



New Extension Field Faculty *Self-Study Guide*

Name _____
Title _____ County _____
Date received _____ Date Completed _____

ORIENTATION SYSTEMS COMMITTEE

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Orientation Expectations and Agreement

Agent:

- I understand that I am responsible for my own growth and development in a learner-focused system. My learning will be a monitored continuous and interactive process.
- I will develop and maintain an appropriate relationship with my supervisor that will allow an effective orientation to take place.
- I have reviewed my responsibilities and understand the timelines of the study manual. I commit to completing it with my supervisor's guidance.

Supervisor:

- I will provide the time and the environment for the agent to grow and develop.
- I will help lead and manage the tasks outlined for the agent in the study manual.
- I will maintain confidentiality while offering suggestions and advice during the orientation process.
- I will be committed to this agent's growth and orientation.

Signed: _____(Agent)

_____(Supervisor)

Dated: _____

Check List

Please have a discussion with your supervisor as to when to have these completed. For most new agents these should be completed within a year. The supervisor and the new faculty member need to have a discussion as to the sequence of these objectives and base them on the external needs of the clients and the new agent's competencies. Also review the orientation time line that was given to you during your benefits orientation.

1. Acquire an understanding of Extension office procedures and their relationship to conducting an effective program.

Target Date:

Date Completed:

2. Learn about your area of responsibility, its people, and its resources.

Target Date:

Date Completed:

3. Gain an understanding of your own position, responsibilities, and relationships with others in the Extension organization.

Target Date:

Date Completed:

4. Learn the role of advisory committees, how to facilitate productive meetings, and how to recruit effective members.

Target Date:

Date Completed:

5. Develop an educational program based on needs of the clientele.

Target Date:

Date Completed:

6. Develop knowledge of Extension and its philosophy, mission, objectives, and functions.

Target Date:

Date Completed:

7. Learn about [North Carolina Cooperative Extension's \(NCCE\) core competencies](#). Assess your proficiency in each competency and gain an understanding of opportunities for professional improvement.

Target Date:

Date Completed:

8. Learn how to write effective impact statements and market yourself and your programs.

Target Date:

Date Completed:

9. Become knowledgeable about affirmative action legislation and requirements of Extension.

Target Date:

Date Completed:

10. Develop an [Accelerated Learning Network](#) (ALN) and Learning Development Plan (LDP) (see [Sample](#) and [Contract](#) in Appendix). (This is an evolving document and the supervisor needs to monitor it often.)

Target Date:

Date Completed:

11. Present to your county staff a one-hour oral presentation ([See Appendix](#)).

Target Date:

Date Completed:

12. Attend the Personal and Organizational Development (POD) Programmatic Orientation, three-day training offered every six months.

Target Date:

Date Completed:

Introduction to the Orientation Process

Welcome to North Carolina Cooperative Extension (NCCE) and to the faculty of North Carolina State University (NCSU) or North Carolina Agricultural and Technical State University (NCA&TSU).

As an Extension employee, you are entering a profession that provides nonformal educational programs of interest to all people. The purposes of these programs are to improve the standard of living and quality of life of the people in your county, region or state. Extension faculty have helped people interpret and apply the results of research in Agriculture, 4-H Youth Development, Family and Consumer Sciences, Community and Rural Development, and related subjects since the Extension Service was established in 1914.

This self-study guide has been prepared by a committee of your peers and Extension staff development specialists to help you become familiar with the organization and its objectives. It outlines learning experiences that will help you get acquainted with your job, the people, and the organization. By completing this self-study guide you will be able to understand how successful educational programs are planned, realize the value of partnerships within your county and the importance of how to measure the impacts of your educational programs.

Most importantly this guide can help you discover a passion for Extension work and establish the foundational knowledge and skills to make your career with Extension stimulating and rewarding. We are glad you have chosen us and we welcome you to our family!

Orientation Procedure

Because you will need assistance and advice in understanding the responsibilities of your new job, your orientation will be a cooperative effort between your direct supervisor and you. You will need help locating references and finding resource persons. You will also need time for discussion with all the members of your staff.

Staff members are not the only ones concerned with your orientation; state Extension staff members have a part too. You will have the opportunity to meet with specialists in your subject area, either on campus or in your county within the first few months on the job. All new faculty will attend a three-day intensive orientation session on the NCSU campus. It is recommended that a new agent not attend this until they have been on board at least one month. This session, organized by the Personal and Organizational Development ([POD](#)), unit is usually offered twice a year in the spring and fall. District directors, regional coordinators, and POD specialists, in cooperation with your county director, will guide you through the entire orientation process.

Another important part of orientation will come through your development of the Accelerated Learning Network ([ALN, see chapter 10](#)). Your district and county directors will help you select a network of appropriate learning partners to help you in your development.

This manual presents assignments you are expected to complete during your first year as an agent and are designed to help you learn many of the things you will need to know to get off to a good start. The assignments are grouped under ten learning objectives, each relating to some area of knowledge or skill you will need. You will also find the manual has been designed to be a resource for you to refer back to from time to time during your Extension career.

The objectives are:

1. Acquire an understanding of Extension office procedures and their relationship to conducting an effective program.
2. Learn about your area of responsibility, its people, and its resources.
3. Gain an understanding of your own position, responsibilities, and relationships with others in the Extension organization.
4. Learn the role of advisory committees, how to facilitate productive meetings and recruit effective members.
5. Develop an educational program based on needs of the clientele.
6. Develop knowledge of Extension and its philosophy, mission, objectives, and functions. (updated yearly)
7. Learn about [NCCE's core competencies](#). Assess your proficiency in each competency and gain an understanding of opportunities for professional improvement.
8. Learn how to write effective impact statements and market yourself and your programs.
9. Become knowledgeable about affirmative action legislation, diversity issues, and requirements of Extension.
10. To develop an [Accelerated Learning Network](#) (ALN) and Learning Development Plan (LDP) (see [Sample](#) and [Contract](#) in Appendix).

Each objective is stated at the top of a page, followed by key points for study and discussion, assignments, sources of help, and useful references. Here is how to proceed with each objective:

1. Read the objective to understand what you are expected to learn.
2. Read all of the suggested references you are able to find. Some of the references will be found in your office and some can be found on the web.
3. Refer to the key points for study and discussion as you do the reading and carry out the assignments. Discussing the key points with your direct supervisor and other coworkers will enhance the learning experiences.
4. When you complete the reading and assignments, enter the completion date in the space provided.

5. Keep all your written work and this orientation manual in a notebook so that it will be available for review upon request. The guide sequence is in a logical recommended order; however, you may complete the objectives in any order you wish.

You have joined an organization that believes in the importance of lifelong learning in a changing society. This orientation program is intended to help you *begin* learning for a productive and satisfying career. Welcome to our family!

OBJECTIVE 1

Acquire An Understanding Of Office/Extension Procedures And Their Relationship To Conducting An Effective Program

Key Points for Discussion and Study

- Routine Procedures Crucial to Effective Extension Work

Assignments

Getting the Job Done	This section deals with things an employee must know and understand to accomplish the day-to-day job of being an Extension faculty member. Record date when completed and indicate questions/remarks if any.
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Office Management (Administrative Handbook)

	<u>Date Completed</u>	<u>Questions/Remarks</u>
<p>EXAMPLE Tour and become familiar with work facility (keys, security, parking, emergency numbers . . .).</p>		e.g., Meeting, mail, rest, break, supply rooms . . .
<p>1. Get expectations about office hours, work hours, time documentation, staff conferences, leave requirements, breaks, comp/flex time, and lunch</p>		
<p>2. How do you locate, run and check out equipment? What are the policies on computer usage?</p>		
<p>3. Observe and understand techniques used in answering and relaying telephone calls.</p>		
<p>4. Observe techniques in talking to an office visitor. Participate in an office visit.</p>		
<p>5. Get an understanding of appropriate dress.</p>		

Personal Visits or Other Personal Contacts

	<u>Date Completed</u>	<u>Questions/Remarks</u>
1. Make several visits or other personal contacts with the trainer agent and observe procedures and techniques used. Be sure to visit demonstrations where appropriate.	_____	_____
2. Make some visits or contacts alone. Answer and relay telephone calls.	_____	_____
3. Set up for Computer Usage: Meet with your office IT contact and get started on setting up to use your computer (i.e., email, unity ID . . .).	_____	_____

Letters and the Mailing Procedures

	<u>Date Completed</u>	<u>Questions/Remarks</u>
1. Individual		
a. Observe another agent’s email management for one day, how they have organized their folders and how quickly responses are given.	_____	_____
b. Study correct business letter form.	_____	_____
c. Study affirmative action materials.	_____	_____
2. Letters		
a. Read and analyze some recent letters written by agents in your county.	_____	_____
b. Get an understanding of mailing procedures and guidelines.	_____	_____

(For direct supervisors: An optional [check sheet](#) has been provided for your use in the appendix of this document)

Other Miscellaneous Topics to be Discussed with Your Supervisor

Policies and procedures for:

[Salary Increases](#)

[Title Promotion](#)

[Vacation and Sick Leave](#)

[Liability Insurance Availability](#)

[Working With Other Agencies](#)

[Political Activities](#)

[Travel Policies](#)

[Extension Management and Performance System](#) (EMAPS)

[Grievance and Discipline Policies](#)

[Professional Scheduling](#)

[Extension Reporting System](#) (ERS) [click on "ERS" under "Fast Find" on this CES website; login to Unity]

OBJECTIVE 2

Learn About Your Area Of Responsibility, Its People, And Its Resources

(This objective will be used when you come to your three-day organizational training.)

Key Points for Discussion and Study

- County Population and related Demographics
- Major Employment and Sources of Income in the County
- Public and Private Resources available to the Public
- To be used with the individual case study that the agent will create during the three-day organizational orientation.

Sources of Help

- County Agencies
- County Extension Director
- Extension Agents
- Public Library
- Extension Demographic Data (in County Office)
- [Extension Sociology Department](#)
- [County Map](#)
- Telephone Directories
- [Estimated Income from Sale of Farm Products and Government Payments](#)
- [North Carolina State Data Center](#)

Assignments

- Collect the necessary information and fill in the county information.
- Take a county/regional tour(s) with your direct supervisor.
- Identify programmatic resources in your office (files, publications, manuals, books, etc.).

<u>County Background Information</u>	It is necessary for you to have knowledge of the population, geography, and economic situation in the county or region in which you are placed. This is commonly referred to as background information. Information on available communication media is also needed. Complete this section by filling in the information for your county or region. Several of the links provided could get you started on searching.
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Suggested References

- [Current U.S. Bureau Census, Agricultural \(NCDA&CS\) and Population Census Reports, Economic Reports](#)
- Office File on Background Information
- County Plan of Work - County Strategic Plan

People Who Can Help You

- Other Extension Personnel
- Farm Services Office Manager
- County School Superintendent
- Manager of Local Chamber of Commerce
- Officers and Members of the Extension Advisory Council and Its Program Committees
- Key Leaders

Population Information

Number of towns
Number of farms
Number of farm owners
Number of farmers working away from home
Average size of farm
Total population
 White
 Black
 Hispanic
 Other (e.g., Native American)
Farm population
Number of farm families
Rural non-farm population
Percent of population over 65 years of age
Percent of population under 18 years of age
Number of boys and girls age 5-19 years
Number of preschool boys and girls

5 Years Ago

Present

	5 Years Ago	Present
Number of towns	_____	_____
Number of farms	_____	_____
Number of farm owners	_____	_____
Number of farmers working away from home	_____	_____
Average size of farm	_____	_____
Total population	_____	_____
White	_____	_____
Black	_____	_____
Hispanic	_____	_____
Other (e.g., Native American)	_____	_____
Farm population	_____	_____
Number of farm families	_____	_____
Rural non-farm population	_____	_____
Percent of population over 65 years of age	_____	_____
Percent of population under 18 years of age	_____	_____
Number of boys and girls age 5-19 years	_____	_____
Number of preschool boys and girls	_____	_____

Geographic Information

Land area of county (square miles)
Acres in:
 Forests
 Pasture or improved range, native grassland
 Cultivation
Topography
Elevation
Average annual rainfall
Last frost date (spring)
First frost date (fall)
Length of growing season
Major roads

Present

	Present
Land area of county (square miles)	_____
Acres in:	_____
Forests	_____
Pasture or improved range, native grassland	_____
Cultivation	_____
Topography	_____
Elevation	_____
Average annual rainfall	_____
Last frost date (spring)	_____
First frost date (fall)	_____
Length of growing season	_____
Major roads	_____

Economic Information

Annual total gross income in county from all sources \$ _____

Amount and percent of county annual income from:

	Amount	Percent
Business	\$ _____	_____
Industry	_____	_____
Recreation/tourism	_____	_____
Government (except military)	_____	_____
Military	_____	_____

Agriculture (List Major enterprises in the county):

Name of enterprise	Amount	Percent
_____	\$ _____	_____
_____	_____	_____
_____	_____	_____

Total agricultural enterprises in county _____

Economic trends in counties or regions _____

Others (List):

As it relates to your job responsibilities, list organizations and/or businesses that have similar products and services:

Health Issues (List the top three health issues in your county/region.) [This website, [NC State Center for Health Statistics](#), has a multitude of information you may want to explore.]

Environmental Issues (List the top three environmental issues in your county/region.)

General Information

Number of households _____
Trend (increase or decrease) _____

Persons per household _____
Trend (increase or decrease) _____

Educational level (median school years completed) _____

Median family income level _____

Number of single parent households _____

Infant mortality rate _____

Number of families with children under 6 years of age _____

Number of families with children under 18 years of age _____

School dropout rate _____

Unemployment rate _____

List 5 additional sources of data relevant to your program: _____

4-H Clubs

Community _____

Project _____

School _____

Community partnerships _____

Special interest projects _____

Curriculum enrichment _____

Number of Extension and Community Association (ECA) Clubs _____

ECA members' numbers _____

Write a paragraph about the history and development of the county or region.

Name identifiable communities within your area (school districts, townships).

Press, Radio, and Television Facilities (get to know their preferences for news)

Primary papers circulated in your area (start to read one regularly)

Name of paper	Primary contact	Email/Phone #	Have you met the editor and reporters?
<hr/>	<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>	<hr/>

Primary radio stations in your area

Station	Primary contact	Email/Phone #	Have you met the news director?
<hr/>	<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>	<hr/>

Primary television stations serving your area

Station	Primary contact	Email/Phone #	Have you met the news director?
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

OBJECTIVE 3

Gain An Understanding Of Your Own Position, Responsibilities, And Relationships With Others In The Extension Organization

Key Points for Discussion and Study

- Job Descriptions of Agents, County Directors, Specialists, Regional Coordinators, and District Directors
- Your Responsibilities and How Your Performance Will Be Evaluated
- How Other Agents with Similar Responsibilities Conduct Successful Extension Programs
- Specialists' Roles-Which Specialists to Contact and How They Can Help

Assignments

- Using the current North Carolina Cooperative Extension organizational chart at [NCSU](#) and [NCA&TSU](#) (see Appendix) as a reference, discuss with the county director the state, district, and county organizational structures. In addition, review with your supervisor the county government's organizational chart.
- Visit with each county staff member and record his or her responsibilities.
- In your county's "plan," study the programs planned in the subject areas for which you are responsible. Also review the county's strategic plan and the [North Carolina Progress Board's report](#).
- Review with your county director the performance review process and merit salary increases.
- Review with the county director the names of specialists with whom you will likely be involved in your assignment; make contacts. Visit with a specialist in your program area.
- With the advice of your direct supervisor, plan a visit with a faculty member in another location who is responsible for the same (or similar) subject area as you. Plan the visit in a way that will allow you to observe techniques and processes used by an experienced agent.
- Familiarize yourself with the national, state, and county up-coming calendar of events that may pertain to you.

Visiting an Agent

When you visit an experienced agent who has the same area of responsibility, discuss the following:

- Job expectations for a new agent
- Farm, home, and business visits: the purpose, techniques, skills, approaches, and closures
- Handling of phone calls; use of basic support publications
- Daily planning, organization of work, division of responsibilities, time management, office conferences, results, and reporting
- Delivery techniques: how the agent “sells” his or her ideas; use of teaching resources such as visuals and publications
- Relations with local media
- Teamwork—getting along with coworkers
- Subject-matter emphasis and other programming emphasis
- Unique programming opportunities for groups such as people with handicaps, the elderly, youth, migrants, military personnel, and others
- Balancing job and family; professional scheduling
- Appropriate dress for the job

During the visit, try to observe how the agent:

- Conducts a major Extension function, such as a meeting, field day, or workshop; observe volunteer involvement
- Handles program development and engages people actively in roles such as advisory committees and environmental scans

Visit Specialist(s) at NC State and NCA&TSU in Your Program Area

Schedule some time during the year to visit with specialists in your program area. You can have them come and see you, involve them in a program, or visit them on campus.

OBJECTIVE 4

Learn The Role Of Advisory Committees And Volunteers And How To Facilitate Their Functioning

Key Points for Discussion and Study

- Importance of Advisory Committees and How They Contribute to Programs by:
 1. Helping Extension Faculty Make Program Decisions
 2. Providing Support for Programs
 3. Legitimizing Programs
 4. Providing Opportunities to Develop Leadership
- Roles of Advisory Committee in:
 1. Reviewing Local Situational Data
 2. Identifying Clientele Needs
 3. Establishing Priorities
 4. Exploring Methods for Delivering Programs
 5. Facilitating Program Implementation
 6. Evaluating Accomplishments
- Interactions with Advisory System:
 1. Informing Members
 2. Preparing for Meetings
 3. Preparing Materials for Member Review
 4. Establishing Format for Meetings
 5. Developing Group Process Skills
 6. Frequency of Meetings
- Role of Volunteer Leaders in Extension Programs:
 1. Advisory Committees
 2. Organized Extension and Community Associations and Master Gardeners

3. 4-H Youth Development and Community Resource Development (CRD) Leaders
4. Commodity, Agricultural Associations, and Agribusiness Groups
5. Farm Cooperators

Assignments

To gain familiarity with the advisory leadership system, carry out the following tasks:

- Review a list of the leaders in your county's advisory system.
- Visit the members of your specialized committees and any organizational leaders in groups you are responsible for working with, such as Extension and community associations, 4-H, CRD, NC Agricultural LRA Specialized Committee, and agricultural commodity groups.
- Start a dialogue with your direct supervisor if there is a need to revisit the current advisory members that relate to you. Keep in mind diversity and whether or not they are going to help you reach the audiences you need to reach.
- Identify committees and groups that are part of the Extension planning, delivery, and evaluation system (such as area development associations, 4-H councils, Extension and community associations, commodity groups, and others) and review the purpose of each.
- Visit and identify volunteers involved with the groups pertinent to your subject areas.
- Have a discussion with your supervisor about managing volunteers.

Sources of Help

- Orientation Conference
- [District and County Directors](#)
- Regional Coordinators
- Personal Organizational Development (POD) [Volunteer System Leader](#) Learning Partners (see Chapter 10)
- [Visit the Advisory Leadership System Web Site](#)

References

- Journal of Extension Articles:
 - [Advisory Councils - Real Friends](#)
 - [Impacts of Advisory Councils](#)
 - [Interesting Study of Advisory Councils](#)
 - [A Check List for Advisory Councils \(Resource: University of Nebraska, 4-H, "A Toolkit for Volunteer Leaders"\)](#)

[NCCE's Procedures](#)

[*Successfully Staffing An Advisory Council*](#)

[Learn How To Manage Those Volunteers](#)

OBJECTIVE 5

Develop An Educational Program Based On Clientele Needs

(This objective will be used when you come to your three-day training.)

Key Points for Discussion and Study

- Programming in Extension
- Planning, Implementing, and Evaluating Programs
- Linking the Institution to Its Publics through Need Analysis and Leader Involvement
- Designing and Implementing the Planned Program
- Evaluation and Accountability
- Individual Program Orientation
- To be used with the individual case study that the agent will create during the three-day organizational orientation

Assignments

- Review the county plan of work, plans of action, success stories, and accomplishment reports in your subject areas. Determine the components of the county plan of work that you can implement, taking into account your own competencies, time, resources, and clientele needs.
- Identify an area in which some relevant programs could be presented to help you gain visibility and achieve early success in the educational process. This effort should take into account your subject matter strengths, the availability of program assistance from specialists, the time and resources needed, and the likelihood of audience acceptance.
- Set a date for completing a realistic work plan for the remainder of the current year. Use a plan-of-action form to write each program focus. Discuss your plan of action with the county director. [Write educational objectives](#). Plan and conduct a minimum of one educational experience selected from the current plan of work for which you have responsibility.
- Review with your direct supervisor the purpose of program development studies, reports to the people, and other opportunities to communicate your program impacts.
- Discuss with other agents their techniques for marketing Extension programs and their definition of an activity versus a program.

- Within 6 months, discuss with your supervisor the need for formal training on programming.

Sources of Help

- [POD Evaluation Specialist](#)
- [Academic Credit Courses](#)
- Other In-Service Training

References

- *Journal of Extension* Article, [Writing to Teach](#)
- [How to Write Learning Objectives](#)

OBJECTIVE 6

Develop Knowledge Of Extension And Its Philosophy, Mission, Objectives, And Functions

(Due to changing political leadership, these may need to be updated annually.)

Key Points for Discussion and Study

- Extension [Vision](#), [Mission](#), [Initiatives](#), and [Philosophy](#)
- Legal Framework; The [Smith-Lever Act](#) Research
- [Land-Grant Universities \(1862, 1890 and 1994\)](#)
- Extension's Organization and Personnel
- [County Commissioners](#)
- [Extension and Engagement](#)

Assignment

Organization And Personnel	Each Extension faculty needs to understand how NCCE is organized at the state and county levels and the responsibilities of his or her particular job. It also is important to be acquainted with organizations in your area that assist with carrying out the area program.
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Suggested References

- Organizational Charts, [NCSU](#) and [NCA&TSU](#) (see Appendix)
- [Local Extension Agents](#)
- Job Description
- Records on File
- [Extension Personnel Directory](#)
- [NCCES Administrative Handbook](#)

Position

NCCES, NCSU (1862)

Director

Associate Director

Dean of the CALS

Program Leader for Agriculture and Natural Resources

Program Leader for Family and Consumer Sciences

Program Leader for Community Resource Development

Program Leader for 4-H and Youth Development

Others (ask your direct supervisor)

Your District Director

Your POD Liaison

Personnel Office: CALS, NC State University

Position

CEP, NCA&TSU (1890)

Administrator/Associate Dean for Cooperative Extension

Associate Administrator

Dean of the SAES

Program Leader for Agriculture and Natural Resources

Program Leader for Family and Consumer Sciences

Program Leader for Community Resource Development

Program Leader for 4-H and Youth Development

Others (ask your direct supervisor)

Your Regional Program Coordinator

Your POD Leader

Personnel Office: NC A&T State University

[The names and titles of Extension specialists at NCSU and NCA&TSU with whom you likely will work:](#)

Name

Title/Email/Phone

Information on Area Organizations and Key Leaders

Use the following outline to obtain information about organizations and individuals in your area. Write “n/a” in blanks where condition is not applicable.

Extension Faculty

Name	Title and Email	Major job responsibility
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Extension Secretaries with whom you will be working

Name	Email	Major job responsibility
_____	_____	_____
_____	_____	_____
_____	_____	_____

Advisory Leadership/Strategic Planning Council

	Name	Telephone
Chair	_____	_____
Vice-chair	_____	_____
Secretary	_____	_____
	_____	_____

Subcommittee individuals that are program/specialized/issue based

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

County Commissioners

Chair(s): _____

Commissioners:

County Manager(s)

Your State Legislators

Name	Title	Contact Information
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Your U.S. Congressional Representatives and Senators

Name	Title	Contact Information
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Soil and Water Conservation District (SWCD)

Name	Address	Area represented
_____	_____	_____
_____	_____	_____
_____	_____	_____

Public Schools

County School Superintendent(s)

Name	Contact Information
<hr/>	<hr/>
<hr/>	<hr/>

Private Schools in the Area

Community Colleges in the Area [[additional website](#)]

Universities in the Area

Major Farmer Cooperatives in the Area

Name of Cooperative	Manager
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Key Leaders of Organized Livestock or Crop Associations in the Area

Organization	Name	Address
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Key Leaders of Major Farm Organizations in the Area

Organization	Name	Phone
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Executives or Key Leaders of Major Organizations and Agencies in the Area Working with Families

Organization	Name	Address
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Executives of Major Organizations in the Area Working with Youth

Organization	Name	Address
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Executives of Chambers of Commerce in the Area

Organization	Name	Address
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Mayors, City Managers and Members of City Councils

Organization	Name	Address
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Officers or Other Key Leaders in Major Civic Organizations in the Area

Organization	Name	Address
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Officers or Key Leaders in Other Professional Organizations or Special Interest Groups in the Area Including Civic Clubs

Organization	Name	Address
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Sources of Help

- [County and District Directors](#)
- Other Staff Members
- Orientation Conference
- [Personal and Organizational Development \(POD\) Team and/or Liaison](#)
- [Department Extension Leaders](#)
- [POD Website on Knowledge of the Organization](#)

References

Most of the following references are available in the County Extension Office:

- *A People and a Spirit: A Report of the Joint USDA-NASULGC Study Committee on Cooperative Extension*. 1968. Fort Collins, Colorado: Colorado State University.
- Eddy, Edward D., Jr. 1956. **Colleges for Our Land and Time-The Land Grant Idea in American Education**. New York: Harper Brothers. See pp. 257-259.
<http://www.nap.edu/books/0309052955/html/>
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<http://www.joe.org/joe/1990winter/tp1.html>.
- Rasmussen, Wayne D. 1989. *Taking the University to the People: 75 Years of Cooperative Extension*. Ames: Iowa State University Press.
- Sanders, H. C., ed. 1966. **The Cooperative Extension Service**. Englewood Cliffs, N.J.: Prentice-Hall. See pp. 3-47.
- Sanderson, David. 1988. *Working with Our Publics: Module 1—Understanding Cooperative Extension*. Raleigh: North Carolina Cooperative Extension Service. (This training module may be obtained on loan from the Cooperative Film Library, Cooperative Extension Service, N.C. State University, Raleigh.)
- Schaub, I. O. 1953. *Agricultural Extension Work: A Brief History*. Circular No. 377. Raleigh, N.C.: North Carolina Cooperative Extension Service.

OBJECTIVE 7

Learn About [NCCE's Core Competencies](#), Assess Your Proficiency In Each, And Gain An Understanding Of Opportunities For Professional Improvement

Key Points for Discussion and Study

- Importance of In-Service Training
 1. Purpose, Opportunity, Value to Program
- Professional Organizations and Meetings
 1. Extension Staff Meetings—County, District, and State
 2. Professional Organizations for Extension Faculty

[Agriculture and Natural Resources](#), [Family and Consumer Sciences](#), [4-H Youth Development](#), [Specialist](#), [Federation of Cooperative Extension Associations](#), [Epsilon Sigma Phi Extension Honorary Fraternity](#), [North Carolina Association of Extension Program Assistants, Associates and Technicians](#)
- Professional Journals and Awards
 1. [Journal of Extension](#)
 2. Family and Consumer Science, 4-H Youth Development, and Agricultural Journals
 3. [Professional Recognitions and Awards](#)
- [Opportunities for Professional Improvement](#)
 1. [Formal Study](#) - Graduate-Level Credit Courses
 2. Informal Study - Seminars, Short Courses
 3. Self-Directed Learning
 4. Satellite Conferences
 5. Electronic Courses
 6. In-Service Courses
 7. Orientation Conference

- Job Expectations
 1. Balancing Job and Family
 2. Teamwork—Getting Along with Coworkers
 3. Appropriate Dress
 4. Speech and Written Communications
 5. Awareness of Obtaining An Advanced Degree

- The Importance of [Core Competencies](#)

Core Competencies

KNOWLEDGE OF THE ORGANIZATION

An understanding of the history, philosophy, and contemporary nature of North Carolina Cooperative Extension.

TECHNICAL EXPERTISE

The mastery of a scientific discipline, a research body of knowledge, or a technical proficiency that enhances individual and organizational effectiveness.

PROGRAMMING

The ability to plan, design, implement, evaluate, and account for significant Extension education programs that improve the quality of life for NCCE customers.

PROFESSIONALISM

The demonstration of behaviors that reflect high levels of performance, a strong work ethic, and a commitment to continuing education and to the mission, vision, and goals of the NCCE.

COMMUNICATIONS

The ability to transfer and receive information effectively.

HUMAN RELATIONS

The ability to successfully interact with diverse individuals and groups creating partnerships, networks, and dynamic human systems.

LEADERSHIP

The ability to influence a wide range of diverse individuals and groups positively.

Assignments

The [Core Competencies](#), sub-competencies, and proficiency levels were developed from an effort that began back in the summer of 1998. North Carolina Cooperative Extension (NCCE) established the [Blue Ribbon Commission on Staff Development and Training](#) in August 1998. Charged with [five challenges](#), the BRC began their work with a study of NCCE's staff development system. One of the results was the development of seven core competencies and proficiency necessary for Extension faculty to reach true effectiveness.

- Look over the [core competencies](#) and proficiencies in your job area.
- Have a dialogue with your direct supervisor, POD liaison, and your partnering agent about your competency and proficiency levels and how these relate to your EMAP expectations.
- Develop a short and long-range development plan to close competency gaps.

Self-Assessment

Rate and circle—in the range from 1 to 10, with 1 being the lowest and 10 being the highest—your assessment of your [knowledge](#) of:

The Organization	1	2	3	4	5	6	7	8	9	10
Your Technical Expertise										
Specific areas (list):										
_____	1	2	3	4	5	6	7	8	9	10
_____	1	2	3	4	5	6	7	8	9	10
_____	1	2	3	4	5	6	7	8	9	10
Programming	1	2	3	4	5	6	7	8	9	10
Professionalism	1	2	3	4	5	6	7	8	9	10
Communication	1	2	3	4	5	6	7	8	9	10
Human Relations	1	2	3	4	5	6	7	8	9	10
Leadership	1	2	3	4	5	6	7	8	9	10

DEVELOPMENTAL PLAN:

[\(see Appendix, pp. 64-65\)](#)

OBJECTIVE 8

Learn How To Manage The Extension Reporting System, Write Effective Impact Statements, And Market You And Your Programs

Key Points for Discussion and Study

- The Importance of Measuring the Impacts of Your Programs
- How to Write Effective Impact Statement
- Marketing You and Your Program Effectively
- Important Reports, Reporting and the Timeliness of Them

Assignments

- Explore the ERS system on the web and look over the impact statements in: [Extension Reporting System](#). [click on “ERS” under “Fast Find” on this CES website; login to Unity; goes directly to ERS]
- Which ones did you think are good? Why?
- Have a conversation with your advisory chairperson and ask them what would be some significant program impacts in your subject matter area.
- Develop three programming scenarios and practice writing impact statements for each.
- Discuss with your direct supervisor how you can brand yourself in your area and best market your programs.
- Discuss with your direct supervisor the new [NCCE Change Management and Marketing Initiative](#).
- Find out how to use the [NCCE’s Logo](#) properly.

Sources of Help

- *Journal of Extension* Articles:
[Evaluating Extension Program Effectiveness: Food Safety Education in Texas](#)

[*Writing Success Stories For Program Enhancement And Accountability*](#)

[*Program Development In A Political World—It's All About Impact!*](#)

[*A Four-Step Marketing Program For Extension Programs*](#)

[*Marketing Extension Programs*](#)

[*What's Relationship Marketing?*](#)

[*Marketing Planning For Extension*](#)

[*Extension's Public Perception*](#)

[*Knowing Our Customers*](#)

[*Branding*](#)

[*How to Brand Yourself as Indispensable*](#)

[*Enhancing Your Image*](#)

[*Research on the Public's Perception of Extension*](#)

[*Is Extension an Idea Whose Time Has Come--and Gone?*](#)

OBJECTIVE 9

Become Knowledgeable About Affirmative Action Legislation And Requirements Of Your State's Extension Service

Key Points for Discussion and Study

- Civil Rights Legislation
- Grievance Procedures
- Affirmative Action Procedures Relating to Your Job
- Documenting Affirmative Action
- Program and Audience Diversity
- Understanding the Laws as It Relates to Supervising Faculty
- [Computer Policies](#)

Assignments

- Review the relevant sections of the [Extension Administrative Handbook](#) chapters and discuss with your direct supervisor.
- Become familiar with county Extension affirmative action files.
- Become familiar with diversity initiatives.

Sources of Help

- County and District Directors
- Other Staff Members
- State Extension Affirmative Action Officer/Personnel Director
- State Extension Grievance Coordinator
- County Government Affirmative Action Officer
- [N.C. State University Diversity Resources](#)

References

- [NCCES Administrative Handbook](#)

OBJECTIVE 10

Develop An Accelerated Learning Network (ALN) And Learning Development Plan (LDP) (see [Sample](#) and [Contract](#) in Appendix); Identify Your Learning Partners Within Six Months On The Job

The ALN process supports three of the Orientation System's principles:

- Individuals are responsible for their own growth and development in a learner-focused system.
- Learning is a monitored continuous and interactive process.
- Learning is a dynamic flexible system that adjusts and renews itself in response to internal and external forces.

There are three goals of this chapter:

- Provide Perspective – on Learning Networks and its value to Extension
- Provide Guidelines – for you, your CED and your learning partners
- Outline Process – of selecting, interacting and evaluating the Network and Plan

Definition: Learning Partners are various individuals, some from within the organization but occasionally from outside the organization, that have certain expertise, experience, or skills relative to the needs of new workers; and these individuals agree to assist the new worker by appropriately sharing this expertise, experience, and/or skills.

Key Points for Discussion and Study

- How can a Learning Network accelerate my progress and success?
- Who are the critical people (learning partners) I need in my personal learning network?
- What are the key expectations I have of each of my learning partners?
- How do I write and clarify my expectations and agreement with my learning partners?
- What role do my CED and DED play in my selection of my learning partners and development of my learning plan?
- What is my accountability in the ALN/LDP process?

Sources of Help

- County Extension Director
- District Extension Director
- The Guidelines stated in this Chapter
- Regional Coordinator

Assignments

- With the guidance of my supervisor, select an appropriate network of Learning Partners. Identify learning expectations of each partner.
- Develop my Learning Development Plan (see [Sample](#) and [Contract](#) in Appendix).
- Quarterly report and discuss results of my learning development plan with my supervisor.

North Carolina Cooperative Extension Guidelines for New Agents Developing an Accelerated Learning Network and Learning Development Plan

Purpose and Philosophy

NCCE, as a learning organization, takes seriously its responsibility to assist new faculty members as they assume their roles as County Agents. Changing demographics and a shifting economy are two key drivers of the current need for rapid changes in the NCCE organization. Change makes the world complex and requires that all employees be life-long learners. The person or organization that does not continue to learn becomes obsolete. For this reason, we have established a statewide process for creating an Accelerated Learning Network.

NCCE wants new employees to be successful. Professional development is a proven way to provide in-service training that helps employees to succeed. Developing a Learning Network is one of several strategies in the orientation program that promotes professional development.

The development of a Learning Network and Learning Development Plan is not designed to replace or change any existing programs, but is an inclusive process to pull together and recognize as a system all efforts of the organization that focus on supporting new employees to accelerate their learning and success.

Suggested Critical People to Include in Your Accelerated Learning Network

- Seasoned Agent(s) with similar subject-matter responsibility(ies)
 - Key expectations:
 - Assist new colleagues in understanding the process of developing relevant educational programs related to subject-matter responsibilities.
 - Assist new colleagues in understanding the aspects of planning, conducting, and evaluating specific events and activities.
 - Assist new colleagues in identifying and using resources that will strengthen their educational programs.
 - Advise new colleagues in strategies to gather impact data and report successes.
 - Share with new colleagues the value of properly networking with media, volunteers, specialists, and other key resource people.
 - Share with new colleagues appropriate strategies for securing outside funding to enhance the effectiveness of planned program(s).
 - Be a frequent sounding board.

- CED and/or an Extension Office Partner
 - Key expectations:
 - Assist new colleagues in developing a strong relationship with other Extension employees and community leaders within the county or area.
 - Advise as to events and activities that would support their personal and professional development.
 - Support new colleagues as they work through the steps in the orientation manual.
 - Be a frequent sounding board.

- DED
 - Key expectations:
 - Assist new colleagues in developing a strong relationship with other Extension employees and community leaders within the district and the state.
 - Advise as to events and activities that would support their personal and professional development.
 - Reinforce to new colleagues the extent of the CES system and resources available for orientation, professional development, and program development and delivery.
 - Support new colleagues as they work through the steps in the orientation manual.
 - Be a frequent sounding board.

- Specialist(s)
 - Key expectations:
 - Assist new agents in developing a strong relationship with their academic support base and assist with subject matter and/or professional technical issues.
 - Schedule appropriate activities to introduce new agents to campus-based colleagues/resources during the initial visit to campus and periodically as possible.
 - Establish personal relationships to help new agents feel comfortable and be willing to communicate openly.
 - Provide assistance with promotional materials, mass media work, etc., as needed.
 - Support new agents as they progress through the orientation manual.

- Program Leader
 - Key expectations:
 - Assist new agents in developing a strong relationship with the academic support base within their program areas.
 - Support new agents as necessary in developing a relevant county/area program that will properly address the [Long Range Focus Areas](#) (LRFA).
 - Assist new agents when appropriate in identifying and working with other agents or key leaders across the state that may be addressing similar area, regional, or state issues or needs.

- POD District Coordinator
 - Key expectations:
 - Assist new agents in understanding the resources that are available to support his/her professional and personal development.
 - Assist new agents in understanding and applying the core competencies that are expected of highly effective Extension workers.
 - Counsel with new agents as needed to identify those areas where additional training may be needed.
 - Counsel with new agents as needed to help develop a relevant plan for professional development.
 - Assist new agents in understanding the resources available from PODS to enhance both the orientation process and life-long learning.

- Local Government Official(s)
 - Key expectations:
 - Assist new agents in understanding the needs and issues faced by that segment of local government.
 - Advise new agents of operation and makeup of local government within the county.
 - Provide opportunity for new agents to develop relationships with local funding sources.
 - Provide opportunity for new agents to create increased awareness of Extension programs and/or services that can be provided to support local governments.

- Advisory Member(s)
 - Key expectations:
 - Assist new agents in understanding the needs and issues faced by clients in the county or area.
 - Advise new agents of, and introduce to, other key county leaders that have strong interest in the success of relevant Extension educational programs in the county or area.
 - Provide new agents with background of prior Extension educational programming within the subject-matter area.
 - Provide new agents with needed history of the communities in which he/she will work and the perceptions of those living within those communities.
 - Assist new agents in establishing relationships with key businesses and agencies within the county/area that can provide technical or financial assistance for Extension programming.

Characteristics of Good Accelerated Learning Partners

- They are knowledgeable of their respective fields.
- They are considered by peers as having broad-based programs and/or expertise.
- They set high standards for themselves.

- They model professional development as they “continue to update themselves through self-study and professional development opportunities.”
- Their work demonstrates superior achievement.
- They use a variety of techniques to achieve their goals.
- They exercise good judgment.
- They listen and communicate effectively.
- They are sensitive to the needs of others and recognize when others are in need of support.
- They exhibit a good work ethic.
- They recognize excellence and encourage it.
- They have knowledge of the organization.
- They display the ability to motivate others.
- They show a willingness to personally help others.

Accelerated Learning Partner Contract

The following is intended as a guideline/sample; adjust to better fit your situation. This is a critical part of your first discussion, do it, don't avoid it. The process of writing, clarification, and agreement on expectation has proven to be one of the most valuable and powerful tools for helping the relationship to be mutually satisfying.

The Process:

- 1. Print two copies of this form.**
- 2. Before your first meeting, the new agent and learning partner completes the form individually.**
- 3. Jointly review and discuss each person's answers and reach agreement.**
- 4. Print a new copy of the form and have the new agent write in the agreed answer.**
- 5. Both new agent and partner sign and date the form.**
- 6. New agent is responsible for keeping the form in their orientation manual and reviewing/updating as the need exists.**
- 7. Within 90 days of your first meeting, jointly review your agreed-to answers and give your learning partner relationship a check up and agree to any needed changes.**

What type of assistance does the employee want from the learning partner?	
What expectations does the learning partner have of the employee?	
What expectations does the employee have of the learning partner?	
How often will you meet?	
When and where will you meet?	
For how long?	
Who will be responsible for scheduling our meetings?	

What will be the ground rules for your discussions; e.g., confidentiality, openness, candor, truthfulness etc.?	
If problems arise, how will they be resolved?	
Any concerns the employee wants discussed and resolved?	
Any concerns the learning partner wants discussed and resolved?	
How will you know when the learning partner relationship has served its purpose?	
We have agreed that our initial meetings will focus on these three topics:	<ol style="list-style-type: none"> 1. 2. 3.
Any additional area/issues you want to discuss and agree to?	
New Employee Signature	Date
Learning Partner Signature	Date

Learning Development Plan

Make a copy for each learning partner identified by you and your CED/DED. For each partner, please complete the following information:

Learning Partner Name and Area of Expertise:

First meeting date:

First Expectation:

Final Outcome and date:

Second Expectation:

Final Outcome and date:

Third Expectation:

Final Outcome and date:

Evaluation:

Date:

What objectives did I achieve with this learning partner?

What worked well in this partnership?

What could have worked better in this partnership?

APPENDIX

A “Check Sheet” for Supervisors

TERMS TO REVIEW WITH NEW AGENTS

You may want to change as your policies and procedures are different.

OFFICE TOUR

1. Show how to use Copier
2. Supply Cabinets
3. Mail Boxes
4. Interoffice Boxes including District Director's
5. Publications for His/Her Area
6. Video Library
7. Ag Lab
8. Office Keys
9. Reservations Books
10. Bulletin Board
11. Bathrooms
12. Break Rooms

GIVE VARIOUS OFFICE MEMOS

1. Inclement Weather
2. Holidays
3. Sunshine Committee
4. Ordering Supplies via County Budget

TELEPHONE

1. Telephone Use Instructions and Voice Mail Code
2. Credit Card
3. How Calls/Visitors are processed

COMMUNICATION PLAN

1. Check in/out with your supervisor and the receptionist.
2. When you need to be away from your desk, let your supervisor and/or receptionist know your destination and approximate time of return.
3. If plans change, call in.
4. Let your supervisor and the receptionist know when you plan on coming in late.

LEAVE

1. Avoid scheduling leave on:
2. Leave requests will be submitted to:
via:
3. Inform your supervisor of planned leave.

MONTHLY REPORTS

1. State travel reports will be done on the computer at the end of the month; you are responsible for keeping up with your own travel allocation, receipts, etc.
2. ERS (reporting system) is to be done on the computer at the first of each month.
3. Make sure leave is up-to-date by the end of each month.

COMPUTERS

1. Find out who your computer contact is.
2. Your local computer contact will set you up on the network and will let you know when this has been done; Raleigh's IT Department has to wait for authorization from another department.
3. Make sure you are set up for ERS, PeopleSoft, and Leave.
4. Subscribe to Announce and Admin lists and Tech Talk.
5. Go over computer programs.
6. Show where fact sheets are.

MY FILES, MAILING LISTS, ETC.

1. Where are basic files kept?
2. Automatically send newsletters to news media, some government leaders, and Advisory Council and put a copy in District Director's box.

PUBLICATIONS

1. Publication room—don't take last of any publication.
2. Receptionist orders publication—you let her know how many to order, she stamps when they come back, she lets you know when they are ready, and you put them up.
3. Agents are to maintain the bulletin racks in the front lobby.

MISCELLANEOUS

1. Staff Conference days
2. The kitchen area is just for official business. There is a staff lounge for breaks and lunch. Whenever you put anything in either refrigerator, label it (tape and marker are on/in cabinet near refrigerators). **DO NOT LEAVE ITEMS IN REFRIGERATOR FOR A LONG PERIOD OF TIME.**
3. First-aid kits are in the publication room and the ones to be checked out for trips are at the front desk.

4. Ask 4-H Agent about policies and insurance when working with kids.
5. Click on link to access maps to all [NC Extension Centers](#) or maps can be accessed from the [NCCE Intranet](#) website under Fast Find.
6. READ [ADMINISTRATIVE HANDBOOK](#).
7. READ [MARKETING HANDBOOK](#).
8. Get enclosures signed.
9. Clientele emergency contact sheets (in work room)—to be filled out and left in office while on trip/tour with group.
10. It would be helpful if you would send your supervisor a weekly schedule every Friday (and update as changes occur).
11. Will need to cancel subscriptions or change the name.
12. When sending off money for clients, do not accept cash; need to have a check from them made out to appropriate group—for NCDA samples, etc. Let the supervisor know when you have these items ready to mail (you check the form and package). They will be sent via county mail.
13. NEVER take the last of anything without checking with appropriate person first. Replace items as necessary. If an item gets low, let the appropriate person know.

Template for Final Celebration

This is to be organized by the supervisor within one year of starting date. This is to be a safe event that celebrates the achievements of the new employee.

One-Hour Session to the County Staff

- Sharing Your Philosophy of Education
- Advisory/Volunteer Development Summary
- One Program Initiative:
 - Needs Assessment
 - Design and Implementation
 - Evaluation
- Personal Board of Directors with Template
- Questions

Certification of Completion

Levers for Management

Questions A Supervisor Should Ask of Their New Employee

From: The One Thing You Need To Know, By Marcus Buckingham, 2004

Lever of Stress

What was the best day at work you've had in the last three months?

What were you doing?

Why did you enjoy it so much?

Lever of Weaknesses

What was your worst day at work in the last three months?

What were you doing?

Why did it grate on you so much?

Lever of Triggers

What was the best relationship with a manager you've ever had?

What made it work so well?

What was the best praise you've ever received?

What made it so good?

Lever Learning Style

When in your career did you think you were learning the most?

Why did you learn so much?

What's the best way for you to learn?

The most important key to your successful growth is your own sense of personal responsibility for development. Lifelong learning is...a necessity.

Key Steps in Development

- Take time to find out who you are and what you want.
- Yourself: Career interests, strengths/needs, core motivations.
- Job: Priorities and Expectations
- Get feedback from your supervisor/others.
- Have a developmental discussion with your supervisor.
- Understanding job expectations, performance, skills, and future development.
- Get additional input from others (mentor, peer network).
- Build a strong network.
- Participate in the accelerated learning system (ALS).
- Explore others' roles.
- Support others' development and performance.
- Prove your value.
- Look for skill/experience bridges into other functional areas.

Take Stock of Your Skills and Job

- What significant learning experiences or challenges have you had in your life and your work?
- What lessons did you learn?
- Have you applied those lessons anywhere?
- List as many as five strengths that you believe have led to your successes thus far.
- Which do you think are your two or three most significant undeveloped areas or weaknesses?
- Recognize how your current job is developmental.
- What's the technology challenge? The critical technical skills? Critical managerial/interpersonal skills? What's the people challenge? To what degree have you mastered the challenges?
- Understand expectations and added value in your current job.
- What are the top priorities?
- What do you need to accomplish this year? By the time you leave the job?
- How could you add value beyond expectations?

Summarize Yourself

- "What **three adjectives** might significant coworkers/boss/others use to describe me?"
- "What three adjectives would I use to describe myself?"
- "Are there differences between my description and that of others?"
- Include three or four CLEAR strengths where you can back it up in your accomplishments.

Involve Your Supervisor and Others

- Your first line of career support is your supervisor.
- Ask to meet with him/her to discuss your development more thoroughly.
- Prepare for the development meeting.
- Prepare your discussion based on how you think s/he might best listen to you.
- Send him/her a copy of the development dialogue questions (next page).
- Practice the skill of receiving feedback.
- Be aware that self is the poorest judge—your viewpoint has blind spots.
- Keep an open mind and listen carefully.
- Be open enough that you make it easy for the supervisor to provide honest feedback.
- Plan open and thoughtful responses.
- “I hadn’t seen it that way ... can you give me more information?”
- “I’m surprised to hear that ... but I’ll (name some learning action).”
- Reflect on feedback to determine reality from others’ perceptions.

Have a Development Dialogue

The “developmental dialogue” provides a framework for a more comprehensive discussion around your development. It is best done when you and your supervisor both have had a chance to review the questions in advance. (Please adapt as appropriate.)

Part A: Current Job

- What do you see as the top priorities on the job?
- What do you see as my key accomplishments in this job?
- Are there way(s) in which I added *value* to the job—beyond meeting objectives?
- What do you think has been my most significant learnings from this job?
- What are some of the things you feel I need more experience, coaching, or training to execute more effectively?
- What else would you like me to learn in this job?

Part B: Skill Portfolio

- What three adjectives would you use to describe me?
- What do you see as my top skill strengths? Skills that need further development?

Part C: Talent Assessment

- Can you tell me how I was assessed in terms of my potential from the talent management process?
- (if applicable): What development options exist for me?
- (if applicable): Are there any tips you can give to help me for future assessments?

Part D: Development for the Future

- Given my interests and current functional knowledge, what kind of work do you think I should do two to three years from now? What should be my next move?
- What do you think are my competitive advantages and disadvantages when being considered for promotional opportunities?
- Given my future interest and the current job, what development goal(s) do you think I should focus on during the next year?

Note: You may want to have a developmental dialogue with others in your network—a former supervisor, a mentor, a peer. Compress the time by selecting the most significant questions.

Additional Tips for Development

- Go for projects/tasks where you can do some things for the *first* time, or very differently.
- Start small; successful people often started with smaller versions of the significant change they made later.
- Become an effective communicator.
- Become an effective questioner.
- Become a constructive influencer—recognize cynicism’s poison.
- Foster a reputation of getting things done with a positive impact on others.
- Offer your strengths to help others.
- Enable people to get to know you and your work habits.
- Reflect on your successes and shortcomings—and get feedback.
- What worked? What didn’t? Why? How could you do it differently?

Glossary Of Terms And Acronyms

Acronyms

Like any other large organization, Cooperative Extension has developed its share of acronyms and uses terminology specific to its organization. Those commonly used in and around Cooperative Extension:

<u>1862s</u>	<u>Land-Grant Institutions Established by the Passage of the First Morrill Act (1862)</u>
<u>1890s</u>	<u>1890 Land-Grant Colleges and Universities and Tuskegee University (2nd Morrill Act)</u>
<u>1994s</u>	<u>Land-Grant Native American Institutions</u>
AA	<u>Affirmative Action</u>
AEE	<u>Agricultural Extension Education</u>
ALN	<u>Accelerated Learning Network</u>
ALS	<u>Advisory Leadership System</u>
ANR	<u>Agriculture and Natural Resources</u>
CALS	<u>College of Agriculture and Life Sciences</u>
CECP	<u>Cooperative Extension Curriculum Project</u>
CED	<u>County Extension Director</u>
CEMP	<u>Cooperative Extension Major Program</u>
CES	<u>Cooperative Extension Service</u>
CMAST	<u>Center for Marine Science and Technology</u>
COT	<u>County Operations Team</u>
CRD	<u>Community Resource Development</u>
CSREES	<u>Cooperative State Research, Education and Extension Service</u>
DED	<u>District Extension Director (map of districts)</u>
DEL	<u>Department Extension Leader</u>
ECA	<u>Extension Community Association</u>
ECOP	<u>Extension Committee on Organization and Policy</u>

EFNEP	Expanded Foods and Nutrition Education Program
EMAPS	Extension Management and Performance System
ERS	Extension Reporting System (login to Unity; goes to ERS)
ESP	Epsilon Sigma Phi
FCS	Family and Consumer Sciences
IPM	Integrated Pest Management
IT	Information Technology
iLMS	Extension Interim Learning Management System
JCEP	Joint Council of Extension Professionals
JOE	<i>Journal of Extension</i>
LEAD21	National Extension Leadership Development Program
LDP	Learning Development Plan (see Sample and Contract in Appendix).
LRFA	Long Range Focus Areas
MOU	Memorandum of Understanding
NASULGC	National Association of State Universities and Land-Grant Colleges
NC A&T	North Carolina A&T State University
NCACAA	North Carolina Association of County Agricultural Agents
NCACES	North Carolina Association of Cooperative Extension Specialist
NCAE4HA	North Carolina Association of Extension 4-H Agents
NCAEPAAT	North Carolina Association of Extension Program Assistants, Associates and Technicians
NCESA	North Carolina Extension Secretaries Association
NCEAFCS	North Carolina Extension Association of Family and Consumer Sciences
NCDA	North Carolina Department of Agriculture
NRLI	Natural Resource Leadership Institute
PDF	Comprehensive Affirmative Action Plan
POD	Personal and Organizational Development
POW	Plan of Work

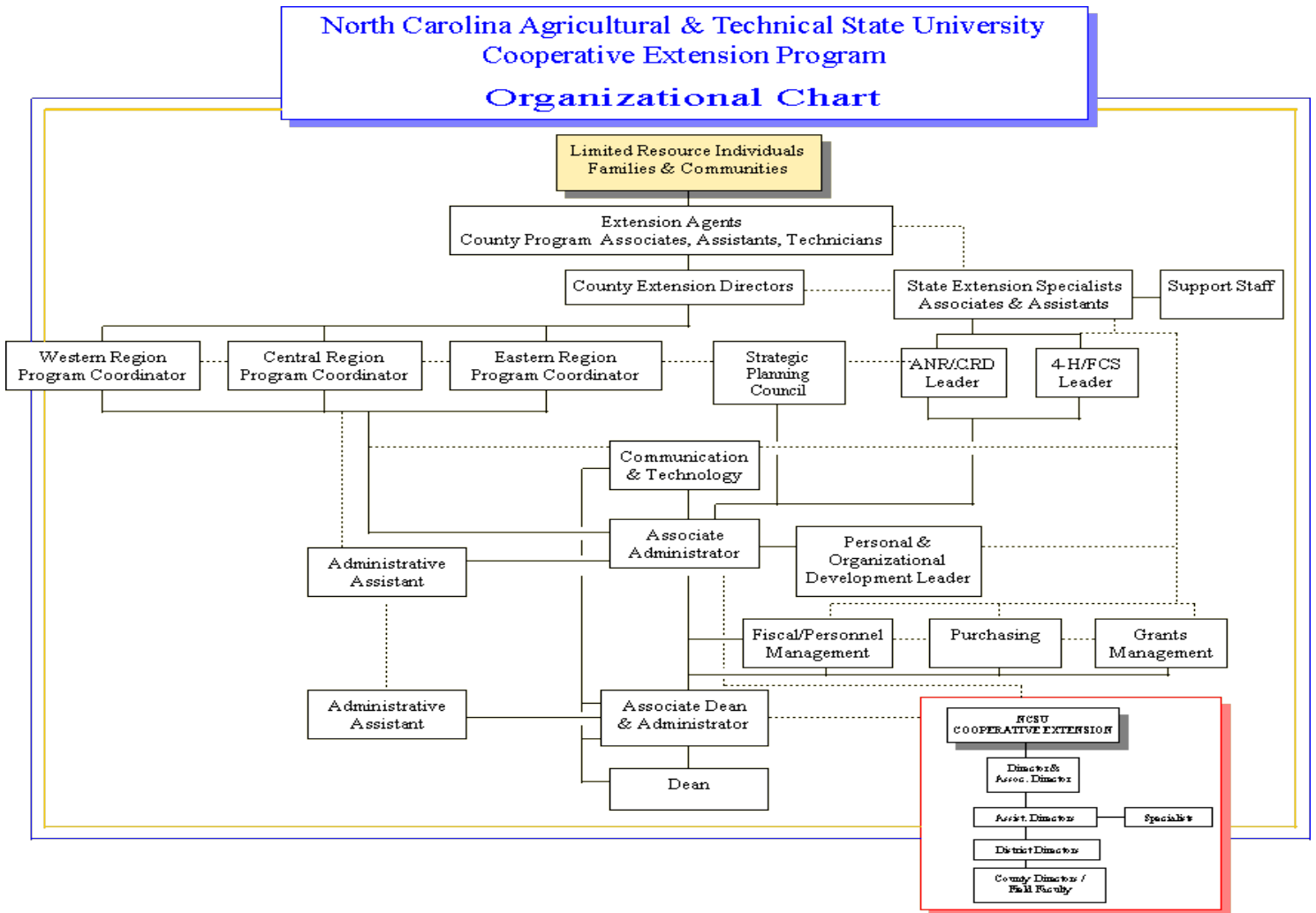
REINS	Regional Equine Information Network System
RCCI	Rural Community College Initiative
SAC	State Advisory Council
SARE	Sustainable Agriculture Research and Education
SPC	Strategic Planning Council
SEAL	Strengthening Extension Advisory Leaders
UNC-GA	University of North Carolina General Administration
USDA	United State Department of Agriculture

	List others

Include the power points of the 1st day meeting.

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North Carolina A&T State University Cooperative Extension Organizational Chart



(return to [OBJECTIVE 3](#), [OBJECTIVE 6](#))

County Operations Administrative Group

[\(Addresses and Phone Numbers\)](#)

NCSU

Dr. Joe Zublena, Associate Director and Director of County Operations, NCCES
Dr. Deborah Crandall, District Extension Director, West Central District
Dr. Harvey Fouts, District Extension Director, West District
Mr. Jim Cowden, District Extension Director, North Central District
Mr. Clinton McRae, District Extension Director, South Central District
Dr. Joe Zublena, Interim District Extension Director, SouthEast and NorthEast Districts
Ms. Tracy Brown, Executive Assistant

NCA&TSU

Dr. Celvia Stovall, Associate Administrator, Cooperative Extension Program
Dr. Daniel Lyons, Regional Program Coordinator, Central Region
Dr. Shirley McNeill, Regional Program Coordinator, Eastern Region
Dr. Ellen Smoak, Regional Program Coordinator, Western Region
Ms. Anita Wright, Administrative Assistant

Program Leaders, NC State University

Dr. Edwin Jones, Agricultural Programs
Dr. Marshall Stewart, 4-H Youth Development/Family and Consumer Sciences

Program Leaders, NC A&T State University

Dr. Keith Baldwin, Agriculture and Natural Resources/Community Resource Development
Dr. Claudette Smith, Family and Consumer Sciences/4-H Youth Development

Learning Development Plan

Contract Sample

Learning Contract For: John Doe Date 10-12-05

Learning Objectives	Learning Resources & Strategies	Evidence of Accomplishment of Objectives	Criteria and Means for Validating Evidence
To gain an understanding of my personal behavior and personality that may help me improve my ability to manage others by December 31, 2005	To read the book <u>Emotional Intelligence in the Work Place</u> by Goldman	Employee morale has improved, productivity is up, more teamwork and turnover.	Discussion with direct reports, data on turnover, own productivity observations.

(return to [Orientation Procedure](#), [Objective 10](#), [Glossary](#))

Learning Development Plan

Learning Contract for: _____

Competency: _____ **Date** _____

Learning Objectives with Dates (SMART)	Learning Resources & Strategies	Evidence of Accomplishment What will success look like?	Criteria and Means for Validating Evidence

(return to [Orientation Procedure](#), [Objective 10](#), [Glossary](#))