

Research Question 5

The fifth research question asked, *"In their own words, what do stakeholders value about their relationship with Georgia 4-H?"*. To accomplish this, responses were removed from the numerical data set, and imported into a Microsoft Word document. Data from the response was left in a table, and sorted by stakeholder group (donor, volunteer, donor and volunteer). The responses were analyzed utilizing the tenets of grounded theory, where Glaser and Strauss (1967) emphasizes "stage-based" (Grbich, 2013, p. 80). Stages include using comparative methods and developing inductive categories through systematic data analysis (Thornberg & Chamaz, 2014). In this way, the data were analyzed word-by-word and line-by-line. This process demands constant comparison of the data while working to identify concepts which can then be further delineated into themes or dimensions. Following the suggestion of Thornberg and Chamaz (2014), codes were labeled with gerunds (Appendix H) and given descriptors. Once a code was identified, the full text of the document was reviewed with this newly identified code in mind to see if it matched or aligned with other parts of the data. Following initial or open coding, the most frequent codes began to be discovered (Appendix I and Appendix J). Initial codes were then grouped into categories through axial coding (Table 4.14).

Table 4.14

Themes Related to Value Found in the Relationship with Georgia 4-H

Theme	Descriptor	Initial Codes
Embodying Program Mission	Speaks to the opportunities, programs, events, and activities provided for youth. Additionally, describes the life skills, characteristics, and positive youth development attributes of the organization.	• Helping Youth Succeed • Programming for Youth • Providing Access and Opportunities • Growing and Developing Youth • Preparing for Adult Life and Career • Keeping 4-H'ers the priority
Building Community	Describes the community, connectivity, web of networks, and the duration of relationships. Connections to the organization, the community that exists, and the way it spans generations.	• Growing Up Personally in 4-H • Engaging in Relationships • Having Lifelong Connection and History
Being Involved	Speaks to the specific ways stakeholders seek to engage with the organization. Operates from an individual perspective, and often delineates the actions and motivations.	• Contributing to the Program • Giving Back • Remaining Informed and Involved • Making a Difference and Impact • Advocating for the Program • Working With Their Children
Showing Appreciation	Describes ways the organization supports, engages, and stewards its stakeholders.	• Encouraging Recognition and Support • Stewarding Stakeholders • Trusting the Organization • Voicing Frustrations

From the analysis, 19 axial codes were distilled into four open codes or themes. Each theme has at least four supporting axial codes. The themes include: (1) embodying the program mission, (2) building community, (3) being involved, and (4) showing appreciation. Quotes that help represent the themes are identified by stakeholder group (volunteer, donor, donor and volunteer) and combined with a number.

Embodying the Program Mission

When reviewing the data, one of the most common themes to surface was that related to embodying the program mission (Table 4.15). This theme was comprised of six axial codes: (1) helping youth succeed, (2) programming for youth, (3) providing access and opportunities, (4) growing and developing youth, (5) preparing for adult life and career, and (6) keeping 4-H'ers the priority. Many of the responses related to this theme, spoke of the broad and varying offerings of the 4-H program. They described opportunities for youth related to programs, events, and clubs. Additionally, responses discussed the larger mission and vision of 4-H as a positive youth development organization. Some of the personal characteristics, skills development, and growth as outcomes of the organizational opportunities.

Table 4.15

Quotations Illustrating Embodying the Program Mission

Participant	Response
Volunteer – 48	I enjoy helping youth and seeing them excel and 4-H is an organization that helps to make that happen.
Volunteer – 84	I value the rural based curriculum and skills development in public speaking and project scope and the wide variety of projects available.

Table 4.15 (continued)

Donor/Volunteer - 14	The 4-H program has very little expense to the children, so that no one is excluded. If things are ever going to be equal and fair for ALL, I think the 4-H program will be part of the solution.
Donor – 53	In my opinion, 4-H is doing the most for the youth of our nation. The growth, experience, mentorship and leadership opportunities the organization offers is unparalleled.
Donor/Volunteer – 14	They learn to make their own choices and then live with those choices. They learn the power of cooperation and the skills of leadership. They choose a topic, research it, look at it from every angle, learn to meet deadlines and the importance of making the best better. They learn to sign their work with excellence. They learn to make oral presentations with pride. And most of all they learn to believe not only in themselves, but in their peers and leaders. These are the building blocks of a greater future.
Volunteer – 54	I feel the children are put first.

Building Community

The second theme that emerged from the data spoke of the concept of relationships, and the established community because of these relationships (Table 4.16). This theme, building community, was constructed of three axial codes: (1) growing up personally in 4-H, (2) engaging in relationships, and (3) having lifelong connection and history. This theme and the responses that comprise it related to the community of connections, networks, and relationships that derived as a result of participation with 4-H. Community wasn't only limited to people, though, with many speaking of the connection to a community and the mutually beneficial relationship that occurred between a

community and a local club, additionally they spoke of a long history spanning multiple

generations encompassing a family's connection to the organization.

Table 4.16

Quotations Illustrating Building Community

Participant	Response
Volunteer – 26	Georgia 4-H has given me countless opportunities and skills that have prepared me for whatever comes my way. Additionally is has given me a support systems of resources and relationships that I will hold onto for a very long time.
Donor – 40	I firmly believe 4-H gave me many of the tools that have made me a successful adult.
Donor/Volunteer – 8	The relationship with county employees, the children and everyone I meet in between.
Donor – 21	Georgia 4-H establishes a sense of "family" among its community.
Donor – 95	We have a mutually beneficial relationship and work together to do good in the communities we are present in. We often serve the same people and I believe our strong relationship strengthens the reputation of both Georgia 4-H and our organization because of the respect that they have for one or both organizations.
Donor/Volunteer – 70	Relationships with fellow alumni; connectivity with 4-H extended network; professional development, networking opportunities.
Volunteer – 1	4-H in our community truly is a community partnership.

Table 4.16 (continued)

| Donor/Volunteer – 56 | It is a wonderful youth organization which has been very important to my family from my days as a 4-H member in the 1950s to my three daughter's involvement to my involvement now as a volunteer and coach. |
| Donor – 34 | Georgia 4-H has always been a part of my life. I am a 4-H alumnus, a former 4-H parent and volunteer and a retired Extension employee. 4-H has a had a tremendous positive influence on me and my family. |

Being Involved

The third theme that emerged was that of involvement and engagement (Table 4.17). This theme, being involved, embodied six axial codes: (1) contributing to the program, (2) giving back, (3) remaining informed and involved, (4) making a difference and impact, (5) advocating for the program, and (6) working with their children. In these responses, individuals reported the specific ways stakeholders seek to engage with 4-H. These responses operated out of an individualistic perspective, rather than speaking on behalf of a family or group. Often participants described their motivations for remaining involved with the organization including why they give back, how they stay connected, and their representation of 4-H, and more largely the University of Georgia.

Table 4.17

Quotations Illustrating Being Involved

Participant	Response
Volunteer – 73	I value the experience of helping make good better through supporting the development of youth in my local community and across the state of Georgia.
Donor – 83	I do not have the time to contribute at the local level, but the Foundation allows me the opportunity to contribute as I can.
Donor - 48	I am delighted to be able, as an alumnus, to contribute support so that the program will continue for today's youth.
Donor/Volunteer – 51	I value the opportunity to give back to an organization that has given me so much.
Donor/Volunteer – 85	To stay connected to the past and be involved in the future of Georgia 4-H.
Volunteer – 86	I value the time spent with the kids trying to make a difference in their lives. These kids could be the next great inventor of something life changing for the world someday. They just need someone who cares to push them to be their best.
Volunteer – 46	I enjoy being an ambassador of the university and of the department that I represent to people throughout the country.
Volunteer – 63	Being involved in everything my children are involved in, and helping set an example for mine or any child growing up in this world because we need more adults to.

Showing Appreciation

The final theme that emerged was that of appreciation and acknowledgement

(Table 4.18). This theme, showing, appreciation, was comprised of four axial codes

including: (1) encouraging recognition and support, (2) stewarding stakeholders, (3)

trusting the organization, and (4) voicing frustrations. Responses that surfaced from these participants mentioned the ways in which Georgia 4-H works to support, acknowledge, and steward its stakeholders, and, conversely, the feelings that emerge when these strategies of stewardship are not employed effectively. Individuals spoke of both positive and negative experiences, and how this appreciation, or lack thereof, impacted their contributions to, and support of Georgia 4-H.

Table 4.18

Quotations Illustrating Showing Appreciation

Participant	Response
Donor/Volunteer – 49	Knowing that my contributions are valued and going towards to goal of "Making the Best Better".
Donor/Volunteer – 46	I feel like we as volunteers and donors are appreciated and treated with kindness.
Volunteer - 20	Every effort is appreciated no matter how small.
Donor – 77	Great communication about options for engagement and organizational success.
Donor/Volunteer – 37	Good stewardship of the funds donated.
Donor – 96	We know that the Georgia 4-H organization will base decisions on what is best for the youth of GA.
Volunteer – 75	I value the honesty and integrity of Georgia 4-H.
Volunteer – 120	My biggest challenge is not with students but with 4-H staff and personnel that refer to me and others as "just a volunteer".

Stakeholder Group Differentiations

Once the analysis was complete, frequency of codes was reviewed for each stakeholder group. The top four or five codes for each group is delineated in Table 4.19. This review revealed that spanning all stakeholder groups, two themes remained constant: (1) embodying the program mission, and (2) building community. These themes were represented by the initial codes of growing and developing youth and engaging in relationships. One additional axial code spanned the donor and donor and volunteer groups, that of building community through their experience growing up in 4-H.

From these two themes, stakeholder groups began to diverge in their frequency and representation. In the donor stakeholder group, we see that the idea of giving back to the organization has influence over their connection to the organization and the people that comprise it. Additionally, we see the concept of working directly with their children, and the idea of encouraging recognition and support being important to the volunteer stakeholder group. Although the idea of being involved has surfaced in other groups, the specific code of working directly with their children and the idea of contributing to the program appears in no other groups. We also see that the theme of showing appreciation through the axial code of encouraging recognition and support appears related to volunteers. This theme does not appear in the other two stakeholder groups' most frequent responses. Finally, we see that the multirole group of donors and volunteers showcase the idea of providing access and opportunities through the larger theme of embodying the program mission. It should also be noted that this group is the only one that shows no representation from the theme of being involved in their most frequent

responses. Different from the quantitative data, we can begin to the see subtle differences

among each stakeholder group, and how their preferences and motivations support those.

Table 4.19

Most Frequent Codes By Stakeholder Group

Relationship with 4-H	Most Frequent Codes
Donors	• Growing and Developing Youth (Embodying the Program Mission) • Growing Up Personally in 4-H (Building Community) • Engaging in Relationships (Building Community) • Giving Back (Being Involved)
Volunteers	• Growing and Developing Youth (Embodying the Program Mission) • Engaging in Relationships (Building Community) • Working with Their Children (Being Involved) • Contributing to the Program (Being Involved) • Encouraging Recognition and Support (Showing Appreciation)
Donors & Volunteers	• Growing and Developing Youth (Embodying the Program Mission) • Providing Access and Opportunities (Embodying the Program Mission) • Engaging in Relationships (Building Community) • Growing Up Personally in 4-H (Building Community)

Relationship Between Qualitative and Statistical Findings

As we look to see how this qualitative data supports and enriches the previous

four research questions, we find all eight of the constructs spanning research question one

and two represented in the data (Table 4.20). Although not titled the same, the responses seem to support all the concepts of stewardship strategies, and work to support those of affective outcomes.

Table 4.20

Quotations Illustrating Stewardship Strategies and Affective Outcomes

Construct	Participant	Response
Reciprocity	Donor - 52	I really appreciate the handwritten notes from the beneficiaries of my contribution.
Responsibility	Donor - 96	We know that the Georgia 4-H organization will base decisions on what is best for the youth of GA.
Reporting	Donor - 77	Great communication about options for engagement and organizational success.
Relationship Nurturing	Donor/Volunteer - 46	I feel like we as volunteers and donors are appreciated and treated with kindness.
Trust	Donor/Volunteer - 49	Knowing that my contributions are valued and going towards to goal of "Making the Best Better".
Control Mutuality	Donor/Volunteer - 77	4-H on the state and local level ask for my opinion on things and I appreciate it.
Commitment	Donor/Volunteer - 53	I will always be a 4-H supporter.

Table 4.20 (continued)

| Satisfaction | Volunteer - 80 | I value the opportunity to give my time to a worthwhile organization. I believe that 4-H has a positive impact on the youth of today, and I feel that the time I give means something. |

CHAPTER 5

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

This chapter works to review the findings of the research study, and to draw implications and conclusions. The purpose of this study is to examine the interplay of relationship cultivation strategies and the affective outcomes among Georgia 4-H stakeholder groups. The study accomplished this through five research questions:

1. To what extent do stakeholders perceive Georgia 4-H to be employing the stewardship strategies of reciprocity, responsibility, reporting, and relationship nurturing?

2. To what extent do stakeholders associate affective outcomes of trust, commitment, satisfaction, and control mutuality to their relationship with Georgia 4-H?

3. To what extent do stewardship strategies, individually and jointly, explain observed variation in affective outcomes?

4. To what extent do personal characteristics explain stewardship strategies and affective outcomes

5. In their own words, what do stakeholders value about their relationship with Georgia 4-H?

This chapter explores the findings presented previously from the questionnaire-based responses of Georgia 4-H donors and volunteers. This chapter consists of five

major sections: (1) summary of findings, (2) principal conclusions, (3) discussion, (4) implications, and (5) future research.

Summary of Findings

This quantitative study employed an instrument distributed to Georgia 4-H donors and volunteers. Data were collected through an online data collection tool, after existing surveys from previous affective outcomes and stewardship strategies were merged and transformed into a single instrument. The instrument was constructed to measure the four strategies of stewardship: (1) reciprocity, (2) responsibility, (3) reporting, and (4) relationship nurturing. Additionally, it explored four affective outcomes: (1) trust, (2) control mutuality, (3) commitment, and (4) satisfaction. The stewardship strategies serve as the central tenets of the instrument with additional items were included to capture personal characteristics to assess the predictors of the two frameworks.

Georgia 4-H donors and volunteers served as the population of the study. Of this population, 1,296 unique collection links were distributed through email lists created from Georgia 4-H databases, Raiser's Edge and Georgia 4-H Enrollment. Of the 1,296 emails distributed, 433 surveys were completed. After reviewing the responses, 385 usable surveys were identified. The collection plan included an introductory email from the State 4-H Leader, Georgia 4-H Foundation Executive Director, and 4-H Volunteer Specialist, an email invitation, two reminders, and an electronic thank you.

Statistical analyses of the 385 usable surveys included descriptive statistics, rank ordering of means, simple linear regressions, and a multiple regression analysis. Qualitative data received from one open-ended question on the survey were analyzed using the constant comparative method. To address the first and second questions, item

means were calculated and rank ordered. To address the third question, a series of simple regression analyses was calculated between the strategies of stewardship and the total affective outcome scale. Additionally, a multiple factor analysis explored the combined predictive power of the stewardship strategy scales. To address the fourth question, a series of simple bivariate regressions were performed. Each personal characteristic was examined to understand its predictive powers related the stewardship strategies and the total affective outcome.

Findings Related to Research Question 1

A descriptive analysis was conducted to understand: *"To what extent do stakeholders perceive Georgia 4-H to be employing the stewardship strategies of reciprocity, responsibility, reporting, and relationship nurturing?"* Means for each scale ranged from 4.48 to 5.19, on a Likert scale of 1 (Strongly Disagree) to 6 (Strongly Agree). Cronbach's alphas for each construct ranged from .76 to .86.

Rank order of each item was explored. Of the 16 items (4 in each construct), all four items measuring reciprocity appeared in the top half of the rank order. Two items measuring responsibility appeared in the top half as well as one responsibility item and one relationship nurturing item. The top seven items had means ranging from 5.10 to 5.45. The bottom half of the ranked items (9-16), include three items representing relationship nurturing, three related to reporting, and two concerning responsibility. The top ranking items concern Georgia 4-H's ability to use resources, communicate with stakeholders, and acknowledge contributions. To understand if any differences existed between stakeholder groups, scales were analyzed by the three stakeholder groups: (1) donor, (2) volunteer, and (3) donor and volunteer. Constructs ranked the same for all

three groups with responsibility first, followed by relationship nurturing, reporting, and finally, reciprocity.

Overall, this total group of Georgia 4-H stakeholders perceives Georgia 4-H to be employing all constructs related to stewardship strategies with every item achieving a mean above three in the frequency scales.

Findings Related to Research Question 2

A descriptive analysis was conducted to understand: *"To what extent do stakeholders associate affective outcomes of trust, commitment, satisfaction, and control mutuality to their relationship with Georgia 4-H?"* Means for each scale ranged from 4.72 to 5.25, on a Likert scale of 1 (Strongly Disagree) to 6 (Strongly Agree). Reliability alphas for each construct ranged from .89 to .94.

Rank order of each item was explored. Of the 21 items, all six items measuring satisfaction appeared in the top half of the rank order. The additional items that rounded out the top ten rankings were four related to trust. The top ten items had means ranging from 5.13 to 5.45. The top ranking items relate to the stakeholder's feeling of confidence in the organization and their favorability toward Georgia 4-H. This aligns with the bottom half of the ranked items (11-21), include all five items related to control mutuality, the four items representing commitment, and the remaining trust items. To understand if any differences existed between stakeholder groups, scales were analyzed by the three stakeholder groups: (1) donor, (2) volunteer, and (3) donor and volunteer. Variation existed among the stakeholder groups, but all three ranked the dimension of satisfaction first, contrary to previous work (Pressgrove, 2013; Waters, 2009b). Commitment and trust ranked second and third for donor and donors and volunteers, with

the opposite (trust then commitment) being true for volunteers. In all three stakeholder groups control mutuality ranked last.

Overall, each group of Georgia 4-H stakeholders experiences all dimensions related to the affective outcomes with every item achieving a mean above four.

Findings Related to Research Question 3

A series of simple linear regressions were performed to understand: *"To what extent do stewardship strategies, individually and jointly, explain observed variation in affective outcomes?"* Of the four stewardship strategies, each is highly significant (p=.00). Responsibility predicts variance in the total affective outcomes at a rate of 68%. Relationship nurturing has a predictive power to explain variance at 62%, reporting at 57%, and reciprocity at 40%.

A multiple linear regression was performed to understand; to what extent do strategies, jointly, explain observed variation in total affective outcomes. This multiple regression shows all four constructs to be highly significant (p=.00). Combined, the four strategies of stewardship work to explain a much stronger and sizable predictive power of 78%.

From this analysis, we are able to see that each of the dimensions of stewardship strategies achieves high predictive power related to variance in the total affective outcomes, but combined, they work to achieve more.

Findings Related to Research Question 4

A series of simple linear regressions were performed to understand: *"To what extent do personal characteristics explain stewardship strategies and affective outcomes?"* To accomplish this, a series of simple linear regressions were performed.

This compared each of the eight personal characteristics with each of the four stewardship strategies as well as the total affective outcome. Of the 40 linear regressions performed, six yielded significant findings ($p<.05$). However, all six significant personal characteristics explained less than 1% of variance in either total affective outcomes or any of the four dimensions of stewardship strategies.

Findings Related to Research Question 5

A qualitative analysis employing the constant comparative method was utilized to understand: *"In their own words, what do stakeholders value about their relationship with Georgia 4-H?"* This analysis yielded 19 axial codes which distilled down into four themes: (1) embodying the program mission, (2) building community, (3) being involved, and (4) showing appreciation. To understand differences among stakeholder groups, frequency of axial codes were explored by group. Represented by the axial codes of growing and developing youth and engaging in relationships, two themes spanned all three stakeholder groups. These codes were represented by the themes of (1) embodying the program mission, and (2) building community.

The first theme, embodying the program mission, speaks to the all aspects that comprise the notion of positive youth development, and were focused solely on the development, growth, and programmatic offerings 4-H provided. These responses align closely with the Georgia 4-H mission "to assist youth in acquiring knowledge, developing life skills, and forming attitudes that will enable them to become self-directing, productive, and contributing members of society" (Georgia 4-H, 2019, para. 2).

The second theme, building community, spanned the concept of relationships. These relationships derived from growing up in 4-H, having a lifelong connection to the

organization, or their engagement in relationships as a direct result of supporting the organization. In this vein, one code, growing up personally in 4-H, spanned the donor and donor and volunteer stakeholder groups.

Beginning to diverge, stakeholder groups showed no additional commonalities in their most frequent axial codes. In looking at the donor stakeholder group, the idea of giving back or paying it forward, was present. This code, linked closely to growing up personally in 4-H, seemed to express the donor's ability to give back as a thank you for what they had received because of the organization.

Differing from the other stakeholder groups, the axial code of working with their children, speaks to the respondent's involvement. Numerous volunteers spoke of their ability to be involved in their children's lives through their role as a volunteer. The concept of participating directly in this organization with their children was strongly supported in their responses. Additionally, the volunteer stakeholder group indicated the integral role that encouraging recognition and support, a building block of the showing appreciation theme, played in their relationship with Georgia 4-H. This may be a result of their direct involvement with the program on a county or community level. We can see that "volunteers often become more personally invested in nonprofits because of the time they spend at organizational events, getting to know stakeholders who have benefited from organizational services, and getting to know nonprofit employees, who likely show their appreciation for the volunteers in person" (Pressgrove & McKeever, 2016, pp. 205-206).

The final stakeholder group, that of donors and volunteers, highlighted the axial code providing access and opportunities, which works to embody the program mission.

This code was not present in any other stakeholder group, and they seemed to speak of how they valued the ability of Georgia 4-H to provide opportunities for all youth. This idea of equal opportunity and access was only present in the multirole group of donors and volunteers. Additionally, no axial code that supports the theme of being involved was present in the most frequent responses for this group.

Principal Conclusions

Following examination of the research findings outlined above, five principal conclusions were identified:

- Conclusion 1: Georgia 4-H stakeholders perceive engagement of all stewardship strategies, and concurrently associate high affective outcomes.

- Conclusion 2: Variations in stewardships strategies and affective outcomes exist among stakeholder groups.

- Conclusion 3: Affective outcomes, though conceptually distinct, are highly intercorrelated.

- Conclusion 4: Personal characteristics do not yield a substantial influence on predicting stewardship strategies or affective outcomes.

- Conclusion 5: The combined predictive power of stewardship strategies on total affective outcome is the strongest.

Discussion

This section delineates each of the five conclusions yielded from the research findings. Each conclusion is considered and referenced back to the existing literature.

Conclusion 1: Georgia 4-H stakeholders perceive engagement of all stewardship strategies, and concurrently associate high affective outcomes.

For nearly three decades, public relations literature has shown that strategies of stewardship, "or demonstrating socially responsible management of resources to those who have supported an organization, is a key factor in effective relationship management" (Pressgrove, 2017, p. 102). Findings from this study support this notion, and show that as a public service function of the land-grant university, and a division of the Cooperative Extension System, Georgia 4-H is strong in engaging stakeholders through strategies of stewardship.

Stakeholders reported above average rankings and evaluation of their perception of Georgia 4-H employing stewardship strategies, and simultaneously linked these strategies to their positive affective outcomes. Supporting these numerical evaluations, respondents further enriched our understanding of these strategies by supporting all four stewardship strategies and four affective outcomes with their words (Table 4.20). This speaks to the overall positive attitude stakeholders carry for the organization (Waters, 2007), and how this affirmation works to further the mission of Georgia 4-H (Pressgrove & McKeever, 2016).

Conclusion 2: Variations in stewardships strategies and affective outcomes exist among stakeholder groups.

The research findings show that stakeholder groups have variance in their affective outcomes about Georgia 4-H. These variations are supported both quantitatively and qualitatively in the research, and speak to the need for a more tailored approach to engaging in relationships with each of these groups.

Related to their affective outcomes of Georgia 4-H, slight differences exist among stakeholder groups. Two groups, donors and donors and volunteers, rank their attitudes toward Georgia 4-H similarly. In this way, they indicate highest feelings of satisfaction toward the organization, followed by feelings of commitment, trust, and lastly control mutuality. Compared to volunteers, we find that they too show the highest feelings of satisfaction toward the organization, but then acknowledge trust, commitment, and finally control mutuality. These nuanced differences may indicate that even though all groups evaluate their relationships with Georgia 4-H positively, communication strategies may need to vary based on stakeholder group (Pressgrove & McKeever, 2016).

Additionally, we find differences among the themes discovered from the qualitative responses. The most recurrent themes were reported from each group, and of the four overarching themes, ideas related to the program mission and connections among people was the most prevalent and spanned all three groups. These two themes were the only two lifted up from the group that identified with both the role of a donor and a volunteer. Diverging, we see that donors lift up the concept of involvement as a valued part of their relationship with Georgia 4-H. Similarly, volunteers spoke about the value they placed on involvement, but also raised the idea of appreciation.

Even with all of these variations in their responses, we do find one area that all of the stakeholder groups agree upon, stewardship strategies. Exploring the ranks of the dimensions that comprise stewardship, every stakeholder group evaluates their perceptions of Georgia 4-H employing these strategies exactly the same. They acknowledge Georgia 4-H's ability to demonstrate its gratitude for stakeholders (reciprocity), followed by its ability to operate in a socially responsible manner

(responsibility), next they perceive Georgia 4-H working to establish and maintain its relationships (relationship nurturing), and finally they perceive reporting as being employed by the organization. Although varied in their rank order, stakeholder groups evaluating an organization similarly related to stewardship strategies (Pressgrove, 2013; Waters, 2008a) is not rare.

Conclusion 3: Affective outcomes, though conceptually distinct, are highly intercorrelated.

Since it was first introduced in 1999 by Hon and Grunig, the organization-public relationship framework, and the four constructs that comprise it, have been explored as separate dimensions. The highly intercorrelated nature of these four concepts in this study shows that the dimensions of trust, control mutuality, commitment, and satisfaction speak to one larger idea or are linked in their understanding, rather than distinct as four individual ones.

Surprisingly, this has not been revealed in any of the multiple contexts in which this framework was previously explored. In examining the multiple perspectives of these studies, we can see that the instrument has been previously utilized to explore various contexts, including relationships between political parties and members, retailers and manufacturers, nonprofits and donor, nonprofits and volunteers, and employers and employees (Hall, 2006; Hon & Brunner, 2002; Jo, 2006; Jo et al., 2004; Ki & Hon, 2007a; O'Neil, 2007; Waters & Bortree, 2012; Waters et al., 2013). One noted difference that may speak to the interrelated nature of these dimensions relative to Georgia 4-H stakeholders is the idea of engagement. As a positive youth development organization that supports nearly 170,000 youth across the state, engages more than 10,000 volunteers,

and raises millions of dollars in financial support, there may be an intrinsic affinity that stakeholders maintain for the organization. This deep engagement and the resulting affinity might connect and embody all four dimension of the affective outcomes of trust, control mutuality, commitment, and satisfaction. In this way, it could actually represent a higher level of affection or admiration for the organization, than previously conceived or recorded in research studies. Emanating clearly from the results of the qualitative data, many respondents spoke to their lifelong, generational, and continued history with Georgia 4-H. This history spanned decades, lifetimes for some, and often was passed from parent to child as an experiential offering. Conceivably, their association and engagement with an organization that remains so personal, real, and close to the respondent and their family could surpass, or not be measured accurately, by the previously constructed scales.

Even as one total dimension or outcome, the research findings do reinforce the previously established notion (Waters, 2011a; Waters et al., 2013) that "found stewardship to be meaningful in predicting relationship evaluations" (Pressgrove & McKeever, 2016, p. 204) with the affective outcomes (OPR) framework. This result has been reinforced and supported as scholars followed the exploration of Hon and Grunig's (1999) scales. In this line of research, affective outcomes (OPR) are explored as a "dependent variable or relationship characteristic that mediates various effects of public relations practice" (Huang & Zhang, 2012, p. 86) including strategies of stewardship.

Conclusion 4: Personal characteristics do not yield a substantial influence on predicting stewardship strategies or affective outcomes.

The research findings support that no personal characteristics were significant in predicting any of the strategies of stewardship or stakeholder affective outcomes. In this way, a respondent's (1) role as an alumnus, (2) role as a parent of 4-H'er, (3) education level, (4) employment status, (5) gender, (6) stakeholder relationship, and (7) age have no predictive power related to their affective outcomes or the stewardship strategies.

Although surprising, this may speak to the notion previously mentioned of a deep engagement with the organization. Inherently, as donors and volunteers of Georgia 4-H, respondents are engaged, committed, and supportive of the organization. Their level of support as a recent donor, and a certified volunteer, shows a level of commitment above and beyond other supporters or advocates for the organization. Their role as a dedicated supporter of Georgia 4-H may over power the personal characteristics in yielding predictive power of affective outcomes and stewardship strategies.

Conclusion 5: The combined predictive power of stewardship strategies on total affective outcome is the strongest.

Supporting the idea that "the better an organization can manage the relationship it has with its stakeholder, the more successful it will become" (Pressgrove, 2017, p. 102), results from this research study indicate significance in the predictive power of stewardship strategies. We see that individually, each strategy of stewardship predicts the variance of affective outcomes well, however, when the dimensions are combined they explain nearly 80% of the variance related to affective outcomes. This indicates that

although some stewardship strategies ranked higher in the perception of respondents than others, all strategies are important to the respondent's affective outcomes.

Related to Georgia 4-H, respondents ranked the stewardship strategies they perceive the organization to be employing in the following order: (1) reciprocity, (2) responsibility, (3) relationship nurturing, and (4) reporting. These results were consistent among all stakeholder groups. Organizationally, this might indicate the need to remain engaged and vigilant in all stewardship strategies, while simultaneously acknowledging the organization's strengths in the higher ranked dimensions.

In this way, we can see that if stakeholders have positive perceptions of the dimensions of stewardship, they are likely to have positive affective outcomes, and that their perceptions of these stewardship strategies accounts for nearly 80% of the variance in their affective outcomes. Understanding the role of reciprocity, responsibility, reporting, and relationship nurturing will continue to remain integral to the success of Georgia 4-H as it engages with stakeholders.

Implications

The findings of this study provide practitioners with knowledge related to Georgia 4-H's employment of stewardship strategies, and the affective outcomes that result from those strategies. Based on these results, two areas are explored as organizational implications.

Community Engagement

Above all else, the findings from this research indicate and maintain the notion that relationships play an integral role in the work of community engagement as it relates to the Cooperative Extension System, and Georgia 4-H. These relationships bind and

connect the university to the communities, and establish a pathway that networks the two as they "address critical societal issues; and contribute to the public good" (Roper & Hirth, 2005, p. 2). Intertwined with the notion of public service, for the past two decades "we have started to speak of the 'engaged university' to describe the multifarious ways that institutions of higher learning connect with society." (Dyer, 1999, p. 60). As a component of public service, the notion of community engagement, and the parallel importance it places on relationships, is paramount to the work of Cooperative Extension and 4-H. This engagement occurs, through the "synthesis of teaching, research, and service functions that are productively and actively involved with our communities" (Spanier, 2011, p. 10). As the Cooperative Extension System, and 4-H, work to "to achieve the goals of leveraging improvements in their communities and making positive contributions to solving pressing social issues" (Pressgrove & McKeever, 2016, p 193), the common denominator remains the relationships that work to achieve these goals. These relationships are inherent in the work of public service, and remain a prominent indicator of the impact and effectiveness of the organization.

Organizationally, the work of public service spans multiple stakeholder groups. This breadth of supporters, and their roles, embodies the concept that the future of the organization is "dependent not only on fiscal gifts, but also on the support of volunteers who contribute their time and talents" (Pressgrove & McKeever, 2016, p. 205). The diversity in these groups, the people that comprise them, and the support they offer remains paramount to the work of public service, and puts responsibility on the organization to examine, understand and explore these stakeholder groups the relationships that exist between the individual and the organization. This should be

accomplished through work and research that seeks to "better understand the status of their relationship as well as the impact and effectiveness of the relationship management strategies they implement with their programming" (Waters, 2009a, p. 146).

A central tenet of community engagement, the "involvement in, and support of the community in which it operates" (Ledingham & Bruning, 1998, p. 63) is essential to the work of the Cooperative Extension System and Georgia 4-H. But communities are not comprised solely of places, dwellings, and residences, they are made of people, people of varying backgrounds, experiences, and beliefs. Engaging with these people, identifying their needs, working together to reach solutions, and cultivating relationships throughout the process is the work asked of the Cooperative Extension System and 4-H. A charge of "community engagement through education" (Franz, 2014, p. 6) and of cultivation of relationships.

Communication Strategies

Measuring affective outcomes and stewardship strategies "can demonstrate methods to improve the management of an organization's communication efforts" (Waters, 2009a, p. 146). A foundational function of relationships, communication efforts, are integral to relationships between an organization and their stakeholders.

As examined in the findings, we see variation among stakeholder groups in both the value they find in their relationship with Georgia 4-H, as well as their reported affective outcomes yielded from their relationship with the organization. The majority of the variance existed in the qualitative responses where participants were asked to identify and respond to what they valued most in their relationship with Georgia 4-H. These observed differences speak to the significance stakeholder groups place on what they

value in their relationship with Georgia 4-H. Differing responses may indicate a need to explore or adapt Georgia 4-H's approach to communication, and tailor it to each stakeholder group (Pressgrove & McKeever, 2016).

"Communication theory outlines several specific strategies that can enhance the effectiveness" (Waters, 2010, p. 472) of an organization's work with their stakeholders. One model that speaks to this varying communication approach based on value, is the means-end chain framework. Receiving elevated attention in academic journals in the 1980's and 1990's, (Gutman, 1982, 1997; Mulvey, Olson, Celsi, & Walker, 1994; Perkins & Reynolds, 1988; Reynolds & Olson, 2001; Walker & Olson, 1991) this work examines the emotional drivers that underpin individual decisions. A linked model (Figure 5.1), it explores the attributes, consequences, and value a consumer or stakeholder receives from an organization's product or service. In this way, it seeks to understand the core emotional and personal value that an individual connects to the product or service, and illuminates for the organization ways to communicate to those individuals that are tailored to value the individual associates with it.
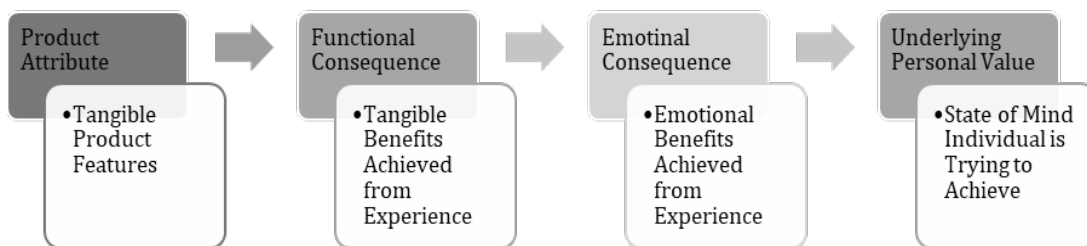
Figure 5.1 *Means-End Chain Model*

As an organization, the Cooperative Extension System and Georgia 4-H should continue to work to understand the underlying personal value the relationship with the organization provides for individuals. The findings from this study begin to explore this value, but only scratch the surface in our understanding.

Working to understand this value provides authentic insight into how Georgia 4-H could and should approach stakeholder groups. As indicated by the findings, nuanced differences exist among and between all three stakeholder groups. Utilizing the mean-ends chain model, the organization can begin to understand more clearly the differences in value, and ultimately tailor their marketing and communication efforts that work to reinforce those values in their messaging. This tailored communication strategy would speak to the unique value that stakeholders identify in their relationship with Georgia 4-H.

Future Research

As one of the only research studies about stewardship set in the context of public service, there is much that is still not understood about the intricacies of relationships that exist between an organization and its stakeholders. From the study, the findings, conclusions, and discussion illuminate opportunities for future research. The following section delineates potential pathways of research by exploring prospective audiences and methods.

Audience

This study worked to explore Georgia 4-H donors and volunteers and their perceptions related to strategies of stewardship and the inherent affective outcomes. As we begin to explore the multiple facets of relationships and the diverse stakeholder

groups that work to support organizations, we see that "the number of relationships that can be observed, make the sector ripe for further exploration in this area"(Pressgrove & McKeever, 2016, p. 206).

Related to this study, a limited segment of Georgia 4-H donors and volunteers were explored. They were selected based on the ability of the researcher to access lines of communication and accuracy of records. Likely, this represents a segment of stakeholders with high involvement in the organization. Their frequent interactions, contributions, and support maintains their updated information in databases, and their willingness to respond to a survey. In this way, this sample is not indicative of the all Georgia 4-H stakeholders. Efforts to reach, ask, and engage other volunteers and donors for Georgia 4-H should be explored.

As described in Chapter 3, the target population was pulled from two 4-H record databases. Contact information for donors was pulled from a database maintained by the Georgia 4-H Foundation, a statewide foundational division of Georgia 4-H. When donating, these donors are typically giving to statewide projects or initiatives. Their funding is broad, and largely support statewide programmatic efforts related to Georgia 4-H, perhaps offering a more comprehensive interaction with the organization. Conversely, volunteers were pulled from a database that affiliated the majority of them with county Extension offices spread across the state. Their association or affiliation would mainly be at the county level, and their interaction would be different than those who donated on a state level. County donors contact information is held locally, and was not readily accessible to the researcher. In this way, future research might benefit from exploring donors and their relationship with County Extension Offices and Georgia 4-H.

A professional association that stewards and cultivates relationships across the nation, the Georgia 4-H Foundation has staff devoted to these efforts. To understand and explore how County Faculty and Staff maintain and cultivate donor relationships would provide a new perspective to this research.

Similar to Water's (2009) work, an exploration of major versus annual donors would offer new insight into donor relations. Understanding how different levels of donors perceive strategies of stewardship would be useful to the organization. Additionally, it might be beneficial to explore stewardship strategies as it relates to advisory councils (both state and local), the Georgia 4-H Foundation Board, and affinity groups. These groups might include alumni who were state officers, served as summer camp counselors, or performed in Clovers and Company, a 4-H performing arts group.

Methods

This study explored the ways that Georgia 4-H engages in stewardship strategies with multiple stakeholder groups. Results indicate that groups show nuanced differences in their experiences and associated affective outcomes as a result of those strategies. Varying methodologies could provide deeper insight into the findings of this study.

Qualitative examination. One of the conclusions previously discussed focuses on the integral role communication plays in cultivating and maintain relationships with Georgia 4-H stakeholders. In this way, a more in depth qualitative exploration around strategies of stewardship and associated affective outcomes would provide complimentary information to this study. Are some types of communication, acknowledgement, or reporting preferred based on the group? It could also be explored as

a follow up with respondents of this study. Would they report in the same way or did they have questions that weren't answered or explored by the survey instrument?

Another qualitative technique that could prove useful to enrichen this data, is the interview technique associated with the means-end chain framework, laddering. This technique operates by asking a chain of questions that seek to understand the underlying personal value stakeholders feel from their association with Georgia 4-H. These questions could be posed to multiple individuals from each stakeholder group, and could explore differences or similarities among the groups.

Profiles of stakeholders. This research study measured stakeholder's affective outcomes as a result of an organization's utilization of stewardship strategies. Understanding more closely the pathway of strategies to affective outcomes, and the typology of stakeholder groups could prove useful to organizational administration. Further analysis should be explored to seek out how each stakeholder group experiences each stewardship strategy. Utilizing a cluster analysis would help create profiles of these groups, and segment divisions within and between the stakeholder categories. These profiles would work to reveal both similarities and differences among the groups, and could help create a more tailored approach for an organization as it employs stewardship strategies.

<div align="center">

Summary

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This chapter summarizes the findings of the research study. From these findings, five principal conclusions are offered: (1) Georgia 4-H stakeholders perceive engagement of all stewardship strategies, and concurrently associate high affective outcomes, (2) variations in stewardships strategies and affective outcomes exist among stakeholder

groups, (3) affective outcomes, though conceptually distinct, are highly intercorrelated, (4) personal characteristics do not yield a substantial influence on predicting stewardship strategies or affective outcomes, and (5) the combined predictive power of stewardship strategies on total affective outcome is the strongest.

From the discussion that encompassed these findings, implications were offered. Understanding more clearly, and elevating more prominently the role of community engagement as a function of the Cooperative Extension System can serve all levels of the organization. This role solidifies the connection between the university and the people that was established over a century ago with the establishment of the Morrill Act and the Smith-Lever Act, and creates language and defined actions that Extension professionals can engage in as they steward relationships with the stakeholders in their communities. Integral to stewarding these relationships is communication. Examining the differences that exist in experience and outcomes among stakeholder groups, and tailoring communication towards these distinct groups will serve the organization.

Explored broadly, more in-depth insight is needed to improve the utilization of stewardship strategies to achieve the goal of establishing meaningful relationships with stakeholders. Replicating this study with new audiences will continue to provide new perspectives. Complimentary qualitative exploration will enrich the understanding of the complexities that span these relationships, and the outcomes associated with them. Additional analysis of segments of stakeholders could also highlight similarities and differences that exist between and among these groups.

"If an organization wants to ensure its longevity then it should be prepared to dedicate time to developing relationships" (Waters, 2009b, p. 113). Stewardship

strategies serve as a way for an organization to establish, cultivate, and maintain relationships with stakeholders. In this way, strategies of reciprocity, responsibility, reporting, and relationship nurturing influence the affective outcomes that stakeholders associate with an organization. This study helps provide insight into the framework of stewardship strategies for a public service organization and the intricacies that exist in the relationships between those organizations and their stakeholders. Examining and understanding the organization, the stakeholders it works alongside to achieve its mission, and the interweaving of the relationships that connect the two, will only continue to advance the work of public service organizations.

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APPENDICES

APPENDIX A

INSTRUMENT REQUEST CORRESPONDENCE

Dear Dr. Hon and Dr. Grunig:

I am a doctoral candidate at the University of Georgia completing a dissertation in the Department of Learning, Leadership, and Organization Development. I am writing to ask written permission to use your Organization-Public Relationship Instrument (1999) which delineates the four relational outcome scales of trust, control mutuality, satisfaction, and commitment. I believe this aligns well with my research as I am looking to examine the role and outcomes of relationship management practices among Georgia 4-H stakeholder groups (donors, volunteer, and employees). My research is being supervised by my professor, Dr. Thomas Valentine, Professor in the Department of Lifelong Education, Administration, and Policy (tvnj@uga.edu).

If given permission, I intend to use the shortest scale version including six items for trust, six items for control mutuality, five items for commitment, and five items for satisfaction. The only adaptation to the instrument would be to exchange "this organization" to "Georgia 4-H" in each item. It is anticipated that a pilot will be administered through Qualtrics online, and once reliability is confirmed, the final instrument will be distributed to Georgia 4-H volunteer, donors, and employees. The instrument will be administered in conjunction with Waters' (2013) Stewardship Instrument. In addition to using the instrument for data collection, I also ask your permission to reproduce it in my dissertation appendix. The dissertation will be published in the University of Georgia Electronic Theses and Dissertations database available at https://www.libs.uga.edu/etd and deposited in the ProQuest Dissertations and Theses database.

I would like to use [and reproduce] your Organization-Public Relationship Instrument under the following conditions:

- I will use the Organization-Public Relationship Instrument only for my research study and will not sell or use it for any other purposes
- I will include a statement of attribution and copyright on all copies of the instrument. If you have a specific statement of attribution that you would like for me to include, please provide it in your response.
- At your request, I will send a copy of my completed research study to you upon completion of the study and/or provide a hyperlink to the final manuscript

If you do not control the copyright for these materials, I would appreciate any information you can provide concerning the proper person or organization I should contact.
If these are acceptable terms and conditions, please indicate so by replying to me through e-mail at jennabdaniel@uga.edu. I greatly appreciate your consideration of this request,

and look forward to hearing your response. If you have any questions, please do not hesitate to contact me.

Sincerely,

Jenna Daniel

Jenna Daniel, Doctoral Candidate
University of Georgia
Department of Learning, Leadership, and Organization Development
jennabdaniel@uga.edu
706-542-0906

From: Hon,Linda L [mailto:lhon@jou.ufl.edu]
Sent: Thursday, January 17, 2019 6:48 AM
To: Jenna Brown Daniel <jennabdaniel@uga.edu>; jgrunig@umd.edu
Cc: Thomas Valentine <tvnj@uga.edu>
Subject: RE: Permission Requested - 1999 Organization-Public Relationship Instrument

Hi Jenna. Yes, please feel free to proceed as you have outlined.

Thank you for your interest in the instrument and good luck with your research.

Best wishes,
Linda Hon

Sent: Friday, January 18, 2019 4:44 PM
To: Jenna Brown Daniel <jennabdaniel@uga.edu>
Cc: Hon,Linda L <lhon@jou.ufl.edu>; Thomas Valentine <tvnj@uga.edu>
Subject: Re: Permission Requested - 1999 Organization-Public Relationship Instrument

Jenna,

You have my permission also. Do you need me to sign the form to grant permission?

By the way, this relationship index is in the public domain, made available on the IPR website; and you don't need our permission to use it.

Jim Grunig

Dear Dr. Waters:

I am a doctoral candidate at the University of Georgia completing a dissertation in the Department of Learning, Leadership, and Organization Development. I am writing to ask written permission to use your revised Stewardship Scales Instrument (2013) which was updated to measures stewardship across the for-profit, government, and nonprofit sectors. I believe this aligns well with my research as I am looking to examine the role and outcomes of relationship management and cultivation strategy practices among Georgia 4-H stakeholder groups (donors, volunteer, and employees). My research is being supervised by my professor, Dr. Thomas Valentine, Professor in the Department of Lifelong Education, Administration, and Policy(tvnj@uga.edu).

If given permission, I intend to use the instrument in its entirety with four items for each dimension of stewardship. The only adaptation to the instrument would be to exchange "the organization" to "Georgia 4-H" in each item. It is anticipated that a pilot will be administered through Qualtrics online, and once reliability is confirmed, the final instrument will be distributed to Georgia 4-H volunteer, donors, and employees. The instrument will be administered in conjunction with Hon & Grunig's (1999) four relational outcome scales. In addition to using the instrument for data collection, I also ask your permission to reproduce it in my dissertation appendix. The dissertation will be published in the University of Georgia Electronic Theses and Dissertations database available at https://www.libs.uga.edu/etd and deposited in the ProQuest Dissertations and Theses database.

I would like to use [and reproduce] your Stewardship Scales Instrument under the following conditions:

- I will use the Stewardship Scales Instrument only for my research study and will not sell or use it for any other purposes
- I will include a statement of attribution and copyright on all copies of the instrument. If you have a specific statement of attribution that you would like for me to include, please provide it in your response.
- At your request, I will send a copy of my completed research study to you upon completion of the study and/or provide a hyperlink to the final manuscript

If you do not control the copyright for these materials, I would appreciate any information you can provide concerning the proper person or organization I should contact.

If these are acceptable terms and conditions, please indicate so by replying to me through e-mail at jennabdaniel@uga.edu. I greatly appreciate your consideration of this request,

and look forward to hearing your response. If you have any questions, please do not hesitate to contact me.

Sincerely,

Jenna Daniel, Doctoral Candidate
University of Georgia
Department of Learning, Leadership, and Organization Development
jennabdaniel@uga.edu
706-542-0906

From: Richard Waters [mailto:rdwaters@usfca.edu]
Sent: Thursday, January 17, 2019 9:12 PM
To: Jenna Brown Daniel <jennabdaniel@uga.edu>
Cc: Thomas Valentine <tvnj@uga.edu>
Subject: Re: Permission Requested - 2013 Stewardship Scales Instrument

Hey Jenna,
Absolutely, you're more than welcome to use the stewardship scales. I'd even love to hear the results when you get to them. I'm actually a former 4-time master 4-H'er from North Georgia. Loved my time working with the Extension faculty and my time at Rock Eagle in particular.

If there's anything I can do to help other than confirming that I support using these scales, just let me know.

Have a good one,
Richard

Richard D. Waters, Ph.D.
Associate Professor
School of Management
University of San Francisco

APPENDIX B

PILOT QUESTIONNAIRE

UNIVERSITY OF GEORGIA EXTENSION | 4-H

Relationship Management and Cultivation: Multiple Perspectives from Stakeholders

Thank you for your contributions to Georgia 4-H! In 4-H, we believe in the power of young people. We see that every child has valuable strengths and real influence to improve the world around us. As Georgia's largest youth development organization, Georgia 4-H envisions a world in which youth and adults learn, grow, and work together.

You play an integral role in this vision of Georgia 4-H, and as such, we invite you to participate in a survey that examines the relationship between you and Georgia 4-H. Please know that this survey is confidential, and your responses will not be linked to you, or your role with Georgia 4-H. We appreciate your honest opinion, and it in no way will influence your current relationship or role with Georgia 4-H. As you answer the following questions, please keep your role (donor, volunteer, or employee) with Georgia 4-H in mind.

1. Check all roles that apply to you in your relationship with Georgia 4-H
   - Donor – Financial Contributor to the Georgia 4-H Foundation
   - Volunteer – Georgia 4-H Screened and Certified Adult Volunteer Working with Youth
   - Employee – Public Service Faculty Employed by the University of Georgia Extension System or Georgia 4-H

2. If you selected multiple roles, of these, which do you identify with as your primary role?
   - Donor
   - Volunteer
   - Employee

Please respond to the following questions regarding your primary role as a donor, volunteer, and/or employee with Georgia 4-H. The phrase "people like me" refers to this primary role. Indicate your degree of agreement with the following 16 items, based on a scale of 1-9 (1 Being Strongly Disagree and 9 Being Strongly Agree).

Item	Statement	SD 1	2	3	4	5	6	7	8	SA 9
1	Georgia 4-H acknowledges my contributions in a timely manner.									
2	Georgia 4-H always thanks me for my involvement.									
3	Because of my involvement, Georgia 4-H recognizes me as a friend.									
4	Georgia 4-H is not sincere in its communication with people like me.									
5	Georgia 4-H considers people like me when deciding how to use its resources.									
6	Georgia 4-H uses its resources for projects that are against the will of people like me.									
7	People like me have confidence that Georgia 4-H will use its resources wisely.									
8	Georgia 4-H tells people like me what projects it uses its resources for.									
9	Georgia 4-H informs people like me about its successes.									
10	Georgia 4-H discloses to people like me its organizational decisions.									
11	Georgia 4-H provides information about institutional policies.									

UNIVERSITY OF GEORGIA EXTENSION

Please respond to the following questions regarding your role as a donor/ volunteer with Georgia 4-H. The phrase "people like me" refers to this role. Indicate your degree of agreement with the following 21 items, based on a scale of 1-6 (1 Being Strongly Disagree and 6 Being Strongly Agree).

		SD					SA
Item	Statement	1	2	3	4	5	6
1	Georgia 4-H treats people like me fairly and justly.						
2	Whenever Georgia 4-H makes an important decision, I know it will be concerned about people like me.						
3	Georgia 4-H can be relied on to keep its promises.						
4	I believe Georgia 4-H takes the opinions of people like me into account when making decisions.						
5	I feel very confident about Georgia 4-H's skills.						
6	Georgia 4-H has the ability to accomplish what it says it will do.						
7	Georgia 4-H and people like me are attentive to what each other say.						
8	Georgia 4-H believes the opinions of people like me are legitimate.						
9	In dealing with people like me, Georgia 4-H has a tendency to throw its weight around.						
10	Georgia 4-H really listen to what people like me have to say.						
11	The management of Georgia 4-H gives people like me enough say in the decision-making process.						
12	I feel that Georgia 4-H is trying to maintain a long-term commitment to people like me.						
13	I can see that Georgia 4-H wants to maintain a relationship with people like me.						
14	There is a long-lasting bond between Georgia 4-H and people like me.						
15	Compared to other organizations, I value my relationship with Georgia 4-H more.						
16	I would rather work together with Georgia 4-H than not.						
17	I am happy with Georgia 4-H.						
18	Both Georgia 4-H and people like me benefit from this relationship.						
19	Most people like me are happy in their interactions with Georgia 4-H.						
20	Generally speaking, I am pleased with the relationship Georgia 4-H has established with people like me.						
21	Most people enjoy dealing with Georgia 4-H.						

Tell us a little more about yourself by answering the following questions.

1	What does the relationship with Georgia 4-H mean to you?	
2	Were you a 4-H'er?	
	YES	NO
3	Are you the parent or guardian of a 4-H'er?	
	YES	NO
4	What year were you born?	

5	What year did you begin your (donor/volunteer) relationship with Georgia 4-H?				
6	What is the highest level of education you have completed?				
	Some High School				
	High School				
	Some College				
	Vocational or Technical Program				
	Associate Degree				
	Bachelor Degree				
	Some Graduate Work				
	Masters or Professional Degree				
	Academic Doctorate Degree				
	Professional Doctorate Degree				
	Other:				
7	How would you describe your current employment status?				
	Employed Full-Time				
	Employed Part-Time				
	Unemployed				
	Retired				
	Student				
	Stay at Home Parent				
	Other:				
8	Gender				
	Male	Female		Prefer Not to Say	
9	Race (Select All the Apply)				
	White	African-American or Black	American Indian	Asian	Pacific-Islander
10	Ethnicity				
	Hispanic		Non-Hispanic		
11	Relationship with Georgia 4-H (Select All that Apply)				
	Georgia 4-H Donor (Financial Contributor to the Georgia 4-H Foundation)		Georgia 4-H Volunteer (Georgia 4-H Screened and Certified Adult Volunteer Working with Youth)		

Thank you for your time, expertise, and support of Georgia 4-H. We appreciate your response, and greatly value your input. If you have any questions about this survey or its results, please contact Jenna Daniel (jennabdaniel@uga.edu or 706-542-0906) or Dr. Thomas Valentine (tvnj@uga.edu).

APPENDIX C

PILOT STUDY RESULTS

Pilot Study Results

The purpose of the pilot study was to determine the extent to which (a) the instrument performed as desired, (B) the survey items captured the differences between individual participants (variance and distribution), (c) the items are consistent in terms of measuring respective constructs (reliability), and (d) the dimensions consisting of the survey are associated with one another. The survey for the pilot study consisted of three sections which included the stewardship strategy scales, the affective outcome scales, and demographic information request. The survey was administered using the platform, Qualtrics™. Two versions of the survey were created in an effort for each to include language that was more tailored to their role as either a donor or a volunteer.

Participants of the pilot study were drawn from the target population for the larger research study. To begin the pilot process, the State 4-H Leader, Georgia 4-H Volunteer Specialist, and the Georgia 4-H Foundation Executive Director were contacted, and individual meetings were secured to review and the process and instrument, and solicit their approval. From these meetings, a database report was requested that included contact information for Georgia 4-H Foundation donor and Georgia 4-H volunteers. Each report was pulled from their respective databases, Raisers Edge and Georgia 4-H Enrollment, and a list was provided in Microsoft Excel. Table C1 details the parameters set for pulling each of these reports.

Table C1

Parameters for Target Population Information Reports

Population	Parameters
Georgia 4-H Foundation Donors	• Individuals that donated between January 1, 2018 and the date the report was pulled (March 15, 2019) • Requested their name, mailing address, and email address
Georgia 4-H Volunteers	• Individuals that served between August 1, 2018 and the date the report was pulled (March 21, 2019) • Individuals that had completed their "Risk Management Online Training Quiz" denoting their "screened status" • Requested their name, mailing address, and email address

The volunteer list yielded 2,598 individuals. Duplicates based on the same first name, last name, and city had already been extracted. The researcher then sorted the list based on email address. Individuals with no valid email address were removed, which resulted in a final list of 2,567 individuals. Using an online random number generator, a random sort of numbers was generated with numbers ranging from 1 to 2,567 in a column. These numbers were inserted as a column to the left of the first data field within the Microsoft Excel spreadsheet. Once pasted, the whole spreadsheet was sorted numerically. This gave a completely random order to the list. From this master list, the first 100 individuals (numbers ranging from 1 to 100) were pulled and utilized as a population for the pilot survey. Each email address was imported into Qualtrics™ and an email communication schedule with embedded survey links was created.

The same process was completed to create a donor pilot participant list. The contact information was requested and pulled from the Raiser's Edge database. The list was exported as Microsoft Excel spreadsheet, and the original list contained 906 individuals. This list was sorted by email address. Individuals who had no email address listed were removed.

An additional sort was done to ensure that current Georgia 4-H employees were not included in the list. These individuals were identified by their UGA email address and by the researcher's knowledge and interaction with them based on a UGA Extension employee list requested from the College of Agricultural and Environmental Sciences Business Office. Once compared and removed, 749 individuals remained on the list. In the same vein as the list of volunteers, a random number list ranging from 1 to 749 was generated online, and inserted to the left of the first data field. The whole spreadsheet was sorted in numerical order, and the first 100 individuals were (numbers ranging from 1 to 100) constituted the pilot survey population. Each email address was imported into Qualtrics™ and an emails communication schedule with embedded survey links was created. All participants received unique survey links generated by Qualtrics™ and everyone had the option to opt out of future communication.

Communication was established with these 200 individuals through a series of emails. First, the volunteer list received an email from the State 4-H Leader and the Georgia 4-H Volunteer Specialist informing them of the survey. Similarly, the donor list received an email from the State 4-H Leader and the Executive Director of the Georgia 4-H Foundation. The following day, individuals received an email from Qualtrics™ with the link to the survey. If the survey was not completed, a week later a reminder was sent

informing them that the survey would close the following day. The survey was administered during April 2019. A total of 61 responses were collected.

The data (n=61) collected through Qualtrics™ was downloaded as a data set for SPSS. The data was analyzed and reports were pulled with mean scores and standard deviations, correlations among survey measures and constructs, and coefficient alphas. Additionally, histograms for each scale was produced to explore how responses were distributed. Follow cleaning, it was revealed that 21 of the responses were partial in nature, and therefore removed from the analysis. As nearly 1/3 of the participants and not ideal for the main study, it was decided that responses would be forced for responses for each of the scales. Demographic and more sensitive responses would remain optional.

The distributions of the scales showed that the survey items captured differences between individual respondents. The vast majority of the items in the scales used all six data points, with a few using five or four data points, and none using three. Figure B1 gives a visual representation of the distribution of the scales.

Additionally, reliability coefficients reinforced strong reliabilities of the scales measuring the stewardship strategies that include reciprocity (.90), responsibility (.86), reporting (.78), and relationship nurturing (.90). Additionally, the reliability coefficients showcased similar reliabilities for the scales that measure the affective outcomes that include trust (.95), control mutuality (.93), commitment (.93), and satisfaction (.97).
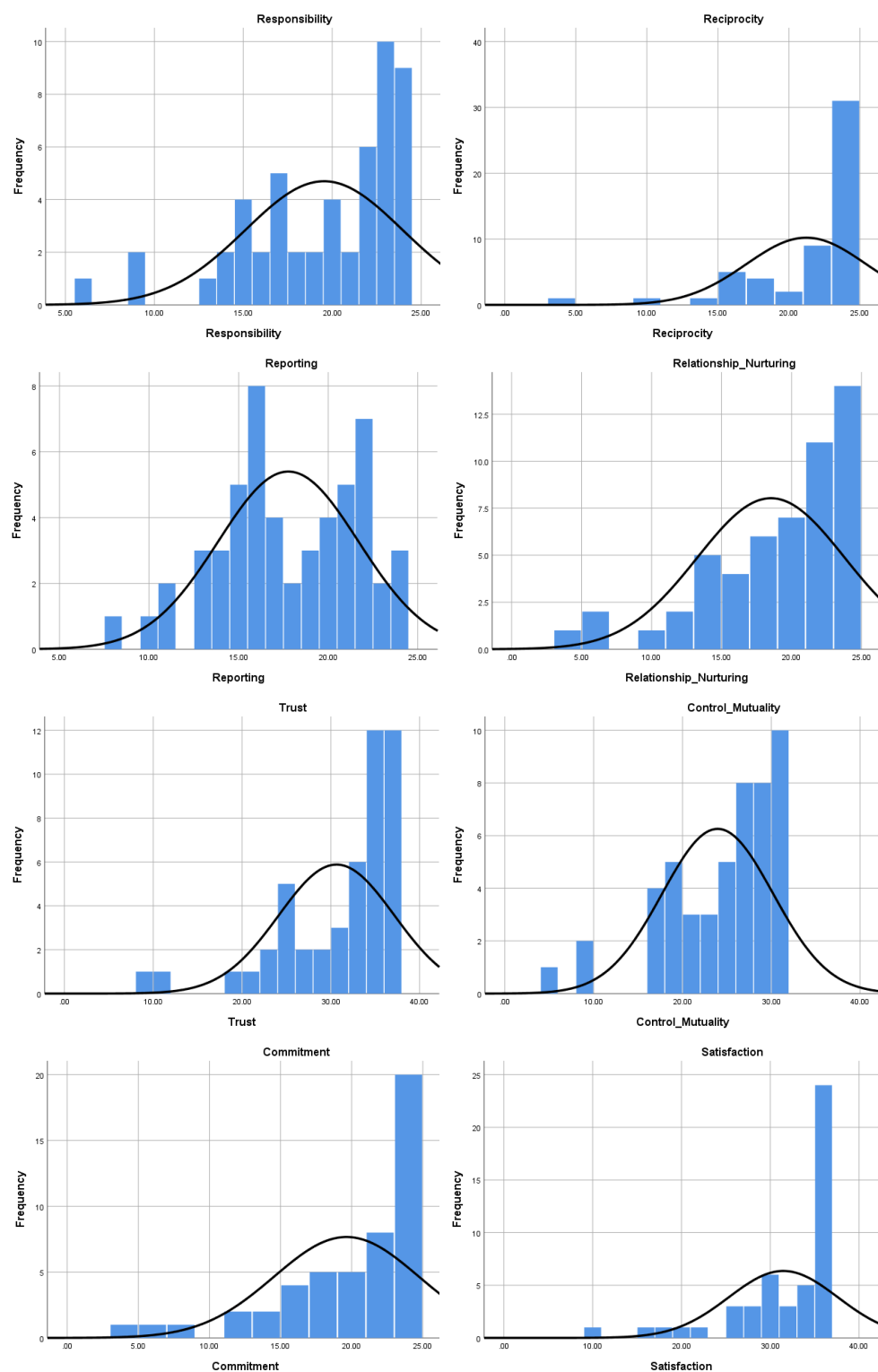
Figure B1. *Distribution of the Scales*

From this analysis, it was decided that the eight measures, overall, are acceptable in terms of variance and reliability. In this way, they will be used this instrument for the main study with minor revisions. Additionally, it was determined that Qualtrics™ was effective in distributing the survey.

APPENDIX D

FINAL DONOR QUESTIONNAIRE

Dear Georgia 4-H Donor,

Thank you for your continued support of Georgia 4-H! As an organization, we greatly value you as a volunteer, and know that you share in our belief of the power of young people.

Your contributions, leadership, and commitment to Georgia 4-H our integral to our success, and we greatly value the relationship that exists between us and our friends. In this vein, I'm looking to understand more about that relationship, and hope that you will share your time and opinion to tell us more about it. The survey only takes 10 minutes and your response is critical to our understanding of how we can better support our friends, and acknowledge and appreciate their role.

This study is a part of my doctoral studies at the University of Georgia, under the supervision of Dr. Thomas Valentine. The results will benefit Georgia 4-H, 4-H programs across the nation, and our ability to understand and support the friends of our organization.

Your participation is voluntary and you may choose not to participate or to stop at any time. If you decide to stop or withdraw from the study, the information/data collected from or about you up to the point of your withdrawal will be kept as part of the study and may continue to be analyzed.

Your responses to this survey will remain confidential. Information gleaned will be maintained by the State 4-H office. The results of the research study may be published, but your name or any individual identifying information will not be used. In fact, the published results will be presented in summary form only. The findings from this project may inform the development of future projects. This research involves the transmission of data over the Internet. Every reasonable effort has been taken to ensure the effective use of available technology; however, confidentiality during online communication cannot be guaranteed. Your input is valuable to the study and I appreciate your consideration.

If you agree to participate in this survey, please click on the "Yes" button below and move to the next page. You will automatically be directed to the survey. If you do not want to participate, feel free to select "No". If you have any questions or concerns about this survey, please do not hesitate to contact myself, Jenna Daniel (jbrown10@uga.edu) or Dr. Thomas Valentine (tvnj@uga.edu). Again, thank you for your time and participation.

With appreciation,

Jenna Daniel
Georgia 4-H Extension Specialist
Doctoral Student, Department of Learning, Leadership, and Organizational Development
Jbrown10@uga.edu

Questions or concerns about your rights as a research participant should be directed to the University of Georgia Institutional Review Board (IRB) Chairperson at 706-542-3199 or irb@uga.edu

I agree to participate in this research study

Yes
No

Please respond to the following questions regarding your role as a donor with Georgia 4-H. The phrase "people like me" refers to this role. Indicate your degree of agreement with the following 16 items, based on a scale of 1-6 (1 Being Strongly Disagree and 6 Being Strongly Agree).

Georgia 4-H acknowledges my contributions in a timely manner.

1 (Strongly Disagree)	2	3	4	5	6 (Strongly Agree)

Georgia 4-H always thanks me for my involvement.

1 (Strongly Disagree)	2	3	4	5	6 (Strongly Agree)

Because of my involvement, Georgia 4-H recognizes me as a friend.

1 (Strongly Disagree)	2	3	4	5	6 (Strongly Agree)

Georgia 4-H is not sincere in its communication with people like me.

1 (Strongly Disagree)	2	3	4	5	6 (Strongly Agree)

Georgia 4-H considers people like me when deciding how to use its resources.

1 (Strongly Disagree)	2	3	4	5	6 (Strongly Agree)

Georgia 4-H uses its resources for projects that are against the will of people like me.

1 (Strongly Disagree)	2	3	4	5	6 (Strongly Agree)

People like me have confidence that Georgia 4-H will use its resources wisely.

1 (Strongly Disagree)	2	3	4	5	6 (Strongly Agree)

Georgia 4-H tells people like me what projects it uses its resources for.

1 (Strongly Disagree)	2	3	4	5	6 (Strongly Agree)

Georgia 4-H informs people like me about its successes.

| 1 (Strongly Disagree) | 2 | 3 | 4 | 5 | 6 (Strongly Agree) |

Georgia 4-H discloses to people like me its organizational decisions.

| 1 (Strongly Disagree) | 2 | 3 | 4 | 5 | 6 (Strongly Agree) |

Georgia 4-H provides information about institutional policies.

| 1 (Strongly Disagree) | 2 | 3 | 4 | 5 | 6 (Strongly Agree) |

Georgia 4-H provides information about how its resources were used.

| 1 (Strongly Disagree) | 2 | 3 | 4 | 5 | 6 (Strongly Agree) |

People like me only hear from Georgia 4-H when it needs something.

| 1 (Strongly Disagree) | 2 | 3 | 4 | 5 | 6 (Strongly Agree) |

Georgia 4-H is more concerned with its fiscal health than with its relationships with people like me.

| 1 (Strongly Disagree) | 2 | 3 | 4 | 5 | 6 (Strongly Agree) |

People like me receive personalized attention from Georgia 4-H.

| 1 (Strongly Disagree) | 2 | 3 | 4 | 5 | 6 (Strongly Agree) |

Georgia 4-H invites people like me to participate in special events that it holds.

| 1 (Strongly Disagree) | 2 | 3 | 4 | 5 | 6 (Strongly Agree) |

Please respond to the following questions regarding your primary role as a donor with Georgia 4-H. The phrase "people like me" refers to this primary role. Indicate your degree of agreement with the following 21 items, based on a scale of 1-6 (1 Being Strongly Disagree and 6 Being Strongly Agree).

Georgia 4-H treats people like me fairly and justly.

1 (Strongly Disagree)	2	3	4	5	6 (Strongly Agree)

Whenever Georgia 4-H makes an important decision, I know it will be concerned about people like me.

1 (Strongly Disagree)	2	3	4	5	6 (Strongly Agree)

Georgia 4-H can be relied on to keep its promises.

1 (Strongly Disagree)	2	3	4	5	6 (Strongly Agree)

I believe Georgia 4-H takes the opinions of people like me into account when making decisions.

1 (Strongly Disagree)	2	3	4	5	6 (Strongly Agree)

I feel very confident about Georgia 4-H's skills.

1 (Strongly Disagree)	2	3	4	5	6 (Strongly Agree)

Georgia 4-H has the ability to accomplish what it says it will do.

1 (Strongly Disagree)	2	3	4	5	6 (Strongly Agree)

Georgia 4-H and people like me are attentive to what each other say.

1 (Strongly Disagree)	2	3	4	5	6 (Strongly Agree)

Georgia 4-H believes the opinions of people like me are legitimate.

1 (Strongly Disagree)	2	3	4	5	6 (Strongly Agree)

In dealing with people like me, Georgia 4-H has a tendency to throw its weight around.

1 (Strongly Disagree)	2	3	4	5	6 (Strongly Agree)

Georgia 4-H really listen to what people like me have to say.

1 (Strongly Disagree)	2	3	4	5	6 (Strongly Agree)

The management of Georgia 4-H gives people like me enough say in the decision-making process.

1 (Strongly Disagree)	2	3	4	5	6 (Strongly Agree)

I feel that Georgia 4-H is trying to maintain a long-term commitment to people like me.

1 (Strongly Disagree)	2	3	4	5	6 (Strongly Agree)

I can see that Georgia 4-H wants to maintain a relationship with people like me.

1 (Strongly Disagree)	2	3	4	5	6 (Strongly Agree)

There is a long-lasting bond between Georgia 4-H and people like me.

1 (Strongly Disagree)	2	3	4	5	6 (Strongly Agree)

Compared to other organizations, I value my relationship with Georgia 4-H more.

1 (Strongly Disagree)	2	3	4	5	6 (Strongly Agree)

I would rather work together with Georgia 4-H than not.

1 (Strongly Disagree)	2	3	4	5	6 (Strongly Agree)

I am happy with Georgia 4-H.

1 (Strongly Disagree)	2	3	4	5	6 (Strongly Agree)

Both Georgia 4-H and people like me benefit from this relationship.

1 (Strongly Disagree)	2	3	4	5	6 (Strongly Agree)

Most people like me are happy in their interactions with Georgia 4-H.

1 (Strongly Disagree)	2	3	4	5	6 (Strongly Agree)

Generally speaking, I am pleased with the relationship Georgia 4-H has established with people like me.

1 (Strongly Disagree)	2	3	4	5	6 (Strongly Agree)

Most people enjoy dealing with Georgia 4-H.

1 (Strongly Disagree)	2	3	4	5	6 (Strongly Agree)

Tell us a little more about yourself by answering the following questions.

What do you value in your relationship with Georgia 4-H?

Were you a 4-H'er?

Yes

No

Are you the parent/guardian of a current or previous 4-H'er?

Yes

No

What year were you born?

What year did you begin your donor relationship with Georgia 4-H?

What is the highest level of education you have completed?

No Diploma

High School or GED

2 Year Degree

4 Year Degree

Graduate Degree

Other

If other, please describe.

How would you describe your current employment status?

Employed Full-Time

Employed Part-Time

Unemployed

Retired

Student

Full Time Homemaker

Other

If other, please describe.

What is your gender?

What is your race and ethnicity?

Relationship with Georgia 4-H (Select All that Apply)

Donor - Financial Contributor to the Georgia 4-H Foundation

Volunteer - Georgia 4-H Screened Adult Volunteer Working with Youth

Powered by Qualtrics

APPENDIX E

FINAL VOLUNTEER QUESTIONNIARE

UNIVERSITY OF GEORGIA

1785 ™

Dear Georgia 4-H Volunteer,

Thank you for your continued support of Georgia 4-H! As an organization, we greatly value you as a volunteer, and know that you share in our belief of the power of young people.

Your contributions, leadership, and commitment to Georgia 4-H our integral to our success, and we greatly value the relationship that exists between us and our friends. In this vein, I'm looking to understand more about that relationship, and hope that you will share your time and opinion to tell us more about it. The survey only takes 10 minutes and your response is critical to our understanding of how we can better support our friends, and acknowledge and appreciate their role.

This study is a part of my doctoral studies at the University of Georgia, under the supervision of Dr. Thomas Valentine. The results will benefit Georgia 4-H, 4-H programs across the nation, and our ability to understand and support the friends of our organization.

Your participation is voluntary and you may choose not to participate or to stop at any time. If you decide to stop or withdraw from the study, the information/data collected from or about you up to the point of your withdrawal will be kept as part of the study and may continue to be analyzed.

Your responses to this survey will remain confidential. Information gleaned will be maintained by the State 4-H office. The results of the research study may be published, but your name or any individual identifying information will not be used. In fact, the published results will be presented in summary form only. The findings from this project may inform the development of future projects. This research involves the transmission of data over the Internet. Every reasonable effort has been taken to ensure the effective use of available technology; however, confidentiality during online communication cannot be guaranteed. Your input is valuable to the study and I appreciate your consideration.

If you agree to participate in this survey, please click on the "Yes" button below and move to the next page. You will automatically be directed to the survey. If you do not want to participate, feel free to select "No". If you have any questions or concerns about this survey, please do not hesitate to contact myself, Jenna Daniel (jbrown10@uga.edu) or Dr. Thomas Valentine (tvnj@uga.edu). Again, thank you for your time and participation.

With appreciation,

Jenna Daniel
Georgia 4-H Extension Specialist
Doctoral Student, Department of Learning, Leadership, and Organizational Development
Jbrown10@uga.edu

Questions or concerns about your rights as a research participant should be directed to the University of Georgia Institutional Review Board (IRB) Chairperson at 706-542-3199 or irb@uga.edu.

I agree to participate in this research study

Yes
No

Please respond to the following questions regarding your role as a volunteer with Georgia 4-H. The phrase "people like me" refers to this role. Indicate your degree of agreement with the following 16 items, based on a scale of 1-6 (1 Being Strongly Disagree and 6 Being Strongly Agree).

Georgia 4-H acknowledges my contributions in a timely manner.

| 1 (Strongly Disagree) | 2 | 3 | 4 | 5 | 6 (Strongly Agree) |

Georgia 4-H always thanks me for my involvement.

| 1 (Strongly Disagree) | 2 | 3 | 4 | 5 | 6 (Strongly Agree) |

Because of my involvement, Georgia 4-H recognizes me as a friend.

| 1 (Strongly Disagree) | 2 | 3 | 4 | 5 | 6 (Strongly Agree) |

Georgia 4-H is not sincere in its communication with people like me.

| 1 (Strongly Disagree) | 2 | 3 | 4 | 5 | 6 (Strongly Agree) |

Georgia 4-H considers people like me when deciding how to use its resources.

| 1 (Strongly Disagree) | 2 | 3 | 4 | 5 | 6 (Strongly Agree) |

Georgia 4-H uses its resources for projects that are against the will of people like me.

| 1 (Strongly Disagree) | 2 | 3 | 4 | 5 | 6 (Strongly Agree) |

People like me have confidence that Georgia 4-H will use its resources wisely.

| 1 (Strongly Disagree) | 2 | 3 | 4 | 5 | 6 (Strongly Agree) |

Georgia 4-H tells people like me what projects it uses its resources for.

| 1 (Strongly Disagree) | 2 | 3 | 4 | 5 | 6 (Strongly Agree) |

Georgia 4-H informs people like me about its successes.

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Georgia 4-H discloses to people like me its organizational decisions.

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Georgia 4-H provides information about institutional policies.

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Whenever Georgia 4-H makes an important decision, I know it will be concerned about people like me.

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I believe Georgia 4-H takes the opinions of people like me into account when making decisions.

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I feel very confident about Georgia 4-H's skills.

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Georgia 4-H has the ability to accomplish what it says it will do.

1 (Strongly Disagree)	2	3	4	5	6 (Strongly Agree)

Georgia 4-H and people like me are attentive to what each other say.

| 1 (Strongly Disagree) | 2 | 3 | 4 | 5 | 6 (Strongly Agree) |

Georgia 4-H believes the opinions of people like me are legitimate.

| 1 (Strongly Disagree) | 2 | 3 | 4 | 5 | 6 (Strongly Agree) |

In dealing with people like me, Georgia 4-H has a tendency to throw its weight around.

| 1 (Strongly Disagree) | 2 | 3 | 4 | 5 | 6 (Strongly Agree) |

Georgia 4-H really listen to what people like me have to say.

| 1 (Strongly Disagree) | 2 | 3 | 4 | 5 | 6 (Strongly Agree) |

The management of Georgia 4-H gives people like me enough say in the decision-making process.

| 1 (Strongly Disagree) | 2 | 3 | 4 | 5 | 6 (Strongly Agree) |

I feel that Georgia 4-H is trying to maintain a long-term commitment to people like me.

| 1 (Strongly Disagree) | 2 | 3 | 4 | 5 | 6 (Strongly Agree) |

I can see that Georgia 4-H wants to maintain a relationship with people like me.

| 1 (Strongly Disagree) | 2 | 3 | 4 | 5 | 6 (Strongly Agree) |

There is a long-lasting bond between Georgia 4-H and people like me.

| 1 (Strongly Disagree) | 2 | 3 | 4 | 5 | 6 (Strongly Agree) |

Compared to other organizations, I value my relationship with Georgia 4-H more.

1 (Strongly Disagree)	2	3	4	5	6 (Strongly Agree)

I would rather work together with Georgia 4-H than not.

1 (Strongly Disagree)	2	3	4	5	6 (Strongly Agree)

I am happy with Georgia 4-H.

1 (Strongly Disagree)	2	3	4	5	6 (Strongly Agree)

Both Georgia 4-H and people like me benefit from this relationship.

1 (Strongly Disagree)	2	3	4	5	6 (Strongly Agree)

Most people like me are happy in their interactions with Georgia 4-H.

1 (Strongly Disagree)	2	3	4	5	6 (Strongly Agree)

Generally speaking, I am pleased with the relationship Georgia 4-H has established with people like me.

1 (Strongly Disagree)	2	3	4	5	6 (Strongly Agree)

Most people enjoy dealing with Georgia 4-H.

1 (Strongly Disagree)	2	3	4	5	6 (Strongly Agree)

Tell us a little more about yourself by answering the following questions.

What do you value in your relationship with Georgia 4-H?

Were you a 4-H'er?

Yes

No

Are you the parent/guardian of a current or previous 4-H'er?

Yes

No

What year were you born?

What year did you begin your volunteer relationship with Georgia 4-H?

What is the highest level of education you have completed?

No Diploma

High School or GED

2 Year Degree

4 Year Degree

Graduate Degree

Other

If other, please describe.

How would you describe your current employment status?

Employed Full-Time

Employed Part-Time

Unemployed

Retired

Student

Full Time Homemaker

Other

If other, please describe.

What is your gender?

What is your race and ethnicity?

Relationship with Georgia 4-H (Select All that Apply)

Donor - Financial Contributor to the Georgia 4-H Foundation

Volunteer - Georgia 4-H Screened Adult Volunteer Working with Youth

APPENDIX F

IRB APPROVAL AND REQUEST FOR PARTICIPATION

IRB Approval

Institutional Review Board
UNIVERSITY OF GEORGIA
1785

Hello, Jennifer Daniel ▼

| » | My Inbox | Library |

View Project
Print Project
View Differences

Progress Report

Create Version
Add Public Comment

Relationship Management and Cultivation Strategies: Multiple Perspectives from Public Service Stakeholders

ID: PROJECT00000196

Principal Investigator:	Valentine	Contacts:	
Reviewer:	Pooser	Review Level:	Exempt
Determination:	Approved	Approved Date:	3/28/2019
Funding Source:		Expiration Date:	
Committee:		Project Status:	Approved
Review Category:			

Dear Georgia 4-H Donor/Volunteer,

Thank you for your continued support of Georgia 4-H! As an organization, we greatly value you as a donor/volunteer, and know that you share in our belief of the power of young people.

Your contributions, leadership, and commitment to Georgia 4-H our integral to our success, and we greatly value the relationship that exists between us and our friends. As a 4-H Extension Specialist and a doctoral student, I'm looking to understand more about that relationship, and hope that you will share your time and opinion to tell us more about it. I'd love for you to join me in telling your experience by participating in an online survey (in the link below).

Your support of this process is greatly appreciated. The survey only takes 10 minutes and your response is critical to our understanding of how we can better support our friends, and acknowledge and appreciate their role.

If you have any questions or concerns about this survey, please do not hesitate to contact myself, Jenna Daniel (jbrown10@uga.edu) or Dr. Thomas Valentine (tvnj@uga.edu). Again, thank you for your time and participation.

With appreciation,

Jenna Daniel

Jenna Daniel

Doctoral Student
Department of Learning, Leadership, and Organizational Development
University of Georgia
Jbrown10@uga.edu

APPENDIX G

COVER LETTER AND INFORMED CONSENT

Cover Letter and Informed Consent

Dear Georgia 4-H Donor/Volunteer,

Thank you for your continued support of Georgia 4-H! As an organization, we greatly value you as a donor/volunteer, and know that you share in our belief of the power of young people. Your contributions, leadership, and commitment to Georgia 4-H our integral to our success, and we greatly value the relationship that exists between us and our friends. In this vein, I'm looking to understand more about that relationship, and hope that you will share your time and opinion to tell us more about it. The survey only takes 10 minutes and your response is critical to our understanding of how we can better support our friends, and acknowledge and appreciate their role.

This study is a part of my doctoral studies at the University of Georgia, under the supervision of Dr. Thomas Valentine. The results of this study will inform future outreach and engagement processes and will be a model for other 4-H organizations.

Your participation is voluntary and you may choose not to participate or to stop at any time. If you decide to stop or withdraw from the study, the information/data collected from or about you up to the point of your withdrawal will be kept as part of the study and may continue to be analyzed.

Your responses to this survey will remain confidential. Information gleaned will be maintained by the State 4-H office. The results of the research study may be published, but your name or any individual identifying information will not be used. In fact, the published results will be presented in summary form only. The findings from this project may inform the development of future projects and your responses will be kept for further data analysis without obtaining additional consent. This research involves the transmission of data over the Internet. Every reasonable effort has been taken to ensure the effective use of available technology; however, confidentiality during online communication cannot be guaranteed. Your input is valuable to the study and I appreciate your consideration.

If you agree to participate in this survey, please click on the "Yes" button below and move to the next page. You will automatically be directed to the survey. If you do not want to participate, feel free to select "No". If you have any questions or concerns about this survey, please do not hesitate to contact myself, Jenna Daniel (jbrown10@uga.edu) or Dr. Thomas Valentine (tvnj@uga.edu). Again, thank you for your time and participation.

With appreciation,

Jenna Daniel

Jenna Daniel

Doctoral Student
Department of Learning, Leadership, and Organizational Development
University of Georgia
Jbrown10@uga.edu

Questions or concerns about your rights as a research participant should be directed to the University of Georgia Institutional Review Board (IRB) Chairperson at 706-542-3199 or irb@uga.edu

APPENDIX H

INITIAL CODES AND DESCRIPTIONS

Initial Code	Descriptor
Helping Youth Succeed	Being a part of the success and mastery of skills and activities for youth.
Programming for Youth	Varying options and opportunities through programs and events for youth.
Contributing to the Program	Contributing to youth and the mission of the organization.
Providing Access and Opportunities	Vast opportunities for youth with equal access across the state.
Growing and Developing Youth	Positive youth development that includes leadership, communication, and citizenship.
Preparing for Adult Life and Career	Development contributing specifically to their ability to operate as an adult in the world, mention given to careers and jobs.
Keeping 4-H'ers the Priority	Setting 4-H'ers as the sole focus of the organization.
Growing up Personally in 4-H	Memories related to previous personal experience in 4-H.
Giving Back	Feeling an obligation or need to "pay it forward".
Voicing Frustrations	Voicing concerns, frustrations, or suggestions.
Engaging in Relationships	Being provided interactions and relationships with the organization, it's staff, the community, networking, and forging friendships through the program.
Remaining Informed & Involved	Wanting to remain engaged in some capacity with the organization.
Making a Difference & Impact	Being involved first hand in the transformation of the lives of youth.
Encouraging Recognition & Support	Receiving support, encouragement, and recognition from the organization.
Having Lifelong Connection and History	Lifelong and generational commitment to the organization.
Stewarding Stakeholders	Saying thank you, following up with reports, maintaining engagement with donors and volunteers.
Advocating for the Program	Vouching for the program to others, being able to speak or serve on its behalf.
Trusting the Organization	Committing to the organization directly because of an established bond and rapport.

| Working with Their Children | Serving alongside family members in the organization, being involved in the curiosities, interests, and activities of their children. |

APPENDIX I

CODED QUALITATIVE RESPONSES

What Do You Value in Your Relationship with 4-H?	Code	Relationship
4-H'ers are #1. Keeping the youth on the right track to success. Giving them a place to express themselves.	Helping youth succeed Keeping 4-H'ers the priority	Donor/Volunteer - 1
Activities for my children	Programming for youth	Donor/Volunteer - 2
Archery coach		Donor/Volunteer - 3
Being able to contribute to the mission in a way that I am comfortable	Contributing to the program	Donor/Volunteer - 4
Being with my kids and seeing them grow and learn.	Working with my children	Donor/Volunteer - 5
Dealing with livestock, I am allowed to help 4-H students at shows where I see fit to make them more successful.	Helping youth succeed	Donor/Volunteer - 6
Equal opportunity with all youth across Georgia	Providing access and opportunity	Donor/Volunteer - 7
Everything, the relationship with county employees, the children and everyone I meet in between	Engaging in relationships	Donor/Volunteer - 8
Helping children have leadership skills for their later lives for careers.	Preparing for adult life and career	Donor/Volunteer - 9
Helping kids learn and develop.	Growing and developing youth	Donor/Volunteer - 10
Helping the young 4-H kids learn how to be good citizens.	Preparing for adult life and career	Donor/Volunteer - 11
I believe the 4-Hers are the priority but volunteers are a close second. The program cannot operate effectively without volunteers.	Keeping 4-H'ers the priority	Donor/Volunteer - 12
I grew up with 4-H and accomplished so much thanks to outstanding leaders and volunteers. I'm thrilled to live back in Georgia and value	Growing up personally in 4-H	Donor/Volunteer - 13

that Georgia 4-H gives me the chance to volunteer with the fledgling North Fulton club to give back in the way countless volunteers did when I was young.	Giving back	
I think it is the best program around for kids. Scouting is great (but there is so much cost involved), but the 4-H program has very little expense to the children, so that no one is excluded. If things are ever going to be equal and fair for ALL, I think the 4-H program will be part of the solution. I feel that GA 4-H teaches a child everything they need to know to be a success in life. They learn to make their own choices and then live with those choices. They learn the power of cooperation and the skills of leadership. They choose a topic, research it, look at it from every angle, learn to meet deadlines and the importance of making the best better. They learn to sign their work with excellence. They learn to make oral presentations with pride. And most of all they learn to believe not only in themselves, but in their peers and leaders. These are the building blocks of a greater future. I value the opportunity of working with disadvantaged kids because the other kids seem to have a leg up in life already...and I want every child to get a level playing field.	Providing access and opportunity Helping youth succeed Preparing for adult life and career	Donor/Volunteer - 14
I value the professional thing my children have learned in 4H. The job opportunities, internships I have seen and can directly correlate to experiences and things they have learned here. The project portfolios that could be used for college applications is invaluable. Tremendous organization. Just wish more kids took part.	Preparing for adult life and career	Donor/Volunteer - 15
I was raised in GA 4H and worked for them as well as being a volunteer and feel as if I was not one of the "it" people so my value was not	Growing up personally in 4-H	Donor/Volunteer - 16

needed.	Voicing frustrations	
learning teaching and sharing with the youth of the community	Growing and developing youth	Donor/Volunteer - 17
Making an impact on young people in the state of Georgia. Working together with an outstanding youth organization changing the lives of young people.	Making a difference and impact Engaging in relationships	Donor/Volunteer - 18
Nothing particular		Donor/Volunteer - 19
Staying informed	Remaining informed and involved	Donor/Volunteer - 20
Teach Children values that are lost in today's society	Growing and developing youth	Donor/Volunteer - 21
that the kids enjoy what they can achieve	Helping youth succeed	Donor/Volunteer - 22
That volunteers & faculty/staff work together to provide amazing opportunities for all youth in our communities and schools. I value more the friendships and relationships forged from all our 4-H experiences from camp to livestock to school clubs and everything in between.	Providing access and opportunities Engaging in relationships	Donor/Volunteer - 23
The ability to collaborate in working towards the goal of improving the lives of 4-Hers through leadership, citizenship, and life skills	Engaging in relationships Growing and developing youth	Donor/Volunteer - 24
The ability to make a difference in the lives of 4-H'ers	Making a difference and impact	Donor/Volunteer - 25
The ability to serve alongside the local extension office while building stronger youth leaders.	Contributing to the program Growing and developing youth	Donor/Volunteer - 26
the good things that 4-H can bring to young people	Providing access and opportunities	Donor/Volunteer - 27
The interaction I have with the 4-H staff at my	Engaging in	Donor/Volunteer

local extension office is amazing. If I need something they are there. If they need me I'm there for them	relationships	- 28
The leadership and staff are always welcoming of volunteers. I never feel as though my participation is unwanted or insufficient. I have long standing relationships with the staff and volunteers in GA 4-H. Georgia 4-H goes out of its way to recognize and support it's volunteers.	Engaging in relationships Encouraging recognition and support	Donor/Volunteer - 29
Values/Beliefs		Donor/Volunteer - 30
Working relationships	Engaging in relationships	Donor/Volunteer - 31
Working together to make the youth in Georgia better leaders, citizens, and improve the future of Georgia!	Engaging in relationships Growing and developing youth	Donor/Volunteer - 32
Working with children	Engaging in relationships	Donor/Volunteer - 33
4-H NEEDS TO VALUE THE YOUTH AND MEMBERS ABOVE NUMBERS AND DONORS IF YOU HAVE A GOOD AGENT OR ARE A BIG DONOR 4-H IS GREAT IF NOT AND YOU WANT MORE FOR YOUR CHILDREN YOU ARE A BOTHER TO THEM NOT ALL PROGRAMS ARE EQUAL AND NOT ALL MEMBERS HAVE THE SAME EXPERIENCES, THERE ARE YOUTH HURT BY 4-H AND NO ONE CARES! VERY FEW PUT CHILDREN FIRST, THOSE FEW ARE AMAZING! BUT THEY ARE THE MINORITY	Keeping 4-H'ers the priority Voicing frustrations	Donor/Volunteer - 34
4-H offers a vast array of opportunities to youth in all different sectors of education. From agriculture awareness to educational classes and activities at state events; Georgia	Providing access and opportunities	Donor/Volunteer - 35

4-H really has something for every type of person.		
A strong history and connection; good stewardship of the funds donated	Having a lifelong connection and history Stewarding stakeholders	Donor/Volunteer - 36
As a former 4-Her, I know the lifelong skills youth can learn through the 4-H program. I want to give back to an organization that gave me so much!	Growing up personally in 4-H Giving back	Donor/Volunteer - 37
As a former Georgia 4-H'er, Rock Eagle Counselor, and 4-H employee for over 40 years, I truly know the benefits for young people to participate in all the wonderful opportunities that Georgia 4-H has to offer young people.	Growing up personally in 4-H Providing access and opportunities	Donor/Volunteer - 38
Being able to contribute to help young kids to develop into leaders like those who donated to help me become a leader when I was in Georgia 4-H.	Giving back Growing up personally in 4-H	Donor/Volunteer - 39
Georgia 4-H is concerned about developing productive citizens and good leaders. They also want these students to be involved in their community. Georgia 4-H works with its donors to ensure that these students are learning skills and succeeding.	Preparing for adult life and career Stewarding stakeholders	Donor/Volunteer - 40
History Ability to help youth Consistently inclusive	Having lifelong connection and history Growing and developing youth Providing access and opportunities	Donor/Volunteer - 41
I am a product of 4-H agents and volunteers being involved in my life and I see that	Growing up personally in 4-H	Donor/Volunteer - 42

tradition carried on and enhanced as well as evolved to meet the needs of youth today.	Growing and developing youth	
I enjoy getting to tell people how great 4-H is because of how much time I have spent in the organization. I have learned many things though 4-H that I use in my daily life now.	Advocating for the program Growing up personally in 4-H	Donor/Volunteer - 43
I enjoy giving back to the organization by donating my time and resources to help other youth grow.	Giving back	Donor/Volunteer - 44
I have been heavily involved in 4-H since the 5th. Grade. Camp, projects, judging, counselor, collegiate 4-H, employment in 4-H. Still supportive, contribute until the day I die.	Growing up personally in 4-H Having lifelong connection and history	Donor/Volunteer - 45
I love getting opportunities to see the work first-hand that Georgia 4-H is doing with youth as it always inspires me. I feel like we as volunteers and donors are appreciated and treated with kindness.	Making a difference & impact Encouraging recognition and support	Donor/Volunteer - 46
I love that they are working with our youth to build better, more productive leaders.	Growing and developing youth	Donor/Volunteer - 47
I value anytime I am asked to volunteer or have a voice with GA 4-H. I also value the opportunity to maintain long term relationships with other Georgia 4-Hers and camp counselors	Stewarding stakeholders Engaging in relationships	Donor/Volunteer - 48
I value knowing what events are going on within Georgia 4-H and knowing that my contributions are valued and going towards to goal of "Making the Best Better"	Remaining informed and involved Encouraging recognition and support	Donor/Volunteer - 49
I value the effort taken to provide Georgia's youth with opportunities.	Providing access and opportunities	Donor/Volunteer - 50
I value the opportunity to give back to an organization that has given me so much.	Giving back	Donor/Volunteer - 51

I want today's youth to have the opportunity to learn, grow and benefit from 4H the same way that I did in my youth	Providing access and opportunities Growing up personally in 4-H	Donor/Volunteer - 52
I'm a former 4-Her, program assistant, and current volunteer. I am the person I am today because of 4-H. I will always be a 4-H supporter.	Growing up personally in 4-H Lifelong connection and history	Donor/Volunteer - 53
Interaction with other 4-hers and counselors	Engaging in relationships	Donor/Volunteer - 54
It helped make me who I am. I worked as a 4-H Agent. I give back, as I can, in retirement.	Growing up personally in 4-H Giving back	Donor/Volunteer - 55
it is a wonderful youth organization which has been very important to my family from my days as a 4-H member in the 1950s to my three daughter's involvement to my involvement now as a volunteer and coach.	Lifelong connection and history	Donor/Volunteer - 56
It was a huge part of my life and still is I donate and volunteer to give that experience back	Personally growing up in 4-H Giving back	Donor/Volunteer - 57
It's not so much about our relationship as it is what we can do together for Georgia's youth.	Growing and developing youth	Donor/Volunteer - 58
Knowing about the good work done for youth.	Remaining informed and involved	Donor/Volunteer - 59
Knowing that projects/activities are being utilized to enhance the development of our youth and support beneficial learning experiences	Growing and developing youth	Donor/Volunteer - 60
Knowing that youth are benefiting from my contribution.	Contributing to the program	Donor/Volunteer - 61
knowing the many opportunities we make available for youth	Providing access and opportunities	Donor/Volunteer - 62
Lifelong friendships and connections,	Having lifelong	Donor/Volunteer

memories from 4-H	connection and history Growing up personally in 4-H	- 63
Maintaining ties with deep friendships. Working with youth	Engaging in relationships	Donor/Volunteer - 64
Making a positive impact on kids	Making a difference and impact	Donor/Volunteer - 65
Me being able to continue in helping and volunteering at 4-H events and camps.	Remaining informed and involved	Donor/Volunteer - 66
My dollars impact youth directly.	Making a difference and impact	Donor/Volunteer - 67
Nothing in particular		Donor/Volunteer - 68
Relationships	Engaging in relationships	Donor/Volunteer - 69
Relationships with fellow alumni; connectivity with 4-H extended network; professional development, networking opportunities; opportunity to give back through financial or volunteer means. I think the 4-H Foundation can provide an environment which facilitates the items I've listed above and an opportunity for relationships to develop within the alumni network, but I don't necessarily feel a strong personal connection or cultivation as a donor through the 4-H Foundation.	Engaging in relationships Giving back Voicing frustrations	Donor/Volunteer - 70
Roots... Giving Back...	Having lifelong connection and history Giving back	Donor/Volunteer - 71
see impact of work	Making a difference and impact	Donor/Volunteer - 72
Seeing the program continue to grow and serve new generations of young people.	Growing and developing youth	Donor/Volunteer - 73

Seeing youth grow and develop through our myriad experiences.	Growing and developing youth Programming for youth	Donor/Volunteer - 74
Supporting the program.	Contributing to the program	Donor/Volunteer - 75
Text		Donor/Volunteer - 76
That I was taught many different things and now my children are able to experience the same things. 4-H on the state and local level ask for my opinion on things and I appreciate it.	Growing up personally in 4-H Stewarding stakeholders	Donor/Volunteer - 77
that it is an organization dedicated to building leadership skills in youth.	Growing and developing youth	Donor/Volunteer - 78
The friendships I have made throughout my many years of involvement.	Engaging in relationships Having lifelong connection and history	Donor/Volunteer - 79
The lifelong connection with an organization and the people in it.	Having lifelong connection and history Engaging in relationships	Donor/Volunteer - 80
The opportunity to support young people.	Contributing to the program	Donor/Volunteer - 81
The opportunity to volunteer	Contributing to the program	Donor/Volunteer - 82
The people..	Engaging in relationships	Donor/Volunteer - 83
The positive relationships and experiences for youth.	Growing and developing youth	Donor/Volunteer - 84
To stay connected to the past and be involved	Remaining informed	Donor/Volunteer

in the future of Ga 4-H	and involved	- 85
TRUST	Trusting the organization	Donor/Volunteer - 86
When I work with 4-H'ers I feel I am a stepping stone as they achieve greatness. The Georgia 4-H program teaches so many skills that help students become successful and valued members in their community.	Contributing to the program Preparing for adult life and career	Donor/Volunteer - 87
Wonderful organization for helping young people make the best better in their lives. I have lifelong friends as a result of 4-H	Growing and developing youth Engaging in relationships	Donor/Volunteer - 88
4-H helps build a much brighter future. It inspires its members to participate.	Growing and developing youth	Donor – 1
4-H was important to my development and I like the idea of that continuing with other students.	Growing up personally in 4-H Giving back	Donor – 2
Ability to give back to a program that gave me so much as a child	Giving back	Donor – 3
Ability to help young people enjoy the benefits of 4-H that I enjoyed.	Giving back	Donor – 4
Ability to stay in touch with friends and help younger people take advantage of some of the opportunities that I had.	Engaging in relationships Giving back	Donor – 5
As a Master 4-H'er, I value the opportunities I had as a young person through my years in 4-H. I attended Camp almost every year (from age 8 with my Aunt until I was in 4-H); I was a delegate to the Citizenship Short Course in Washington, DC as a High School 4-H'er; I gave my 4-H demonstrations in County, District and State competition and continuing to compete until I won State; and I attended National 4-H Congress in Chicago. Of course being selected in 1968 for the 4-H Teen	Growing up personally in 4-H Giving back	Donor - 6

Caravan and living with 3 families in Holland for the summer and touring Europe with the other 4-H'ers from the USA was a once in a lifetime experience. 4-H is an organization that provides the foundation for so many life experiences. Today, I hope my contributions as a donor help afford other young people similar experiences. When elected Mayor of my hometown, my acceptance speech included the 4-H motto, "To Make the Best Better." When I was defeated for a second term as Mayor, my speech included the 4-H motto, "My goal during the past four years was "To Make the Best Better." I am proud that 4-H continues to be an outstanding program for youth in Georgia.		
As a retired 4-H agent, I value my relationship with 4-H from county to state level. I had a wonderful career and enjoy keeping up with programs and the continued growth 4-H provides.	Engaging in relationships Remaining informed and involved	Donor – 7
Being a part of supporting the youth of Georgia.	Contributing to the program	Donor – 8
Being able to give back to an organization that gave me so many opportunities as a kid.	Giving back Growing up personally in 4-H	Donor – 9
Being able to help the young people they work with, as they did for me long ago.	Giving back Growing up personally in 4-H	Donor – 10
Being able to make a difference in the life of a 4-Her.	Making a difference and impact	Donor – 11
Being able to work with youth who will continue to make an impact on those around them	Engaging in relationships	Donor – 12
Connection with individuals of like values	Engaging in relationships	Donor – 13

Continuing to be a part of an organization that was important to my family.	Having lifelong connection and history	Donor – 14
continuous networking and connections	Engaging in relationships	Donor – 15
Creating projects and events that suit my interests and the interests of other 4-Hers	Contributing to the program	Donor – 16
Everything - mostly what it did for me as a young person and the continuing impact I see it having on youth.	Growing up personally in 4-H Making a difference and impact	Donor – 17
Experience		Donor – 18
Friendships w/ staff & knowing GA 4-H is a positive youth development organization.	Engaging in relationships Growing and developing youth	Donor – 19
friendships commitment to helping youth making the best better	Engaging in relationships Growing and developing youth	Donor – 20
Georgia 4-H establishes a sense of "family" among its community.	Engaging in relationships	Donor – 21
Georgia 4-H has always been a part of my life. I am always interested in what is going on and always happy to see something about 4-H in the news. I have met some of the nicest people in the world through 4-H!	Having a lifelong connection and history Remaining involved and informed Engaging in relationships	Donor – 22
Georgia 4H is so helpful in the events and project that we are partners on.	Stewarding stakeholders	Donor – 23
Georgia 4-H produces youth who are leaders now and in the state down the road in the future	Preparing for adult life and career	Donor – 24

Georgia 4-H shaped me into who I am today. I'm forever grateful for the leadership skills and lifelong friendships that I've gained thanks to this amazing organization.	Growing up personally in 4-H	Donor – 25
Giving back and helping Georgia 4-H youth	Giving back	Donor – 26
Giving back to an organization that was at one time an important part of my life.	Giving back Growing up personally in 4-H	Donor – 27
Giving to build strong 4-H programs like the one I participated in as a student	Growing up personally in 4-H	Donor – 28
Head, Heart, Hands and Health		Donor – 29
helping current 4-H members attend and participate in events	Providing access and opportunities	Donor – 30
Helping provide today's Georgia youth with the tremendous opportunities that I was able to be a part of when I was growing up as well as the many continuing relationships that have come from that.	Providing access and opportunities Growing up personally in 4-H Engaging in relationships	Donor – 31
Helping young people prepare for life and build both self-confidence and friendships.	Preparing for adult life and career Growing and developing youth	Donor – 32
how they use donations like mine to make the program one of the best in the nation	Stewarding stakeholders	Donor – 33
I am a 4-H alumnus, a former 4-H parent and volunteer and a retired Extension employee. 4-H has a had a tremendous positive influence on me and my family and continues to provide positive development opportunities for young people.	Having a lifelong connection and history Growing and developing youth	Donor – 34
I am a retired Extension administrator and appreciate the way that Georgia 4-H keeps in	Stewarding stakeholders	Donor – 35

touch with me including invitations to major events. It is wonderful to see the 4-H program remain relevant to today's youth.	Growing and developing youth	
I believe that the goals of Georgia 4-H to grow youth into better and more productive citizens aligns with my personal values.	Growing and developing youth	Donor – 36
I benefited greatly from Georgia 4-H as a child, and I want to make it possible for today's youngsters to learn valuable life skills and experience beautiful camps.	Growing up personally in 4-H Giving back	Donor – 37
I enjoyed helping the youth. But I feel decisions made by Georgia 4-H are not in the best interest of the youth or donors.	Growing and developing youth Voicing frustration	Donor – 38
I feel the programs offered to kids can only benefit them in the long run. I have no idea what goes on in the day to day operations of 4-h... most people wouldn't if they are on the outside. if I were to find out the money wasn't being used wisely I would stop donating in a heartbeat.	Growing and developing youth Voicing frustration	Donor – 39
I firmly believe 4-H gave me many of the tools that have made me a successful adult. I want to make sure young people have access to those experiences and benefit like I did. During my 4-H experiences, I remember frequent interaction with 4-H alumni. I value that 4-H doesn't end when you graduate high school, involvement and the 4-H network lasts a lifetime.	Growing up personally in 4-H Providing access and opportunities Having lifelong connection and history	Donor - 40
I had many wonderful experiences as a 4-H'er. Extension agents made a difference in my life. Giving to Georgia 4-H is my way of paying back.	Growing up personally in 4-H Giving back	Donor – 41
I like to hear about programs and accomplishments. I would like to know more	Voicing frustration	Donor – 42

about camp programs and facilities.		
I remember my days as a 4-Her as good ones. It helped make me who I am today and kept me out of trouble as a teenager! 4-H was a valuable experience and gave me lots of special opportunities. I contribute a little so that young people today can have the sane good experiences. I am not involved in 4-H or its events as an adult. It has just not worked out.	Growing up personally in 4-H Giving back Voicing frustration	Donor – 43
I value supporting an organization that keeps its focus squarely on youth leadership development	Growing and developing youth	Donor – 44
I value that 4H cares about people like me and the community and I am at ease when my child is participating in 4H activities.	Engaging in relationships	Donor – 45
I value that it taught me life skills, it isn't just a one thing club. It focuses on more.	Growing up personally in 4-H	Donor – 46
I value the relationships from my time as a Rock Eagle counselor. There are no words to describe the bond that we counselors from the 60's have. I also value the opportunities that were mine because of 4-H Clubs when I was in elementary and high school. It opened many doors for my brothers and me.	Having lifelong connection and history	Donor – 47
I value the people. I formed great friendships. I value those working with today's young people because I know they are learning great life skills. I am delighted to be able, as an alumnus, to contribute support so that the program will continue for today's youth.	Engaging in relationships Growing and developing youth Giving back	Donor – 48
I value the work that 4-H does to help create communities of engaged and educated youth.	Growing and developing youth	Donor – 49
I value the years I spent in 4-H and the skills I attained by participating.	Growing up personally in 4-H	Donor – 50

I value trust. I value the employees. I value listening to the state staff employees and not letting those who give money or complaining parents drive the entire program.	Trusting the organization Remaining informed and involved	Donor – 51
I'm proud to be associated and support Ga 4-H because they continue to be dedicated to their mission and are very active, continue to serve the community. evolving w/ the changes, staying fresh/current with program. there is need for this in the community and 4H is contributing to the development of youth. I really appreciate the handwritten notes from the beneficiaries of my contribution. I would like to see a platform by which we can meet them... a donor/ Recipient reception, tea? or network formed/be great to offer mentoring or see young talent for future hiring?	Growing and developing youth Stewarding stakeholders Voicing frustrations	Donor – 52
In my opinion, 4-H is doing the most for the youth of our nation. The growth, experience, mentorship and leadership opportunities the organization offers is unparalleled. I am grateful to have been a part of it as a youth and proud to be a part of it as an adult.	Growing and developing youth Growing up personally in 4-H	Donor -53
it is a give and take mutual relationship where both parties benefit.	Engaging in relationships	Donor – 54
It poured a lot into our daughter from sixth grade up and helped give her life skills as well as confidence to pursue her degrees and her current job.	Preparing for adult life and careers	Donor – 55
It's educational value	Growing and developing youth	Donor – 56
Joint effort of continued support of Georgia's youth.	Growing and developing youth	Donor – 57
Just glad to have an opportunity to give back.	Giving back	Donor – 58
Kindnesses and updates	Encouraging recognition and	Donor – 59

	support	
Knowing that the Georgia 4-H will adapt and change with every year thus providing a dynamic learning environment teaching leaderships skills to those enrolled is important for its donors such as myself. Kudos to all involved!	Growing and developing youth	Donor – 60
Lifelong learning and friendships.	Engaging in relationships	Donor – 61
Lifelong relationship	Engaging in relationships	Donor – 62
Like being a part of an organization that helps prepare the leaders of tomorrow for our state.	Growing and developing youth	Donor – 63
Living by the 4-H motto as it was taught to me more than 60 years ago.	Growing up personally in 4-H	Donor – 64
Long lasting relationship with Rock Eagle. Father-in-law was former director, my children attended many summer functions there, both of my children married in the chapel, and RE has a very special place in my heart.	Having lifelong connection and history	Donor – 65
Memories and experiences as a 4-H'er myself	Growing up personally in 4-H	Donor – 66
Mutual development of our young people. Lifetime connection.	Growing and developing youth Having lifelong connection and history	Donor – 67
My ability to help young people.	Contributing to the program	Donor – 68
My years in Georgia 4-H (4th-12th grades) developed me into the citizen I am today. One of my proudest moments was becoming a Master 4-H'er. It's the Eagle Scout status for 4-H. I keep up with my lifelong friends through Facebook and also with Georgia 4-H through	Growing up personally in 4-H Engaging in relationships	Donor – 69

Facebook.		
ongoing relationships	Engaging in relationships	Donor – 70
Ongoing work done by 4H to change the lives of GA youth	Growing and developing youth	Donor – 71
Opportunity to help young people get what i got	Giving back	Donor – 72
Opportunity to provide strong programming in youth development	Growing and developing youth	Donor – 73
PERSONAL RELATIONSHIP WITH STAFF	Engaging in relationships	Donor – 74
positive impact on youth	Growing and developing youth	Donor – 75
Seeing young people grow and develop. Being able to interact with staff and young people	Growing and developing youth

Engaging in relationships | Donor – 76 |
| Strong commitment to positive youth development. Great communication about options for engagement and organizational success. | Growing and developing youth

Stewarding stakeholders | Donor – 77 |
Support of youth in the state of Georgia	Growing and developing youth	Donor – 78
That it is a youth development organization and my grandchildren enjoy and benefit from Georgia 4H activities and the organization.	Growing and developing youth	Donor – 79
That when I ask questions, they are usually answered in a timely manner.	Stewarding stakeholders	Donor – 80
The ability to hear about all the good Georgia 4-H continues to do.	Remaining informed and involved	Donor – 81
The ability to make a difference in honor of the many 4-H and Extension professionals and volunteers who invested in me many years ago.	Giving back

Growing up personally in 4-H | Donor – 82 |

The ability to stay connected to an organization that gave me so much as a child and a teenager. I do not have the time to contribute at the local level, but the Foundation allows me the opportunity to contribute as I can.	Remaining informed and involved Growing up personally in 4-H Contributing to the program	Donor – 83
The exposure it provides my child to the environment/nature and necessary life/leadership skills.	Growing and developing youth	Donor – 84
The fact that I am involved enough to see the actual goals being achieved and lives being changed as 4-H develops youth leadership.	Remaining informed and involved	Donor – 85
The impact 4-H programs on youth in Georgia. Growing future leaders. Networking opportunity for others interested in youth development and leadership development.	Growing and developing youth Engaging in relationships	Donor – 86
The lasting friendships my daughter has made and the networking	Engaging in relationships	Donor – 87
the long term history that I have with 4-H and its commitment to youth development	Having a lifelong connection and history	Donor – 88
The opportunities provided to me as a 4-H'er and the current opportunities available to 4-H'ers.	Growing up personally in 4-H Growing and developing youth	Donor – 89
The organization provides for youth in each county. Opportunities are numerous for the youth.	Providing access and opportunities	Donor – 90
The people.	Engaging in relationships	Donor – 91
The skills, relationships and friends I received	Engaging in	Donor – 92

as well as the opportunity to give back and be associated with current 4-H'ers	relationships Giving back	
They seem to share the same basic guiding philosophy that I have, which is simply to do the right thing. As for being an occasional donor, I'm satisfied that my dollars are going to a good cause and will be used responsibly.	Trusting the organization	Donor – 93
Trust	Trusting the organization	Donor – 94
We have a mutually beneficial relationship and work together to do good in the communities we are present in. We often serve the same people and I believe our strong relationship strengthens the reputation of both Georgia 4-H and our organization because of the respect that they have for one or both organizations.	Engaging in relationships	Donor – 95
We know that the Georgia 4-H organization will base decisions on what is best for the youth of GA. As a product of the Georgia 4-H program I know the benefits that I gained through the program and want to insure that today's youth will have access to the same.	Trusting the organization Growing up personally in 4-H Providing access and opportunities	Donor – 96
What it did for me growing up!	Growing up personally in 4-H	Donor – 97
What it provided to me as a 4-Her	Growing up personally in 4-H	Donor – 98
What they do for our youth. FYI To me The survey has a flaw. Is this the relationship that one has with a county 4 H program or is it with the State 4H organization? There should have been unique questions addressing this. The answers won't give you much clear information that you might want as people will think of the two	Growing and developing youth Voicing frustrations	Donor- 99

different relationships as they answer them. Sorry		
Wholesome organization through which youth can grow into strong young adults. They have good character skills for life.	Growing and developing youth	Donor – 100
Wonderful staff that puts the kids first. They always let you know what is going on and keep you as informed as you want to be.	Keeping 4-H'ers a priority Remaining informed and involved	Donor- 101
4-H in our community truly is a community partnership. They do their best to involve everyone by hosting a large variety of programs.	Engaging in relationships	Volunteer – 1
4-H supports the volunteers and allows them to be a big part of the decision making for their program.	Encouraging recognition and support	Volunteer – 2
Ability to know what is going on with my children in the program. Ability to pour into lives of other youth in a positive manner.	Remaining informed and involved Contributing to the program	Volunteer – 3
Ability to volunteer and work with my son and his friends	Working with their children	Volunteer – 4
Alumni	Growing up personally in 4-H	Volunteer – 5
Being able to go see my child experience what I was able to experience as a 4-H'er.	Growing up personally in 4-H	Volunteer – 6
Being able to have OPEN discussion with any member of 4-H no matter what title they may hold.	Remaining informed and involved	Volunteer – 7

Being able to help kids	Growing and developing youth	Volunteer – 8
Being able to help kids develop with life skills and watch kids grow in achievements.	Growing and developing youth	Volunteer – 9
Being able to interact with my kids and volunteer to help with stuff that interest them.	Working with their children	Volunteer – 10
Being able to take part in giving my children more opportunity thru 4H	Working with their children	Volunteer – 11
Being able to teach kids life lessons.	Growing and developing youth	Volunteer – 12
Being able to work with the 4-H'ers	Engaging in relationships	Volunteer – 13
Being involved with local kids including my son	Working with their children	Volunteer – 14
Chance to contribute to the lives of youth.	Contributing to the program	Volunteer – 15
Commitment to community.	Engaging in relationships	Volunteer – 16
communication and organization	Stewarding stakeholders	Volunteer – 17
communication, willingness to work together.	Stewarding stakeholders	Volunteer – 18
Community, committed to youth	Engaging in relationships	Volunteer – 19
every effort is appreciated no matter how small	Encouraging recognition and support	Volunteer – 20
Everything		Volunteer – 21
Everything		Volunteer – 22
Everything		Volunteer – 23
fellowship	Engaging in relationships	Volunteer – 24
friendships, self-development, and caring	Engaging in	Volunteer – 25

about the community	relationships	
Georgia 4-H has given me countless opportunities and skills that have prepared me for whatever comes my way. Additionally is has given me a support systems of resources and relationships that I will hold onto for a very long time.	Growing up personally in 4-H	Volunteer – 26
Georgia 4-H has taught my children valuable life skills for their future. My daughter is a recipient of a scholarship from Georgia 4-H for college.	Growing and developing youth	Volunteer – 27
Georgia 4-H holds a special place in my heart. I was a 4-H'er and encourage my son to participate. He was a local, district, state officer and master 5 times. Thrilled that the grandchildren are now part of the organization and enjoy being able to volunteer.	Growing up personally in 4-H	Volunteer - 28
Have been a volunteer since 1973. I enjoy watching the kids grow and mature in their skills developed through 4-H. It teaches so many valuable life skills.	Growing and developing youth	Volunteer – 29
Haven't found something that I value yet.		Volunteer – 30
Helping kids	Growing and developing youth	Volunteer – 31
Helping others	Growing and developing youth	Volunteer – 32
Honestly Greene County has the most amazing young lady Brittney Hall that goes above and beyond her duty to serve her community! She is compassionate, loving, caring, knowledgeable, and passionate young lady for all youth of Greene County. She is pretty awesome! She loves every 4-H member!	Engaging in relationships	Volunteer – 33
Honesty, clarity, independency,		Volunteer – 34
Honesty, programs		Volunteer – 35

Honesty, willingness to help others		Volunteer – 36
How the worker interact with me	Encouraging recognition and support	Volunteer – 37
I always enjoy being involved with 4-H. I value Mrs. Brandi and Mrs. Ann Marie helpfulness and honesty.	Encouraging recognition and support	Volunteer – 38
I am a Master Gardener and work with third grade students. The Team of leadership that I work with is always friendly and interested in my work. They have also taken the time to secure a grant for me and my students. They are supportive and will assist me as I try to bring a good program to the young people I work with.	Encouraging recognition and support	Volunteer – 39
I am known by name.	Encouraging recognition and support	Volunteer – 40
I appreciate that the staff ask my opinion and invite me to participate in the planning process. The staff seem enthusiastic about their role in 4-H and treat me and my 4-Her like family	Encouraging recognition and support	Volunteer – 41
I appreciate the commitment to the growing young 4-H members	Growing and developing youth	Volunteer – 42
I did value the way my special needs child and my neuro-typical child were able to enjoy activities together, until the unstable and inconsistency of the planning and activities became an issue that affected all of us.	Voicing frustration	Volunteer - 43
I enjoy being able to spend quality time with kids involved with 4-H. Always fun!!	Engaging in relationships	Volunteer – 44
I enjoy being able to volunteer and do exciting activities and community service projects with my kids.	Working with their children	Volunteer – 45

I enjoy being an ambassador of the university and of the department that I represent to people throughout the country. I am a shooting coach and I love seeing the parents involved with the child in the sport. I love showing the child and parent how they are working together here. Hopefully this teamwork will spill out into their normal life. A common ground for them to communicate And if they can coordinate on the shooting line and register bulls eyes as a team. Together they can accomplish a lot.	Advocating for the program Growing and developing youth	Volunteer – 46
I enjoy helping the youth of my community learn leadership skills and grow and learn about their community around them and how they can make a difference in it now as youth and in the future as adults and also prepare themselves to be productive adults with job, life and community skills.	Growing and developing youth Preparing for adult life and career	Volunteer – 47
I enjoy helping youth and seeing them excel and 4-H is an organization that helps to make that happen. My son participated in 4-H from the fifth grade until he graduated last year. I honestly believe that is why he is able to get up in front of a group and speak. 4-H has helped to build his self-confidence and voice his opinion (which are some things I struggle with). I know you tend to exhibit what you learn and having respect is very important to me. We as parents have taught him to be respectful, but it's nice to have an organization that backs those same values.	Helping youth succeed Growing and developing youth	Volunteer – 48
I enjoy interacting with the 4Her's, and possibly having a positive impact on their time as a member.	Contributing to the program	Volunteer – 49
I enjoy watching my child and other children grow.	Working with their children	Volunteer – 50

I enjoy working with kids and seeing them Learn and grow.	Growing and developing youth	Volunteer – 51
I enjoy working with youth thru shooting sports.	Engaging in relationships	Volunteer – 52
I feel our 4H listens and takes volunteer ideas to heart.	Encouraging recognition and support	Volunteer – 53
I feel the children are put first and our county is very organized	Keeping 4-H'ers the priority	Volunteer – 54
I find the values they teach their participants to be what I find important to being a good community citizen.	Encouraging recognition and support	Volunteer – 55
I grew up in 4-H and was a state winner.	Growing up personally in 4-H	Volunteer – 56
I have always considered the program beneficial for the kids to develop leadership skills. It is a good program. I have continued to volunteer even though all three of my kids have graduated and moved on from the program. But it seems like we no longer get utilized or kept in the loop even though we always volunteer our services and provide financial support.	Growing and developing youth Voicing frustration	Volunteer – 57
I have volunteered for years. I love seeing the participants grown up and working or going to school.	Having lifelong connection and history Growing and developing youth	Volunteer – 58
I know the children will have more choices if there are more volunteers.	Providing access and opportunities	Volunteer – 59
I like the information GA 4H presents to our county. It's both informative and educational. 4H holds us (peers, parents, students, etc.) to a higher standard. I like that I am included in activities such as the BB team with my child. I'm allowed to ask questions and learn along	Encouraging recognition and support Working with their children	Volunteer – 60

with them.		
I love being a part of Georgia 4-H	Engaging in relationships	Volunteer – 61
I love everything about 4-H and enjoy every chance I get to work with them	Engaging in relationships	Volunteer – 62
I love the message 4h represents in our youth and maintaining proactive beliefs and ideas that all young one's need. I love being a part of my community and being involved in everything my children are involved in, and helping set an example for mine or any child growing up in this world because we need more adults to.	Growing and developing youth Engaging in relationships Working with their children	Volunteer - 63
I love working with the kids.	Engaging in relationships	Volunteer – 64
I really appreciate how helpful the 4-H staff are with the various programs. It is obvious how much they care about the kids.	Encouraging recognition and support	Volunteer – 65
I really value the relationships with the main staff and the children that I get to meet along the way. To help with different project areas and see the children excel once they catch on is amazing.	Engaging in relationships Helping youth succeed	Volunteer – 66
I value the foundation and motto of the 4H. It's a basic development to introduce to the child about life in general. I believe with these values in their lives they will be successful in life. As a coach/parent it has helped me as well.	Growing and developing youth Working with their children	Volunteer – 67
I value being a part of Georgia 4-H because of the opportunity it's give our children. I enjoy working with our children seeing how much Georgia 4-H do for them. I value the time I spend working with the children in any capacity.	Working with their children	Volunteer – 68
I value my relationship with Georgia 4-H because I see the exposure and opportunities	Working with their	Volunteer – 69

that it provides for OUR children. It brings out the inner fear and allows the children to explore things that they enjoy or are just curious about. The camps and other activities are wonderful opportunities to make friends and do fun things. I also appreciate the opportunity to experience this with the children as well.	children Programming for youth	
I value that it is an organization I can volunteer alongside my children.	Working with their children	Volunteer – 70
I value the ability to watch children grow in their knowledge from the 4-H programs.	Growing and developing youth	Volunteer – 71
I value the broad-spectrum in different levels	Providing access and opportunities	Volunteer – 72
I value the experience of helping make good better through supporting the development of youth in my local community and across the state if Georgia.	Contributing to the program	Volunteer – 73
I value the fact that as a coach I have been able to participate with my sons in their Project Safe sporting and not be just the observer.	Working with their children	Volunteer – 74
I value the honesty and integrity of Georgia 4-H and all the opportunities it affords to my child.	Trusting the organization Providing access and opportunities	Volunteer – 75
I value the knowledge and experience that I gain by volunteering with this organization. It is great to meet like-minded people and work together to solve problems.	Engaging in relationships	Volunteer – 76
I value the opportunities created for the kids as well as the families. I appreciate that 4H values family involvement in the 4H activities.	Providing access and opportunities Working with their children	Volunteer – 77
I value the opportunities it gives children across Georgia. So, I guess it's the	Providing access and opportunities	Volunteer – 78

opportunities it affords my children.		
I value the opportunity to be involved as a volunteer in an organization in which my children participate within the time I have available to give.	Working with their children	Volunteer – 79
I value the opportunity to give my time to a worthwhile organization. I believe that 4-H has a positive impact on the youth of today, and I feel that the time I give means something.	Making a difference and impact	Volunteer - 80
I value the opportunity to work with youth and the community.	Contributing to the program	Volunteer – 81
I value the relationship I have with our county staff, the opportunity to work with young people and the time to be involved in my children's activities.	Engaging in relationships Contributing to the program Working with their children	Volunteer – 82
I value the relationship with 4H based on their reputation and what they do for their members and the community	Engaging in relationships	Volunteer – 83
I value the rural based curriculum and skills development in public speaking and project scope and the wide variety of projects available.	Programming for youth	Volunteer – 84
I value the skills, particularly confidence building and public speaking, that 4-H provides its members	Growing and developing youth	Volunteer – 85
I value the time spent with the kids trying to make a difference in their lives. These kids could be the next great inventor of something life changing for the world someday. They just need someone who cares to push them to be their best.	Making a difference and impact	Volunteer – 86
I work with 4h on a more local level. But the main value is the children involved and how	Growing and	Volunteer – 87

they continue to grow through their involvement with 4h.	developing youth	
I worked with Fulton Fresh		Volunteer – 88
Inspiring youth to be the best they can be. Encouraging youth to value their attachment to the land and agriculture. Encouraging youth to form lasting relationships with other youth.	Growing and developing youth	Volunteer – 89
Interaction with the kids and watching them excel. Interaction with kid's parents and sharing the joy in their child's accomplishments. Participating in a program that is the best in the country (thanks to UGA and Rock Eagle).	Contributing to the program	Volunteer – 90
involvement in planning and executing those plans	Contributing to the program	Volunteer – 91
Involvement with kids pursing the things that I loved as a kid.	Contributing to the program	Volunteer – 92
It allows me time to spend with my child doing something he enjoys and I've made friendships with other local people that I never would have met without being involved in 4H.	Working with their children	Volunteer – 93
It gives me the opportunity to give back to an organization that means a lot to my family.	Giving back	Volunteer – 94
It has helped me further my leadership skills as an adult and also helped me build a stronger relationship with my own two 4H kids. I value the Georgia 4H program greatly.	Working with their children	Volunteer – 95
It has provided a space for my children to improve in leadership skills and grow in the right way with inter personal skills.	Growing and developing youth	Volunteer – 96
It is a positive organization for our youth and I enjoy being a part of a group that makes a difference	Working with their children	Volunteer – 97
It is good for children.	Growing and developing youth	Volunteer – 98

It's limited. I have a child that participated in one offering but has for 6 years and we, as a family thoroughly enjoy it.	Working with their children	Volunteer – 99
Love the family feel	Engaging in relationships	Volunteer- 100
More in depth exposure to the environment and the opportunity to share that knowledge.	Programming for youth	Volunteer – 101
Mutual respect. We are all reaching for the same goals, educating and teaching local children valuable lessons they might otherwise not learn.	Growing and developing youth	Volunteer – 102
My American dream always has been raising the next American generation.	Contributing to the program	Volunteer – 103
My child benefits from other volunteers as I hope their children benefit from the club I lead.	Contributing to the program	Volunteer – 104
My relationship with Georgia 4-H has to do solely with the kids I coach. Georgia 4-H officials seems not to care what smaller clubs. When contacting Georgia 4-H officials I rarely get a response. Any response whether it is a positive or negative response is better than no response at all. I expected better from an organization like Georgia 4-H.	Engaging in relationships Voicing frustration	Volunteer – 105
N/A		Volunteer – 106
na		Volunteer – 107
offering the best programs for our youth	Programming for youth	Volunteer – 108
Opportunity to contribute to positive youth development, and opportunity to connect with youth.	Contributing to the program	Volunteer – 109
Parent and volunteer.	Working with their children	Volunteer – 110
People, teaching, acceptance of diversity	Providing access and opportunities	Volunteer – 111

programs	Programming for youth	Volunteer – 112
Providing education for youth with Equestrians.	Programming for youth	Volunteer – 113
Reciprocation	Stewarding stakeholders	Volunteer – 114
Relationships	Engaging in relationships	Volunteer – 115
Renee and Stephanie both work hard to make 4-H available to all children. They spend one on one time with them in DPA projects and other community activities and it shows in the end result.	Growing and developing youth	Volunteer – 116
Respect for each other and each other's work	Engaging in relationships	Volunteer – 117
Seeing the children grow and mature	Growing and developing youth	Volunteer – 118
Seeing the improvement in the children that grow up in 4-H.	Growing and developing youth	Volunteer – 119
somewhat, my biggest challenge is not with students but with 4-H staff and personnel that refer to me and others as "just a volunteer".	Voicing frustration	Volunteer – 120
Spending time interacting with young people, being there to show them the neat things this world has to offer. Getting to spend time with my own children, sharing with them some of the experiences I had as a 4-Hr and getting the joy of seeing them discover their own joys.	Growing and developing youth Working with their children	Volunteer – 121
Spending time with my daughter and helping children feel comfortable around horses	Working with their children	Volunteer – 122
That children benefit from what the volunteers and 4 H does for the program.	Growing and developing youth	Volunteer – 123
The ability to give back in a manner consistent with how my parents were involved in my growth.	Giving back	Volunteer – 124

The ability to help 4H'ers be their best and have committed volunteers to help in this.	Growing and developing youth	Volunteer – 125
The ability to help kids succeed	Helping youth succeed	Volunteer – 126
The ability to help the youth in our community.	Helping youth succeed	Volunteer – 127
The ability to work with students and see them grow.	Growing and developing youth	Volunteer – 128
The benefits the young people it reaches and how it can influence there life choices.	Growing and developing youth	Volunteer – 129
The experiences I have had as a 4-H'er, Volunteer, and Coach.		Volunteer – 130
The experiences my children get	Programming for youth	Volunteer – 131
The friendship will all 4-H staff	Engaging in relationships	Volunteer – 132
The friendships that I have made thru the years.	Engaging in relationships	Volunteer – 133
The honesty and like goal of helping our youth be successful and to be the best they can be.	Helping youth succeed	Volunteer – 134
The impact I make on a young person's life.	Making a difference and impact	Volunteer – 135
The interaction with GA 4-h and community.	Engaging in relationships	Volunteer – 136
The kids	Engaging in relationships	Volunteer – 137
The memories. Hands down.		Volunteer – 138
The numerous opportunities 4-H offers volunteers like myself to mentor and train future leaders.	Programming for youth	Volunteer – 139
The opportunities it gives my daughter for extra- curricular activities	Programming for youth	Volunteer – 140
The opportunity that it provides to young	Helping youth	Volunteer – 141

adults to excel in something special.	succeed	
The opportunity to be part of helping build future leaders.	Growing and developing youth	Volunteer – 142
The opportunity to help kids.	Contributing to the program	Volunteer – 143
The opportunity to teach gun safety and marksmanship to the next generation.	Programming for youth	Volunteer – 144
The opportunity to work with and help the younger generation.	Contributing to the program	Volunteer – 145
The positive interaction that my children and 4-H have. I value knowing my children and 4-H benefit from each other.	Engaging in relationships	Volunteer – 146
The programming available for use in my program. Staff are willing to come do trainings or activities with kids.	Programming for youth Encouraging recognition and support	Volunteer – 147
The support for our students that all the adults give as part of the program	Encouraging recognition and support	Volunteer – 148
The training the provide to their volunteers.	Encouraging recognition and support	Volunteer – 149
The unplugged outdoor life and community 4-H has created for my entire family is priceless. The archery program is huge in our county and UGA Should put serious thought into including archery as a team sport for their school. That would make the difference in my dedicated 4.0 4-H'ers choosing to attend UGA over another school.	Programming for youth	Volunteer – 150
The values and the 4-H's.		Volunteer – 151
Their leadership and volunteering in our communities.	Engaging in relationships	Volunteer – 152

There is always a friendly face when I go to the 4H office.	Engaging in relationships	Volunteer – 153
They treat my child with respect and love.		Volunteer – 154
Tightness with community	Engaging in relationships	Volunteer – 155
time that I get to spend with my children and helping others.	Working with their children	Volunteer – 156
to be able to contribute to the multi-dimensional studies that 4_h offers .	Contributing to the program	Volunteer – 157
to be able to share with the kids.	Engaging in relationships	Volunteer – 158
To be able to support my children in the studies they have chosen to pursue	Working with their children	Volunteer – 159
To help with 4H programs.	Contributing to the program	Volunteer – 160
To see my son grow.	Growing and developing youth	Volunteer – 161
Watching our youth gain confidence	Growing and developing youth	Volunteer – 162
What they offer my daughter	Programming for youth	Volunteer – 163
Wholesome activities and competitions for my kids	Programming for youth	Volunteer – 164
Working with Ms. Judy always thinks of the 4her first	Engaging in relationships	Volunteer – 165
Working with polite young people	Engaging in relationships	Volunteer – 166
working with the young people	Engaging in relationships	Volunteer – 167
youth development	Growing and developing youth	Volunteer – 168
Being able to see the growth in the youth from Cloverleaf through Seniors.	Growing and developing youth	Volunteer – 169

Leadership development	Growing and developing youth	Volunteer – 170
The skills and values installed into youth	Growing and developing youth	Volunteer – 171

APPENDIX J

INITIAL CODES AND ILLUSTRATING QUOTES

Code Name	Illustrating Quote
Helping Youth Succeed	• I feel that GA 4-H teaches a child everything they need to know to be a success in life. • I enjoy helping youth and seeing them excel and 4-H is an organization that helps to make that happen. • To help with different project areas and see the children excel once they catch on is amazing. • The opportunity that it provides to young adults to excel in something special.
Programming for Youth	• It brings out the inner fear and allows the children to explore things that they enjoy or are just curious about. The camps and other activities are wonderful opportunities to make friends and do fun things. • I value the rural based curriculum and skills development in public speaking and project scope and the wide variety of projects available. • More in depth exposure to the environment and the opportunity to share that knowledge. • The programming available for use in my program. • Wholesome activities and competitions for my kids
Contributing to the Program	• Being able to contribute to the mission • The ability to serve alongside the local extension office • Knowing that youth are benefiting from my contribution. • The opportunity to support young people. • I do not have the time to contribute at the local level, but the Foundation allows me the opportunity to contribute as I can. • Ability to pour into lives of other youth in a positive manner. • I enjoy interacting with the 4Her's, and possibly having a positive impact on their time as a member. • I value the experience of helping make good better through supporting the development of youth in my local community and across the state of Georgia.
Providing Access and Opportunities	• Equal opportunity with all youth across Georgia • but the 4-H program has very little expense to the children, so that no one is excluded. If things are

	ever going to be equal and fair for ALL, I think the 4-H program will be part of the solution • I value the opportunity of working with disadvantaged kids because the other kids seem to have a leg up in life already...and I want every child to get a level playing field. • That volunteers & faculty/staff work together to provide amazing opportunities for all youth in our communities and schools • 4-H offers a vast array of opportunities to youth in all different sectors of education. From agriculture awareness to educational classes and activities at state events; Georgia 4-H really has something for every type of person. • Consistently inclusive
Growing and Developing Youth	• The goal of improving the lives of 4-Hers through leadership, citizenship, and life skills • I see that tradition carried on and enhanced as well as evolved to meet the needs of youth today. • I love that they are working with our youth to build better, more productive leaders. • Knowing that projects/activities are being utilized to enhance the development of our youth and support beneficial learning experiences • Seeing the program continue to grow and serve new generations of young people. • Wonderful organization for helping young people make the best better in their lives. • I value the work that 4-H does to help create communities of engaged and educated youth. • I'm proud to be associated and support Ga 4-H because they continue to be dedicated to their mission and are very active, continue to serve the community. evolving w/ the changes, staying fresh/current with program. there is need for this in the community and 4H is contributing to the development of youth • In my opinion, 4-H is doing the most for the youth of our nation. The growth, experience, mentorship and leadership opportunities the organization offers

	is unparalleled.
Preparing for Adult Life and Career	• Helping children have leadership skills for their later lives for careers. • They learn to make their own choices and then live with those choices. They learn the power of cooperation and the skills of leadership. They choose a topic, research it, look at it from every angle, learn to meet deadlines and the importance of making the best better. They learn to sign their work with excellence. They learn to make oral presentations with pride. And most of all they learn to believe not only in themselves, but in their peers and leaders. These are the building blocks of a greater future. • I value the professional thing my children have learned in 4H. The job opportunities, internships I have seen and can directly correlate to experiences and things they have learned here. The project portfolios that could be used for college applications is invaluable. • The Georgia 4-H program teaches so many skills that help students become successful and valued members in their community.
Keeping 4-H'ers the Priority	• 4-H'ers are #1. • I believe the 4-Hers are the priority • I feel the children are put first
Growing up Personally in 4-H	• I grew up with 4-H and accomplished so much thanks to outstanding leaders and volunteers. • As a former 4-Her, I know the lifelong skills youth can learn through the 4-H program. • I am a product of 4-H agents and volunteers being involved in my life. • I have learned many things though 4-H that I use in my daily life now. • 4-H was important to my development. • Georgia 4-H shaped me into who I am today. • I benefited greatly from Georgia 4-H as a child. • I firmly believe 4-H gave me many of the tools that have made me a successful adult.

	• I had many wonderful experiences as a 4-H'er. Extension agents made a difference in my life. • Georgia 4-H has given me countless opportunities and skills that have prepared me for whatever comes my way. Additionally is has given me a support systems of resources and relationships that I will hold onto for a very long time.
Giving Back	• I want to give back to an organization that gave me so much! • I enjoy giving back to the organization by donating my time and resources to help other youth grow. • I value the opportunity to give back to an organization that has given me so much. • Today, I hope my contributions as a donor help afford other young people similar experiences. • Giving to Georgia 4-H is my way of paying back. • I am delighted to be able, as an alumnus, to contribute support so that the program will continue for today's youth.
Voicing Frustrations	• Feel as if I was not one of the "it" people so my value was not needed. • I don't necessarily feel a strong personal connection or cultivation as a donor through the 4-H Foundation. • But I feel decisions made by Georgia 4-H are not in the best interest of the youth or donors. • I have no idea what goes on in the day to day operations of 4-h... most people wouldn't if they are on the outside. if I were to find out the money wasn't being used wisely I would stop donating in a heartbeat. • I like to hear about programs and accomplishments. I would like to know more about camp programs and facilities. • I have continued to volunteer even though all three of my kids have graduated and moved on from the program. But it seems like we no longer get utilized or kept in the loop even though we always volunteer our services and provide financial support.

	• When contacting Georgia 4-H officials I rarely get a response. Any response whether it is a positive or negative response is better than no response at all. I expected better from an organization like Georgia 4-H. • My biggest challenge is not with students but with 4-H staff and personnel that refer to me and others as "just a volunteer".
Engaging in Relationships	• The relationship with county employees, the children and everyone I meet in between. • I value more the friendships and relationships forged from all our 4-H experiences. • The interaction I have with the 4-H staff at my local extension office is amazing. If I need something they are there. If they need me I'm there for them. • Relationships with fellow alumni; connectivity with 4-H extended network; professional development, networking opportunities. • I have lifelong friends as a result of 4-H. • Being able to work with youth who will continue to make an impact on those around them • Georgia 4-H establishes a sense of "family" among its community. • I value that 4H cares about people like me and the community and I am at ease when my child is participating in 4H activities. • it is a give and take mutual relationship where both parties benefit. • We have a mutually beneficial relationship and work together to do good in the communities we are present in. We often serve the same people and I believe our strong relationship strengthens the reputation of both Georgia 4-H and our organization because of the respect that they have for one or both organizations. • 4-H in our community truly is a community partnership. • Commitment to community.
Remaining Informed &	• Knowing about the good work done for youth.

Involved	• To stay connected to the past and be involved in the future of Ga 4-H. • I am always interested in what is going on and always happy to see something about 4-H in the news. • The ability to stay connected to an organization. • The fact that I am involved enough to see the actual goals being achieved and lives being changed as 4-H develops youth leadership. • They always let you know what is going on and keep you as informed as you want to be.
Making a Difference & Impact	• The ability to make a difference in the lives of 4-H'ers. • My dollars impact youth directly. • I value the opportunity to give my time to a worthwhile organization. I believe that 4-H has a positive impact on the youth of today, and I feel that the time I give means something. • I value the time spent with the kids trying to make a difference in their lives. These kids could be the next great inventor of something life changing for the world someday. They just need someone who cares to push them to be their best. • The impact I make on a young person's life.
Encouraging Recognition & Support	• Georgia 4-H goes out of its way to recognize and support its volunteers. • I feel like we as volunteers and donors are appreciated and treated with kindness. • Knowing that my contributions are valued and going towards to goal of "Making the Best Better". • 4-H supports the volunteers and allows them to be a big part of the decision making for their program. • Every effort is appreciated no matter how small. • I am known by name.
Having Lifelong Connection and History	• I will always be a 4-H supporter. • It is a wonderful youth organization which has been very important to my family from my days as a 4-H member in the 1950s to my three daughter's involvement to my involvement now as a volunteer

	• and coach. • The lifelong connection with an organization. • Georgia 4-H has always been a part of my life. I am a 4-H alumnus, a former 4-H parent and volunteer and a retired Extension employee. 4-H has a had a tremendous positive influence on me and my family.
Stewarding Stakeholders	• Good stewardship of the funds donated. • I value anytime I am asked to volunteer or have a voice with GA 4-H. • 4-H on the state and local level ask for my opinion on things and I appreciate it. • Georgia 4H is so helpful in the events and project that we are partners on. • I really appreciate the handwritten notes from the beneficiaries of my contribution. • Great communication about options for engagement and organizational success. • That when I ask questions, they are usually answered in a timely manner.
Advocating for the Program	• I enjoy getting to tell people how great 4-H is because of how much time I have spent in the organization. • I enjoy being an ambassador of the university and of the department that I represent to people throughout the country.
Trusting the Organization	• I value trust. • As for being an occasional donor, I'm satisfied that my dollars are going to a good cause and will be used responsibly. • We know that the Georgia 4-H organization will base decisions on what is best for the youth of GA. • I value the honesty and integrity of Georgia 4-H.
Working with Their Children	• Ability to volunteer and work with my son and his friends. • I enjoy being able to volunteer and do exciting activities and community service projects with my

	kids.
	• I enjoy watching my child and other children grow.
	• Being involved in everything my children are involved in, and helping set an example for mine or any child growing up in this world because we need more adults to.
	• I value being a part of Georgia 4-H because of the opportunity it's give our children. I enjoy working with our children seeing how much Georgia 4-H do for them. I value the time I spend working with the children in any capacity.
	• I value that it is an organization I can volunteer alongside my children.