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Extending Horizons

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# Are you thinking what I'm thinking?

***Warwick Waters, Waters Consulting***

There is a tension in extension practice between designing and delivering programs which are relevant to a wide range of people while acknowledging that every individual and context is unique.

Social research that helps manage this tension is becoming more common and examples are market research, consumer behaviour theory, farming styles and farmer typology studies. This research looks beyond what people do, to why they do it and how they might behave in the future. For a recent review of this area of research see Emtage et al (2006).

APEN is considering including attitudinal clustering in its next member survey. In this article you can find out what attitudinal clustering is about.

There were several papers presented at the 2009 APEN conference about understanding and managing farmer diversity. Two papers reported on an attitudinal clustering method and its use to inform communication and extension strategies. They were Scwarz et al (2009) and Waters et al (2009).

When discussing these papers, conference delegates said that if an understanding of the farming communities attitudes to risk, business orientation, innovation etc helped inform extension practice, what could the attitudinal diversity within the extension community tell us?

They also asked:

- Are there clusters or segments of like minded extension agents? And
- How might that impact their practice and the farmers they prefer to work with?

These are valid and interesting questions which lead to asking:

- Can we explore these questions and add to our understanding farmer typology methods with virtually no budget and limited resources?
- Can we "learn by doing" at the same time? And importantly,
- Can we get the extension community to do a survey?

I realise that asking a group of extension professionals to do a survey to improve their understanding is like handing rubber gloves out to a group of proctologists and asking them to "see how they feel!" Surveys are something best done to others!

However, every few years APEN conducts a survey of its members to understand what activities are working and what they should change, and to get members' input into the how APEN functions as a professional organisation.

In the 2010 survey there is the opportunity to add a set of attitudinal questions, which will allow us to explore the questions raised at the 2009 Conference.

A good reason to do that is because understanding and predicting behaviour has been a major focus of social and psychological research in the last 50 years. It has proved a very difficult task not least because there is a lot of debate in the research community about the ability to measure peoples' beliefs, attitudes and intentions, and the significance of these measures.

The reality is that we are already use assumptions and criteria about how people

In this issue



*I realise that asking a group of extension professionals to do a survey to improve their understanding is like handing rubber gloves out to a group of proctologists and asking them to "see how they feel!"*

# Are you thinking what I'm thinking? (continued)

might behave or react every time we plan an extension activity or allocate extension resources.

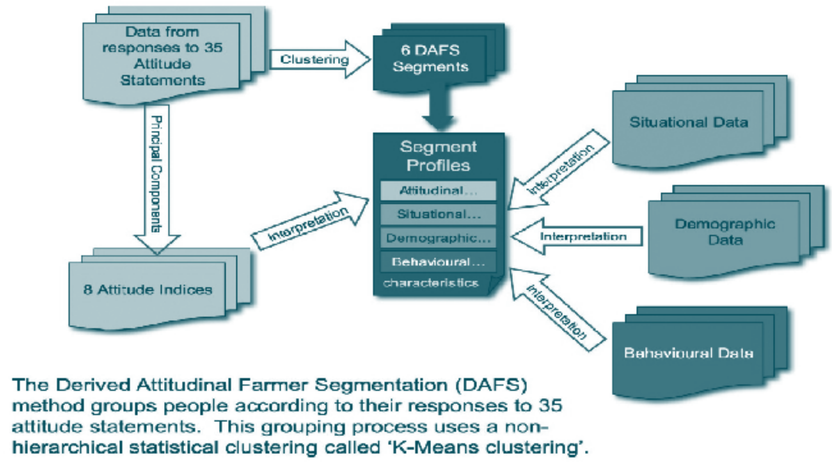
Contributing to an APEN survey that includes attitudinal elements can allow us to expand our knowledge and skill in this field. As well, a healthy and robust dialogue within our extension community about the strengths and weaknesses of existing typology methods, the sharing of experiences and the generation of innovation can be expected to improve the assumptions we are working with.

Contributing to the APEN survey is an opportunity to "learn by doing". If you have conducted surveys about attitudes, are considering doing so, or you just want to see what it's like, this gives you the opportunity to get an inside look at the process.

The presentation of results will provide an opportunity for us as a community to discuss what worked well and what should be changed next time. The survey is coming soon so make sure you keep an eye open for it so you can be a contributor.

Figure 1 describes how the Derived Attitudinal Farmer Segments (DAFS) were developed and described in the dairy Client Stocktake project (Waters et al 2009).

Figure 1: Schematic diagram explaining how DAFS are identified and interpreted

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# FROM THE EDITORS

Welcome to the first ExtensionNet for 2010.

The theme chosen for this edition is **surveys** which matches APENs plans for 2010. This year APEN will conduct a survey of its members to find out what activities are working and what they should change. For this year the executive is considering including questions about attitude and you can read more about this on the front page.

As we all know, the number of surveys are on the rise. All surveys, whether printed or online have two competing objectives. First, we want to get as much information as possible and secondly, participants want to spend as little time as possible completing the survey. Other considerations when conducting surveys include; design, survey size, and methods.

The articles in this edition offer steps to take to set-up your survey well, introduce you to some of the newest survey technology and identify what are the most disliked aspects that respondents find in surveys. They also provide guidelines about getting the numbers right for a survey and compare costs of eSurveys and paper surveys. These and other items will, hopefully, help you get meaningful feedback from your target audiences.

Happy reading and surveying.

***Kate and Gerry***

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# Survey Monkey: Why not Elephant or Banana?

***Kate Roberts***

## Introduction

The title is meant to be frivolous to a point. This paper is about what we, as evaluators, offer to our potential respondents to persuade them to take part in our survey.

I am not going to talk about survey monkey the on-line, survey development tool. The creators of that program do that for themselves. But what I want to mention is that they immediately get us interested by the title of their survey instrument.

I am only going to talk about the creation of a data collection tool and recognise that this is only part of a survey. Data management, analysis, reporting and follow-up are also part of running a survey.

## Creating the data collection instrument

Data are collected by asking questions, observation or interrogating texts (words, pictures, audio). I will focus on collecting data by asking questions through something that looks like a questionnaire.

The first step to creating a questionnaire is the design which includes being clear about why you need a questionnaire.

The questionnaire itself has a format that is made up of a preamble, a question to collect demographic information, questions that ask for what you really need to know, a question that is general that asks for any last comments and then close by thanking the respondent for their comments.

## The design

When designing an evaluation survey it is important to consider:

- Why are you conducting the survey?
- What exactly do you intend to evaluate?
- What are the aims and objectives of the study?
- Who is the target group?
- How will the results be used? What will be done with evaluation findings?

## The questionnaire format

1. <u>Title and preamble:</u>

A survey should be fun and nimble, like a monkey. Survey Monkey, the on-line survey tool, caught my attention as a title because it promised a bit of humour. I found there was no humour but it was certainly nimble to work with.

So what is in a name? The title of the survey can attract attention. We can have titles for surveys such as:

- *One small step from you, helps us make one giant leap for this organisation*
- *View from the veranda!*
- *Sew what's new?*

Or you can be serious and practical and name it after the project with a subtitle.

- *Improving Victoria's Biosecurity: Agency respondents*
- *Managing Pest Plants and Animals: Private landholders*
- *Fitted for Work: Boutique managers*

The preamble is what is said when the interviewer makes first contact with the respondent or the first part that a respondent reads when they open the letter that contains the questionnaire. It has to be focussed.

Example preamble

*Hello my name is* [your name,] *I am calling from* [your organisation's name]*. Our organisation has been commissioned by* [insert the client's name] *to carry out a review of the impact of the* [the project's name]*. We would like to talk to you about various aspects of the program if that is possible.*

*Your comments will remain confidential and anything that will identify you will be taken out. This interview should take about* [insert time although 20 minutes is about standard]*. Is now a good time to talk to you or when should I call back?*

2. <u>Demographic questions</u>

These gather information that is needed to help categorise the data for comparison. For example,select from:

- Age
- Gender
- Location
- Background (how they describe themselves)

*A survey should be fun and nimble, like a monkey. Survey Monkey, the on-line survey tool, caught my attention as a title because it promised a bit of humour.*

# Survey Monkey: Why not Elephant or Banana? (Continued)

3. The body

- Ask exactly what you need to know and no more
- Ask about attitudes, beliefs, behaviour, or attributes
- Avoid testing knowledge, there should be no correct answer
- Have only one proposition in each question.

The survey questions could continue with the same goodwill that is implied in the title. For example, for an organisation that wants to know how to improve itself, the questions in a survey to its staff and stakeholders can take on a role play like these examples:

To the staff: *If you were invited as an outsider to have morning tea with the staff of this organisation, what would your impressions be?*

To a director: *If you were the cleaner, what innovations would you introduce to make this a good workplace for yourself?*

For particular audiences who will tolerate some levity you could use graphics such as:

Agree

Unsure

Disagree

Strongly Disagree

Questions can be closed to collect quantitative data such as:

*Graded scale*

"On average, when heating your household how often do you heat rooms to an optimal 18 – 21 degrees Celsius? (Choose one)"

Never, Sometimes, All the time, Can't say

*Multiple choice*

"What do you gain from being part of your organisation. Choose as many options from the following list that are relevant to you:

- I receive support from others
- I can give support to others
- I come across new ideas and ways of doing things
- I gain access to people who can help me
- Other (please explain)"

*Or open ended to collect qualitative data such as:*

What do you think the main activities of the local Community Group should be?

4. Closure:

The final question is a general question such as "Do you have anything else to add? "Do you have any final comments to make?" and then, "Thank you for your time and contribution. You comments are valuable to us".

## The end

The survey needs to be efficient to complete. That does not mean to say, that a complicated issue needs to trivialised to make the questions easy to answer but the questions need to be relevant and clearly worded and only ask for information for that issue. Otherwise you will have too much unnecessary data and you will look like this:

*The survey needs to be efficient to complete. That does not mean to say, that a complicated issue needs to trivialised to make the questions easy to answer but the questions need to be relevant and clearly worded and only ask for information for that issue.*

when you should look like this:

Or you will waste your respondents' time and they will look like this:

when you want them to look like this:

# eSurveys Save Time and Money

***John James***

Electronic surveys (known colloquially as eSurveys) allow you to easily create surveys to gather quantitative and qualitative data online. Of course paper-based surveys also do this, but with the disadvantages of increased time required and the need for data entry with its associated risk of data entry error.

With eSurveys (such as those available through www.surveymonkey.com and www.zoomerang.com) you can virtually create, distribute and analyse a survey within a matter of hours.

The potential time difference between a paper-based survey and an eSurvey being sent to 500 people is illustrated in Table 1. It shows the indicative time required to undertake each of the phases.

*Electronic surveys (known colloquially as eSurveys) allow you to easily create surveys to gather quantitative and qualitative data online.*

Table 1. Effect of survey format upon time

| | Time required | |
|---|---|---|
| **Survey phase** | **Paper-based survey** | **eSurvey** |
| **Design** | 2 hours | 2 hours |
| **Create** | 4 hours | 1 hour |
| **Pilot** | 10 working days (print survey, address and stamp envelopes, post, complete, return post, data entry, analysis, modifications, possible retest) | 1 hour |
| **Distribute** | 20 working days (print survey, address and stamp envelopes, post, send reminder, complete, return post) | 4 days |
| **Analyse** | 2 days (data entry, analysis) | 1 hour |
| **Total** | **33 working days** | **5 working days** |

The data in Table 1 demonstrates how a typical paper-based survey can take approximately six weeks to conduct, whereas an eSurvey might take only one week. In fact it is possible to obtain meaningful results from a survey within one day, where one has an existing relationship with the recipients, the survey itself is short, and the audience appreciates the need to gather the information.

The main time saving is during the piloting and distribution phases, where the printing and folding of the surveys, and the addressing and stamping of envelopes is particularly labour intensive. The greatest time lost though is due to the postal service, in delivering the survey to the respondent and the return delivery.

The cost saving is equally as dramatic, due mainly to the reduced printing and postage costs. If we assume that the labour costs are $20 per hour, and that each printed survey is 4 pages long and distributed to 500 people, the cost of printing is 10 cents per page, envelopes cost 4 cents, postage costs 55 cents, and that we include a self-addressed stamped envelope for the survey return, then the figures in Table 2 result.

Table 2. Effect of survey format upon cost

| | Cost required | |
|---|---|---|
| | **Paper-based survey** | **eSurvey** |
| **Design** | $40 | $40 |
| **Create** | $80 | $20 |
| **Printing** | $200 | $0 |
| **Envelopes** | $40 | $0 |
| **Postage** | $550 | $0 |
| **Labour** | $100 | $0 |
| **Software** | $0 | $20 |
| **Total** | $1,010 | $80 |

Many eSurvey providers offer a limited free service (up to 10 questions with 100 responses), but for the purpose of this analysis it was assumed to use a paid service of $200 per year, spread across 10 surveys being conducted in the year.

So in summary, eSurveys can save at least four weeks in time and almost $1000 in costs. Of course like any good analysis, it comes down to the assumptions used, so that is why the assumptions here have been made explicit. ENET

*a typical paper-based survey can take approximately six weeks to conduct, whereas an eSurvey might take only one week.*

# How Many Do I Need to Survey?

**Jeff Coutts (and Kerry Bell)**

This question always used to plague me – how many people did I need to survey so that I and my clients could be satisfied that the result was 'significant'! I would go to my Biometrician and colleague, Kerry Bell (now of *Bellmetrics*) and ask her this question each time a new survey came up. Kerry's answer would be *"how accurate do you need it to be?"* For me that was no answer – I just wanted it be *'significant!'* I wanted the biometrician to give me the definitive answer.

It wasn't until recently that the penny dropped. Kerry had been running the University of Queensland's *Evaluation of Programs and Projects* Masters course with me for a number of years. One of our frustrations was that we did not have time to deal with survey design in sufficient detail. As a result, we developed a two day short course where we could focus on just that. From 2 hours to 2 days - what a luxury! The first day of the course looks at structure and questioning and the second day focuses on sampling and analysis. And guess what, participants wanted to know *'how many people do we need to survey so that it is significant?'*

Kerry was one step ahead of them – as she had many years practice of putting up with me and others of my ilk – and so had her answer ready *"it depends on how accurate to you need it to be."* Of course, she didn't stop there.

Most of us have heard of the term 'Confidence Interval'. As the name suggests, Confidence Intervals reflect the level of confidence that we can have about how accurately our survey *sample* result reflects the actual situation in the *whole population*. Most often a Confidence Interval of 95% is used – meaning that we are 95% sure that the population value lies within this range (assuming you used a *random sample*).

So, back to what this means for our question *'how many do I need to survey?'* Surveys have different types of questions with each type of question potentially having a different range of responses. However, if we choose a likely 'Yes/No' question in our survey we can focus on the percentage of respondents who answer 'Yes'. The question then is, *"how many do I need to ask this yes/no question to – to have confidence that the percentage result reflects the total population?"*

To work this out, Kerry assumed that there was a very large population and the percentage who said 'Yes' in the survey was 50%. Choosing this figure makes the calculation conservative as it provides for the maximum variation (at 50%).

| Number of people surveyed | 95% Confidence Interval |
|---|---|
| 5 | ±41% |
| 41 | ±16% |
| 100 | ±10% |
| 160 | ±8% |
| 1097 | ±2% |

Courtesy of Kerry Bell

So, if you randomly (ie without bias) sampled only 41 people and you found that 50% of the respondents said 'Yes' to the Yes/No question, you could be 95% sure that the result for the whole population lies between 34% saying 'Yes' and 66% saying 'Yes' (quite a wide range - ±16%). If you had, however, sampled 100 people, you can be 95% confident that the result for the whole population lies between 40% saying 'Yes' and 60% saying 'Yes' (±10%). Notice you would have to sample a further 60 people to reduce the range to ±8%!

So it really does come down to *'how accurate do you need to be'*. For most of our work in agricultural extension, we can probably live quite well with a ± 8-10% and hence can choose to survey between 100-160 people within our particular target group.

You can read more about sampling – and gain a good idea of costs of surveys by using our 'survey cost calculator' – on our website www.ruralsurveyspecialists.com.au . It will help you plan and make the call about *'how many do I need to survey?'* [Oh, and you can let us know if you want that two day *Survey Design* course near you!].

*jeff@couttsjr.com.au*

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*... how many people did I need to survey so that I and my clients could be satisfied that the result was 'significant'!*

# The Hit List of eSurvey Dislikes

***Gerry Roberts***

In a straw poll of some Queenslanders asking, *"What do you **dislike** about doing online surveys?"* twenty-four (24) people responded in the 24 hours the poll was open. This was 33% of those invited. Just the one question produced 34 dislikes and four 'I like them' responses.

The purpose of only asking for dislikes was to get ideas of what to work on when creating surveys.

Clustering the items (Table 1) showed seven main categories

Table 1 - The Hit List

| Cluster | Hits |
|---|---|
| The time needed to do them | 10 |
| Poor design | 8 |
| No follow-up about the results | 4 |
| Need to know the purpose of the survey | 3 |
| Don't know if it's OK to trust the surveyor | 3 |
| Technical issues with accessing or saving | 3 |
| Being asked leading questions | 2 |
| Sundries | 1 |

Let's look a bit more at just the top four items.

Firstly, the hit list says that the time it takes to do surveys and poorly designed surveys, are two stand-out 'dislikes' about being surveyed.

**Three "dislike" messages about the *time* are:**

- Doing them takes time
- The numbers of surveys being received is increasing, and
- They often take longer than is suggested in the intro.

Sample comment: "Time. We are busy people. Usually, something has to be dropped or postponed to do (an) online survey."

**Three "dislike" messages about the *design* are:**

- There are often too many questions
- When it isn't possible to qualify answers or when 'forced' to answer, and
- When questions aren't understandable

Sample comment: "I dislike: the number of questions/responses required. Because it is online doesn't give license to have so many questions".

Secondly, not receiving *follow-up* and not knowing the *purpose* are disliked next.

**Two "dislike" messages about *follow-up* are:**

- Not hearing what the outcome was, and
- Not getting any survey results back

Sample comment: "…whether anything ever actually gets changed and finding out what changes are made as a result."

**Two "dislike" messages about *purpose* are:**

- Often the purpose is not clear
- Do they really need to know all the info they are asking

Sample comment: "I dislike surveys (on-line or other) if I haven't been notified of the survey and its aim. This needs to happen before sending the survey."

This information comes from people thinking about completing surveys…our targets.

The good news is that the items are all things we can take action on. Like in other activities, being clear about the purpose is a sound starting point. Then to reduce time we may need to decrease the number of questions. Design of the survey is also in our control, so learning and using all we can about design is therefore vital. Next, be sure to give people feedback about survey results and outcomes. Then, make sure the technical stuff works and don't ask leading questions. Rigour in using these steps can demonstrate that you are a trustworthy surveyor.

As I think about it, how can I be sure I manage my surveys so each of these 'dislikes' is overcome? A simple answer is to test it with colleagues and potential respondents and use their reactions to refine the survey.

Happy surveying!

*... the time it takes to do surveys and poorly designed surveys, are two stand-out 'dislikes' about being surveyed.*

# Instant Surveys and Evaluation Using TurningPoint®

*Kate Charleston*

*The interactive program is also popular and entertaining for the participants. In workshops it aids the learning process through active engagement. During meetings it can help with identifying priorities or objectives.*

Most of you will have held meetings or workshops where you handed out evaluation or survey forms for participants to complete. Alas, at the end of these sessions you often find that most of the forms left behind are blank or incomplete because people could not be bothered to complete these.

There is a solution to blank survey forms after meetings and it's one which gives you all the feedback you want instantaneously from all your participants during meetings.

For the last two years I have used the interactive software TurningPoint® during all my meetings and workshops. This software is compatible with PowerPoint and allows you to ask questions from the audience electronically. The audience responds to the questions by nominating their answers on specific response devices called 'keepads'.

By supplying your audience with a 'keepad' you are able to pose questions throughout the entire session rather than wait till the end of the session. I have used this technology to do the following:

- Introduce warm up and ice breaker questions – gets participants familiar with the technology and sets up an engaging environment for participants.
- Gather profiles of audience backgrounds and demographics
- Access knowledge and experience.
- Conduct surveys and evaluation.

The interactive program is also popular and entertaining for the participants. In workshops it aids the learning process through active engagement. During meetings it can help with identifying priorities or objectives.

The responses to questions are instantaneous and are displayed as graphs on a PowerPoint slide. You can choose not to display the results especially for survey or evaluation questions. Responses can remain anonymous and it is through this anonymity that distortion of results due to peer pressure is unlikely. You can also track individual responses for assessment/ accreditation based workshops.

There are imitations to TurningPoint®. One is that the questions asked are closed questions i.e. answers are provided and participants choose one or more responses. This means that we cannot gain additional information from a given question. However, many of the questions often lead to further discussions which provide further insights. Formulating the questions to obtain the desired information can be a challenge and takes practise.

A key feature of TurningPoint® is its ability to generate reports quickly and easily saving time and money. You can also further analyse and compare responses from various demographic backgrounds.

The adoption of TurningPoint® has led to interactive workshops and meetings which provided a dynamic avenue for participant input. Using this technology is quick and easy, does not detract but rather enhances meetings and is fun to use.

For more information about TurningPoint® and how to obtain this software visit:

www.keepad.com

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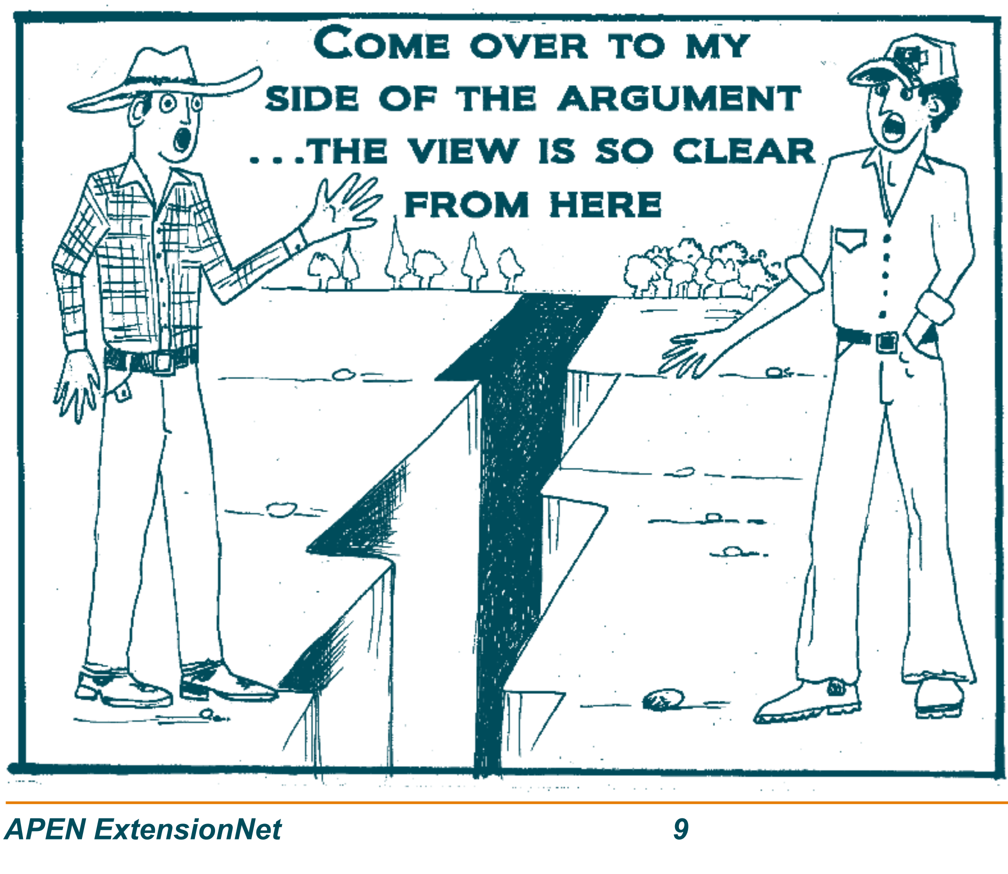
COME OVER TO MY
SIDE OF THE ARGUMENT
...THE VIEW IS SO CLEAR
FROM HERE

# Convergent Interviews

## A Technique For Qualitative Data Collection

***Kate Charleston***

I recently came across a paper about convergent interview techniques. I had not previously heard of this and was interested to know what this meant.

Convergent interviewing is a valuable tool when you are not sure about the information you want to collect. It can therefore be very useful in helping you decide what questions to ask in a survey.

Convergent interviewing combines elements of both unstructured and structured interviews. Both these types of interviews have benefits:

- Unstructured interviews are those without specific questions and aim to collect broad information. However they can be difficult to interpret.
- Structured interviews collect information in a more efficient way but you may not know if you asked the right questions.

So how does this work? One way is to start with a reference group. You then need to define the nature of the information to be collected in very general terms. For example, I work in integrated pest management (IPM) and I want to determine why producers choose to adopt IPM. My reference group would therefore consist of leading producers and stakeholders.

The reference group can be asked to select the list of interviewees beginning with someone most representative of the group. Second on their list is the person they believe is next most representative, but in other respects as unlike the first person as possible. Next is someone they choose when asked, who is next most representative, but unlike the first two... And so on. While this sounds difficult, Bob Dick the originator of the process says most reference groups use it quite easily.

The interviews are conducted in that order and each interview is used to inform the next.

### The interview

The interview consists of two parts - an unstructured and structured part. The unstructured question is very broad and if I use my own example again I may ask for instance – “What does integrated pest management mean to you?” This way you do not predetermine the answers by the questions you ask.

Prior to the interview it is important that you establish a good rapport with the person you interview and that this person is at ease. Once you have asked your question you would ideally keep the person talking for as long as possible. It is important that you do not lead the person you are interviewing and that the information is freely given.

The second part of the interview is more structured. Questions during this phase are more probing and seek to clarify issues from the unstructured part and previous interviews. You may also have specific questions that you want answered during this stage.

### Analysing the results

When using the convergent interview technique you always start with a small representative sample of people. This is because both the interviews and the analysis of results are very time consuming.

When analysing results, you give particular attention to information that occurs more than once. In interviews you want to test agreements and explain differences. This can then be used to develop further questions and modify later interviews.

So essentially the interview starts broadly and very generally but becomes more specific over time. You start to develop an information base and narrow down the required information. It also enables you to determine the most important and/or key issues within a population.

The interviews are particularly useful for getting the story behind a participant’s experiences. The interviewer can pursue in-depth information around the topic. The interviews are a far more personal form of research than questionnaires.

### References


Dick B. 1998 Convergent interviewing: a technique for qualitative data collection. Available at www.scu.edu.au/schools/gcm/ar/arp/iview.html


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# Some Useful Websites About Surveys

**Have you ever ‘Googled’ surveys only to find there is so much information you are not sure where to start!**

**Well here are some useful blogs that provide information as well as offer an avenue for you to get into discussions about surveys.**

*http://survey.cvent.com/blog/cvent-survey/0/0/not-so-serious-surveying*

*http://survey.cvent.com/blog/cvent-survey/0/0/common-survey-pitfalls-leading-survey-questions*

*http://survey.cvent.com/blog/cvent-survey/0/0/how-to-make-your-online-surveys-better*

# New &Old APEN members

If you've recently joined APEN, welcome! You'll reap plenty of professional and personal rewards. If you've been in APEN for a few seasons now, be sure to say hello to the new members.

Welcome to these new members who have joined since last edition. We're glad to have you all on board.

| | |
|---|---|
| **Helen Ramsey** | *WA* |
| **Lauren Howard** | *NSW* |
| **Shelagh Krummel** | *VIC* |
| **Warren Hunt** | *TAS* |

## Terry Parminter


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Terry moved to Wellington in April when his wife had a career opportunity in MAF that required the change of location. He resigned from AgResearch in September to establish his own family consulting business.

Since then Terry has been designing a consultation strategy for Wellington Regional Council that provides opportunities for a population of 0.5 million people to have an input into the development of a regional plan that guides the management of all the natural resources in the region. He has also been working with the dairy industry on voluntary change strategies to address natural resource issues. And, working with two different German publishers associated with his PhD, he has completed and had two books published on research into policy formulation for natural resource issues.

These are:

(1) Environmental Policy Design: three different theoretical perspectives

*http://www.amazon.co.uk/Environmental-Policy-Design-theoretical-perspectives/dp/3838311647/ref=sr_1_8/275-8626900-4549710?ie=UTF 8&s=books&qid=1260954596&sr=1-8*

(2) Natural Resource Policy Management in New Zealand

*http://www.amazon.com/Natural-resource-policy-management-Zealand/dp/3639164725*

## Warren Hunt

Warren Hunt is a career extension professional, having come from humble beginnings working in rangeland management and production orientated extension roles in western New South Wales and northern and western Queensland's pastoral zones. Warren has also coordinated industry-wide pest management operations in the Australian sugar industry where he led extension efforts which resolved the largest combined pest outbreaks in nearly half a century. He has worked with the Australian Government's reform program in sugar, and more recently has led state extension efforts in the Tasmanian sheep industry helping the industry confront and work through the ravages of the worst drought in living memory. He is motivated by a love of rural Australia and seeing rural industries and communities progress and build capacity and resilience so that they can better confront adversity. He has recently commenced a PhD in extension. His goal is to make a tangible impact on how agricultural public and industry-based policies realting to research, development and extension, is carried out in Australia.

**After reading all about surveys - try this one!**

# https://www.surveymonkey.com/s/P33B3FB

**And tell us what format you would like to receive ExtensionNet in.**
**It's just FOUR questions. Let us know what you think**

**Survey open until May 15, 2010.**

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## *Guidelines and deadlines*

*Submissions should be made in MS Word 6.0 with minimal formatting. A portrait photograph of the author is required. All photographs, figures and/or tables ought to be provided as separate files (preferably TIF or JPEG; photos scanned at 300 dpi). Feature articles should be around 1000 words and minor articles 500 words. The editor reserves the right to edit submitted material to meet space restrictions. Letters to the editor or general items of news of interest to the network are welcome. Articles should be submitted at least four weeks prior to publication.*
*Preference is given to articles that are grounded in some form of project or event.*


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*Opinions expressed in ExtensionNet are not necessarily those of the Australasia-Pacific Extension Network (Inc.) unless otherwise stated.*

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