



New
EFNEP
Extension Program
Assistant/Associate
Self-Study Guide

| |
|--|
| Name _____ |
| Title _____ County _____ |
| Date received _____ Date Completed _____ |

BASED ON THE EXTENSION FIELD FACULTY STUDY GUIDE DEVELOPED BY
THE FOLLOWING:

ORIENTATION SYSTEMS COMMITTEE

5/24/2005

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A special thank you and appreciation goes to Vicki Ledford, Program Assistant, Judy Teander, Administrative Secretary, and Justin Davis, Computer Assistant, for their assistance in developing and editing this manual.

ORIENTATION EXPECTATIONS AND AGREEMENT

EFNEP Extension Program Assistant/Associate:

- 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 a professional working relationship with my County Extension Director, my EFNEP Extension Associate, and my Family & Consumer Science and/or 4-H agent 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 EFNEP Team's (County Extension Director, EFNEP Extension Associate, and Agent) guidance.

EFNEP Extension Associate

- I will provide the time and the environment for the EFNEP Extension Program Assistant/Associate (PA) to grow and develop.
- I will work cooperatively with the County Extension Director to coordinate the management of tasks outlined and will help lead the EFNEP PA in the completion of the tasks in this study manual.
- I will maintain confidentiality while offering suggestions and advice during the orientation process.
- I am committed to the PA's growth and development for the orientation tasks under my direction as agreed upon with the County Extension Director.

County Extension Director (supervisor):

- I will provide the time and the environment for the EFNEP Extension Program Assistant/Associate (PA) to grow and develop.
- I will coordinate the management of tasks outlined for the EFNEP PA with the EFNEP Extension Associate and will help lead the EFNEP PA in the completion of the tasks in this study manual.
- I will maintain confidentiality while offering suggestions and advice during the orientation process.
- I will be committed to this PA's growth and development.

Signed: _____(EFNEP PA)

_____ (EFNEP EA)

_____ (CED, supervisor)

Dated: _____

Check List

Have a discussion with your County Extension Director and your EFNEP Extension Associate as to what date and/or time frame objectives are to be completed. (Note: For most new PAs these should be completed within a year.) The County Extension Director, EFNEP Extension Associate, PA should discuss the sequence of objectives. Objective sequence should be based on client's need and PA competencies. The PA is to review the orientation time line that was provided during the 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 and how to recruit effective members.

Target Date:

Date Completed:

5. Develop the Expanded Food and Nutrition Education Program in your county based on needs of the limited resource target population.

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 Core Competencies for EFNEP. 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 success stories 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:

Introduction to the Orientation Process

Welcome to North Carolina Cooperative Extension (NCCE) and to the field staff of North Carolina State University (NC State University) or North Carolina Agricultural and Technical State University (NC A&T State University).

As an Extension employee, you are entering a profession that provides nonformal educational programs of interest to all people. Your role will specifically focus on providing nutrition education to limited resource families with young children and/or limited resource youth. The purpose of all Cooperative Extension programs is to improve the standard of living and quality of life of the people in your county, region or state. Extension staffs 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 is meant to supplement your initial and on-going training as an EFNEP Extension Program Assistant/Associate. It has been prepared by a committee of your peers, EFNEP State staff 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 measuring 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 County Extension Director, your EFNEP Extension Associate, 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.

County 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 several EFNEP Extension Associates during your initial training as well as receive on-line training developed by your EFNEP Coordinator, 4-H EFNEP Coordinator, Nutrition Programs Outreach Coordinator, and state specialists. All new staff will attend a one-day benefits orientation session on the NC State University or the NC A & T State University campus. During your interview, you were provided with a schedule for the intensive six-week initial training in nutrition, program management, program reporting, and program delivery. The completion of this training will enable you to begin work in EFNEP program delivery. Your training will continue throughout the first year of employment with a combination of face to face workshops and coaching sessions with your EFNEP Extension Associate. Additionally, you will be expected to complete a series of on-line

modules for self-study. EFNEP values your individual development as you mature in your career with Extension. On-going professional development will be offered during monthly Unit Meetings, Regional Trainings, Video Conferencing, and Statewide Trainings. Participation in these opportunities is an expectation of all EFNEP Extension Program Assistants/Associates.

Another important part of orientation is your development of an Accelerated Learning Network ([ALN](#), see [chapter 10](#)). Your County Extension Director and EFNEP Extension Associate will assist you in the selection 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 EFNEP Extension Program Assistant/Associate and are designed to help you learn many of the things you will need to know to get off to a good start. Assignments are grouped under ten learning objectives, each relating to some area of knowledge or skill you will need to be successful in your new role. You will also find that the manual has been designed to be a resource for you throughout 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 recruit effective members.
5. Develop the Expanded Food and Nutrition Education Program in your county based on needs of the limited resource target population.
6. Develop knowledge of Extension and its philosophy, mission, objectives, and functions. (updated yearly)
7. Learn about North Carolina Cooperative Extension's Core Competencies for EFNEP. Assess your proficiency in each competency and gain an understanding of opportunities for professional improvement.
8. Learn how to write effective success stories 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. Below are suggestions for how to proceed with your goal to meet each objective:

1. Read the objective to understand the expectation.
2. Read all of the suggested references you are able to find. Some of the references will be found in your office and some on the web. The web address for North Carolina EFNEP is www.ncefneep.org. On-line training modules are located on the staff intranet page. You will need your unity ID and login to access this page.
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 County Extension Director and EFNEP Extension Associate 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 and 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 staff member. Record date when completed and indicate questions/remarks if any. |
|-----------------------------|--|

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. General procedures – office hours, work hours, documentation of time and travel, report of time when out of the office, staff conferences, leave requirements, breaks, flex time/professional scheduling, and lunch</p> | | |
| <p>2. Office Equipment – locating, use of and checking out equipment? Policies for computer usage? (Read university policy)</p> | | |
| <p>3. Observe and understand techniques used in answering and relaying telephone messages.</p> | | |
| <p>4. Observe customer service techniques with an office visitor. Participate in an office visit.</p> | | |
| <p>5. Understand appropriate dress. View online training at http://ncefnep.org. Complete assignment.</p> | | |

Personal Visits or Other Personal Contacts

| | <u>Date Completed</u> | <u>Questions/Remarks</u> |
|---|-----------------------|--------------------------|
| 1. Observe agents in working face to face with clients – note procedures and techniques used when working with individuals or small groups. Attend workshops or demonstrations where appropriate. | <hr/> | <hr/> |
| 2. Shadow EFNEP Extension Program Assistant/Associate(s) as designated by your EFNEP Extension Associate – visits should occur as scheduled during initial training period when working in your county | <hr/> | <hr/> |
| 3. With the assistance of county agent, experienced PA, EFNEP Extension Associate or other staff member, contact, set up appointment and meet with potential agency collaborators. After the first three months, make some agency visits on your own. | <hr/> | <hr/> |
| 4. Set up for Computer Usage: Submit request to County Extension Director to meet with office IT contact for computer access (unity ID, email, etc.,) Follow up with CED on progress of timely completion. | <hr/> | <hr/> |
| 5. If needed, enroll in a computer class offered by Extension IT to learn how to use the computer efficiently. | | |
| 6. Establish a list of county agencies and organizations that serve limited resource families with young children and/or youth. Your list should include the name of the agency name, service offered, qualifications to receive assistance, location and address, phone number and contact name. | <hr/> | <hr/> |

Letters and the Mailing Procedures

| | <u>Date Completed</u> | <u>Questions/Remarks</u> |
|---|-----------------------|--------------------------|
| 1. Individual | | |
| a. Complete email management online training found at www.ncefne.org (This training will be available Spring, 2008) | | |
| b. Demonstrate email management learned by organizing folders to handle messages. | | |
| c. Study affirmative action materials. | | |
| 2. Letters | | |
| a. Discuss your assignment of support personnel (to assist with letters and other communications) with the County Extension Director. Work with support staff personnel to understand procedures for submitting tasks for completion. | | |
| b. Become familiar with general mailing procedures and guidelines. | | |

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

Other Miscellaneous Topics to be Discussed with Your County Extension Director

Policies and procedures for:

[Salary Increases](#)

[Title Promotion](#)

[Vacation and Sick Leave](#)

[Liability Insurance Availability](#)

[Working With Other Agencies](#)

[Political Activities](#)

[Travel Policies](#)

[Annual Performance Evaluation System](#)

[Grievance and Discipline Policies](#)

[Professional Scheduling](#)

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

Other Miscellaneous Topics to be Discussed with Your EFNEP Extension Associate

Policies and procedures for:

Confidentiality of Participants

Communication to County Staff and EA regarding schedule and leave

Program Resource Management and purchase of food for hands-on and demonstration activities

EFNEP Reporting System (NEERS)

Monthly Conferences

Training Expectations

Program Success Stories

Documentation and Submission of participant records

Expected Program Impacts and Workload targets

Observations

Care and Maintenance of Program Equipment and Materials

Program Guidelines for Participant Recruitment

Program Guidelines for Participant Graduation

Program Guidelines for Participant Teaching Contacts

Program Guidelines for Referrals

Curriculum scope and limitations

Requests for Supplies and Materials

OBJECTIVE 2

Learn about Your Area of Responsibility, Its People, and Its Resources

(This objective will be discussed during individual monthly performance coaching with your EFNEP Extension Associate.)

Key Points for Discussion and Study

- County Population and related Demographics of limited resource families with young children, limited resource pregnant women and teens, and/or limited resource youth
- Public and Private Resources of food assistance available to limited resource families with young children and/or limited resource youth

Sources of Help

- County Agencies and Organizations serving limited resources families, pregnant women and teens, and/or youth
- County Extension Director
- Extension Agents
- Public Library
- Extension Demographic Data (in County Office)
- [Extension Sociology Department](#)
- [County Map](#)
- Telephone Directories
- [Families Eating Smart and Moving More Research Data](#)
- [North Carolina State Data Center](#)

Assignments

- Collect the necessary information and fill in the county information.
- Take a county/regional tour(s) with your County Extension Director or their designee.
- Identify programmatic resources in your office (files, publications, manuals, books, etc.) With help of County Extension Director, EFNEP Extension Associate, and/or County Agents, identify websites resources.

County Background Information

It is necessary that you have knowledge of the population, geography, and economic situation in the county or region in which you will work. 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.**

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
 - Discuss with your County Extension Director the vision for EFNEP in the County Plan of Work

People Who Can Help You

- Other Extension Personnel
- County School Superintendent
- Agencies serving limited resource populations
- Officers and Members of the Extension Advisory Council and Its Program Committees
- Key Leaders of limited resource communities

Population Information

Number of towns

5 Years Ago

Present

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)

Length of growing season

Major roads

Present

Economic Information - Schedule a conference with your County Extension Director for him/her to review this information with you. These are potential sources of on-site educational opportunities with industries employing or serving limited resource families and youth or potential funders for your local program.

| | | |
|--|----------|---------|
| 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 serve limited resource families with young children, pregnant women or teens, and/or limited resource youth. Which of these have a nutrition education and/or health focus?

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 _____

Additional sources of data relevant to your program: _____

- Percent and number of families with young children living in poverty _____

-Percent and number of school-aged children receiving free and/or reduced lunch. _____

-Percent and number of pregnant teens. _____

-Number families served by WIC _____

-Number families enrolled in WorkFirst _____

4-H /Clubs /Volunteer groups

Community _____

Project _____

School _____

Community partnerships _____

Special interest projects _____

Curriculum enrichment _____

Number of Extension and Community Association (ECA) Clubs _____

ECA members' numbers _____

Master Gardener membership _____

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

Name identifiable limited resource 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)

Have you met the editor and reports?

| Name of paper | Primary contact | Email/Phone # | Editors/ Reports |
|---------------|-----------------|---------------|---------------------|
| <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? |
|---------|-----------------|---------------|---------------------------------------|
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| <hr/> | <hr/> | <hr/> | <hr/> |
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Primary television stations serving your area

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

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, EFNEP Extension Associates, County Extension Directors, Specialists, Regional Coordinators, and District Directors
- Your Job Description, Responsibilities and How Your Performance Will Be Evaluated
- How Other Nutrition Program Assistants with Similar Responsibilities Conduct Successful Extension Programs
- State EFNEP Staff Roles-Who 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 County Extension Director 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 integration of EFNEP into planned programming. Discuss with your County Extension Director and County Agents the opportunities for integration and collaboration within the local program focus.
- Review with your county director the performance review process, and salary and merit increases.
- Review with the EFNEP Extension Associate their role and the names of State EFNEP Staff with whom you will likely be involved. Make contacts. Visit with the state EFNEP staff.
- With the advice of your EFNEP Extension Associate, plan a visit with a Nutrition Program Assistant in another location. Plan the visit in a way that will allow you to observe techniques and processes used by an experienced PA.
- Familiarize yourself with the national, state, and county up-coming calendar of events that may pertain to you.

Visiting an EFNEP Extension Program Assistant/Associate:

When visiting with the experienced PA, discuss the following:

- Job expectations for a new EFNEP Extension Program Assistant
- Teaching and Recruiting: the purpose, technique, skill, approaches, and closure
- Daily planning, organization of work, division of responsibilities (between program components; staff versus program responsibilities; balancing the needs for recruitment, lesson delivery, record keeping, reporting, and follow-up), time management, office conferences, and reporting
- Delivery techniques: how the PA “sells” his or her ideas; use of teaching resources such as visuals and publications
- Teamwork—working collaboratively and getting along with coworkers
- Unique programming opportunities for limited resource groups such as people with handicaps, grandparents parenting grandchildren, youth, migrants, military personnel, and others
- Balancing job and family; professional scheduling

During the visit, observe how the PA:

- Conducts the EFNEP session; observe volunteer involvement
- Handles program delivery and engages participants
- Meets special needs such as assistance for individuals with low literacy skills.
- Creates an atmosphere of respect and confidentiality within the group.
- Addresses questions outside of the scope of the curriculum.
- Engages participants in dialogue learning, hands-on food preparation, and physical activity during the session.
- Completes required reports for the session.

Visit State EFNEP Staff at NC State and NCA&TSU

Schedule some time during the year to visit with the State EFNEP staff. 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 Staffs Make Program Decisions
 2. Providing Support for Programs
 3. 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
 4. Facilitating Program Implementation
 5. Evaluating Accomplishments
- In Collaboration with Agents and CED - Interactions with Advisory System:
 1. Informing Members
 2. Preparing for Meetings
 3. Preparing Materials for Member Review
- Role of Volunteer Leaders in Extension Programs:
 1. Advisory Committees – EFNEP presence in local advisory
 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 an understanding of the advisory leadership system, discuss the following with your County Extension Director and local FCS/4-H Agent:

- Review the roles of the Advisory Leadership System for Extension with your County Extension Director. Ask how limited resource families and youth and EFNEP programming foci are represented.
- Review a list of the leaders in your county's advisory system.
- Discuss with your County Extension Director the procedures for making recommendations for volunteer leaders to serve on the Advisory Leadership System.
- Keep in mind diversity and the need to reach new audiences. Visit and identify volunteers involved with the groups pertinent to nutrition education with limited resource families and/or youth.
- Have a discussion with your County Extension Director and EFNEP Extension Associate about managing volunteers.

Sources of Help

- Orientation Conference
- [District and County Directors](#)
- Regional Coordinators
- EFNEP Extension Associate
- Personal Organizational Development (POD) [Volunteer System Leader](#)
- Learning Partners (see Chapter 10 located in Appendix)
- [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

Key Points for Discussion and Study

- EFNEP Programming
- Planning, Implementing, and Evaluating Your Program
- Linking the Universities to Its Publics through Need Analysis and Leader Involvement
- Designing and Implementing the Planned Program
- Evaluation and Accountability

Assignments

- Review the county plan of work, success stories, and accomplishment reports related to nutrition education of limited resource families, pregnant teens and/or youth.
- Identify and recruit pre-formed, EFNEP eligible, groups (number determined jointly by EFNEP Extension Associate and County Extension Director) to help gain visibility and achieve early success in the educational process.
- Set a date for completing a realistic work plan for the remainder of the current year. Your plan should include recruitment of pre-formed, limited resource groups that will help you reach your target workload – those with the potential of providing recurring new groups . Discuss your plan of action with the EFNEP Extension Associate, your Agent, and your County Extension Director. Plan and conduct educational series with each newly recruited group.
- Review with your County Extension Director the purpose of reports to the people and other opportunities to communicate your program impacts.
- Discuss with other EFNEP Extension Program Assistants/Associates their techniques for marketing EFNEP. Become familiar with EFNEP marketing materials and utilize in program promotion.

Sources of Help

- EFNEP Extension Associate
- [POD Evaluation Specialist](#)
- Initial and Continued In-Service Training

OBJECTIVE 6

Develop Knowledge of Extension, Its Philosophy, Mission, Objectives, and Functions

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 staff member needs to understand how NCCE is organized at the state and county levels and the responsibilities of his or her particular job. It is also important to be acquainted with organizations in your area that assist with carrying out the area program. |
|---|---|

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

**NC Cooperative Extension
Service, NC State University
(1862)**

Director

Associate Director

Dean of the CALS

Program Leader for Agriculture and Natural Resources

Program Leader for 4-H Youth Development and Family
and Consumer Sciences

Program Leader for Community Resource Development

EFNEP Coordinator

4-H EFNEP Coordinator

EFNEP Extension Associate

Your District Director

Your POD Liaison

Personnel Office: CALS, NC State University

Position

**Cooperative Extension
Program, NC A&T State
University (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

Nutrition Programs Outreach Coordinator

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 and/or 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 |
|-------|-------|---------------------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Public Schools

County School Superintendent(s)

| Name | Contact Information |
|-------|---------------------|
| _____ | _____ |
| _____ | _____ |

Community Colleges in the Area [additional website]

Major Farmer Cooperatives in the Area

| Name of Cooperative | Manager |
|---------------------|---------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

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

| Organization | Name | Address |
|--------------|-------|---------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Key Leaders of Major Organizations in the Area Working with Youth

| Organization | Name | Address |
|--------------|-------|---------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Mayors, City Managers and Members of City Councils

| Organization | Name | Address |
|--------------|-------|---------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Sources of Help

- [County and District Directors](#)
- EFNEP Extension Associate
- 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

The following references are available in the County Extension Office:

- 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 for EFNEP Extension Program Assistants/Associates and Assess Your Proficiency in each. Learn about Opportunities for Professional Improvement

Key Points for Discussion and Study

- The importance of initial and continued In-Service Training
 1. Purpose, Opportunity, Value to Program
- Professional Organizations and Meetings
 1. Extension Staff Meetings—County, District, and State
 2. Professional Organizations
 - [North Carolina Association of Extension Program Assistants, Associates and Technicians](#)
- Awards
 1. Recognitions and Awards (Review with your EFNEP Extension Associate)
- [Opportunities for Professional Improvement](#)
 1. Unit Meetings as continued professional development
 2. Nutrition Assistants' Tri-State Conference
 3. North Carolina Association of Extension Program Assistants, Associates and Technicians (NCAEPAAT) Conferences
 4. Pre-Conference for Program Assistants at SNE Annual Meeting
 5. Promotion
 6. [Formal Study](#)
 7. Informal Study - Seminars, Short Courses
 8. Self-Directed Learning
 9. Satellite Conferences
 10. Electronic Courses
 11. In-Service Courses
 12. Orientation Conference

- Job Expectations
 1. Balancing Job and Family
 2. Teamwork—Getting Along with Co-workers
 3. Appropriate Dress
 4. Communication Skills – written and oral

- The Importance of Core Competencies to performance evaluation and rating. Discuss with your EFNEP Extension Associate.

Core Competencies

KNOWLEDGE OF THE ORGANIZATION AND EFNEP

Develop an understanding of the history, philosophy, and contemporary nature of North Carolina Cooperative Extension and the Expanded Food and Nutrition Education Program. Appreciate the relationship of EFNEP to the organization. Follow organizational and program policies and guidelines.

ACHIEVE EXCELLENCE IN TEACHING

Apply researched-based principles to accommodate diverse learning styles for program dissemination. Use appropriate creative teaching techniques. Can locate educational resources. Create comfortable learning environments. Engage participants in their learning. Use observational feedback and statistical reports to focus programming and improve teaching skills/techniques. Recruit from a pool of eligible participants.

PROGRAM OUTREACH AND IMPACT

Meet expected goals for participation/caseload. Demonstrate program effectiveness by performing at the expected level for program impacts. Use approved evaluation instruments and methods for collecting outcome data.

ENSURE PRODUCTIVE INTERPERSONAL RELATIONSHIPS

Maintain positive working relationships. Open to new ideas, concepts and information. Use effective verbal, writing and listening skills.

MAINTAIN EFFECTIVE INTERNAL AND EXTERNAL PARTNERSHIPS

Build and maintain effective partnerships with other Extension programs and community agencies. Strengthen program by involving volunteers. Coordinate programming by communicating regularly with partnering agencies.

COMMUNICATE PROGRAM VALUE

Promote NC Cooperative Extension and programming efforts via media, oral and written communications.

UNDERSTAND AND RESPECT DIVERSITY

Meet the nutrition education needs of a diverse (ethnicity, race, gender, age, language, education level, sexual orientation, disabilities) audience of eligible participants. Does not impose own values upon others.

DEMONSTRATE TECHNOLOGY SKILLS

Demonstrate basic computer skills including email and accessing the internet. Utilizes approved websites. Demonstrates ability to use technology for program delivery. Uses care in handling and storage of assigned technological equipment and materials.

MAINTAIN ACCURATE RECORDS AND REPORTS

Submits records and reports neatly, accurately, completely and on time. Documents time and travel regularly on appropriate forms.

DEMONSTRATE PERSONAL ACCOUNTABILITY

Demonstrate an understanding of job responsibilities and boundaries. Balance multiple responsibilities including teaching, recruiting, record-keeping, and reporting. Practice positive work habits and ethics. Professionalism positively reflects the organization and program.¹

Assignments

¹ Core Competencies listed on this page apply specifically to the role of EFNEP Extension Program Assistant/Associate.

North Carolina Cooperative Extension (NCCE) established the [Blue Ribbon Commission \(BRC\) 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, which resulted in the development of seven core competencies and proficiency necessary for Extension faculty to reach true effectiveness.

The core competencies for EFNEP Extension Program Assistants/Associates are based upon Core Competencies established by a national committee for the Food Stamp Nutrition Education (FSNE) Program charged with the responsibility to develop core competencies for paraprofessionals working in nutrition education. In 2006 and 2007, national discussions were held among State Coordinators and the core competencies are now widely accepted as applicable to both EFNEP and FSNE funded program assistants. North Carolina's current performance appraisal instrument is based on these core competencies.

- Study the core competencies and proficiencies in your job area.
- Dialogue with your County Extension Director and EFNEP Extension Associate about your proficiency in each of the competencies and its relationship to performance expectations.
- Develop a short and long-range development plan to close competency gaps.

Self-Assessment

Assess your knowledge in the following competency areas by circling where you fit in the range of 1 -10, with 1 being the lowest and 10 being the highest:

| | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|----|
| The Organization and EFNEP | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Excellence in Teaching | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Program Outreach and Impact | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Productive Interpersonal Relationships | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Effective Internal and External Partnerships | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Communicating Program Value | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Diversity | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Technology Skills | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Records and Reports | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Personal Accountability | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

DEVELOPMENTAL PLAN:

(see Appendix, pp. 64-65)

OBJECTIVE 8

Learn to Manage the Extension Reporting System(ERS), the Nutrition Education EFNEP Reporting System (NEERS), Write Effective Impact Statements, and Market You and Your Program

Key Points for Discussion and Study

- The Importance of Measuring the Program Impacts
- How to Write an Effective Impact Statement (Success Story)
- Marketing You and Your Program Effectively
- Record, Reports and Timeliness

Assignments

- Explore the web-based ERS system. 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]
- Determine well-written impacts statements and why chosen.
- Have a conversation with your County Advisory Chairperson about significant local EFNEP impacts.
- Complete the On-Line training and assignment on writing a good success story found under the Staff page on the www.ncefneep.org site.
- Review success story assignment with your EFNEP Extension Associate.
- Discuss with your County Extension Director how you can best market your program.
- Discuss with your County Extension Director the new [NCCE Change Management and Marketing Initiative](#).
- Discuss with County Extension Director proper use of [NCCE's Logo](#). Discuss with EFNEP Extension Associate proper use of the NC EFNEP Logo and EFNEP marketing materials.

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 North Carolina Cooperative 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 County Extension Director.
- Become familiar with county Extension affirmative action files.
- Become familiar with diversity initiatives.

Sources of Help

- County and District Extension 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 continuous and interactive process that requires monitoring.
- 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 County Extension Director and your learning partners
- Outline Process – of selecting, interacting and evaluating the Network and Plan

Definition: Learning Partners are various individuals, within and outside of the organization, who are willing to share their specific expertise, experience, or skills with the new employees.

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 is the role of my District Team, EFNEP Extension Associate, Family & Consumer Science and/or 4-H Agent, and County Extension Director play in my selection learning partners and the development of my learning plan?
- What is my accountability in the ALN/LDP process?

Sources of Help

- Assigned PA mentor
- EFNEP Extension Associate
- County Family & Consumer Science and/or 4-H Agent
- County Extension Director
- The Guidelines stated in this Chapter

Assignments

- With the guidance of my County Extension Director, select an appropriate network of Learning Partners. Identify learning expectations of each partner.
- Develop my Learning Development Plan (see [Sample](#) and [Contract](#) in Appendix).
- Confer monthly with EFNEP Extension Associate to share status of the learning development plan.

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 staff as they assume their roles as EFNEP Extension Program Assistants/Associates. 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 of 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

- Tenured EFNEP Extension Program Assistant/Associate (mentor) working in same component
 - Key expectations:
 - Assist new PA in understanding the process of developing relevant educational programs.
 - Assist new PA in understanding the aspects of planning, conducting, and evaluating program success.
 - Assist new PA in identifying and using resources that will strengthen their program.
 - Advise new PA in strategies to gather impact data and report successes.
 - Share with new PA the value of properly networking with collaborating agency directors and personnel, media, volunteers, District EFNEP team, agents, specialists, and other key resource people.
 - Share with new PA appropriate strategies for requesting and/or securing funding to enhance the effectiveness of their program.
 - Be a frequent sounding board.

- EFNEP Extension Associate
 - Key expectations:
 - Provide initial and on-going training to support new PA's professional development
 - Assign mentor to new PA.
 - Arrange opportunities for visits and observations with tenured PAs.
 - Provide monthly feedback and data to support PA progress toward professional development goals.
 - Advise new PA on program delivery, recruitment, program management, marketing, planning, resource development and resource management.
 - Review new PA records, reports, impacts, and successes and provide feedback and/or additional training as needed.
 - Quarterly observations and feedback to assist new PA in the continued development of teaching and program management skills.
 - Connect new PA to District EFNEP team.
 - Support new PA by seeking opportunities for expanded program outreach.
 - Be a frequent sounding board.

- County FCS and/or 4-H Agent
 - Key expectations
 - Assist new PA to connect with key agency collaborators in the county.
 - Assist new PA in developing a strong relationship with total county staff and key community leaders within the county.
 - Provide local subject matter expertise and assist new PA with participant questions outside the scope of the EFNEP curriculum.
 - Work in collaboration with new PA to include representation for limited resource audience programming on local Advisory Board.
 - Promote EFNEP and limited resource programming within the county and assist new PA with marketing and recruiting efforts.
 - Inform new PA of additional Extension programs of benefit to limited resource families and youth.
 - Assist new PA in learning about local resources available to limited resource families and youth.
 - Assist new PA in understanding how EFNEP fits into the Long Range Focus Area goals for FCS/4-H.
 - Assist new PA and EA with resource development to enhance county EFNEP.
 - Be a frequent sounding board.

- County Extension Director
 - Key expectations:
 - Assist new PA 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 PAs as they work through the steps in the orientation manual.
 - Be a frequent sounding board.

- Others who could play a key role in new PA professional development include: District Extension Director (DED) and/or Regional Coordinator, District IT Specialist, POD District Coordinator, State Specialists, EFNEP Coordinator, 4-H EFNEP Coordinator, Nutrition Programs Outreach Coordinator, State Data Analyst, and State EFNEP Administrative team. The County Extension Director (CED) will assist the new PA in determining appropriate members of their individual Accelerated Learning Network (ALN).

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 PA 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 PA write in the agreed answer.**
- 5. Both new PA and partner sign and date the form.**
- 6. New PA 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 PA want from the learning partner? | |
| What expectations does the learning partner have of the PA? | |
| What expectations does the PA 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 PA 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 PA Signature | Date |
| Learning Partner Signature | Date |

Learning Development Plan

Make a copy for each learning partner identified by you and your CED. 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 County Extension Directors

TERMS TO REVIEW WITH NEW PAs

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. Video Library
6. State car use, log, gas key, gas code, location of state gas pump
7. Office Keys
8. Reservations Books
9. Bulletin Board
10. Bathrooms
11. 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 CED and/or receptionist. Communication destination and return time.
2. If plans change, call in. Assure that EA is also informed of changes in schedule.
3. Let your CED 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.
4. Submit all programmatic records to EA as designated in initial training.

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.

PUBLICATIONS

1. Publication room—don't take last of any publication.
2. Agents are to maintain the bulletin racks in the front lobby and PAs should assure that EFNEP brochures are a part of bulletin racks.

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. Mail requires the use of signed enclosures. Learn the process for using these from CED.
9. Clientele emergency contact sheets (in work room)—to be filled out and left in office while on trip/tour with group.
10. Submit weekly schedule every Friday to CED or office designee (and update as changes occur). Submit calendar to EA as designated during your initial training.
11. 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 EFNEP Extension Associate, County Extension Director and FCS/4-H Agent within one year of starting date. This is to be a safe event that celebrates the achievements of the new PA.

One-Hour Session to the above team members to review:

- Program Progress and Continuing Efforts to expand and enhance EFNEP in the county.
- Plan for recruiting, training, utilizing, and recognizing volunteers
- First year outreach and impact data review.
 - Greatest success story of the year.
- Marketing and recruiting strategies for the coming year.
- Three programmatic goals for the coming year.
- Questions

Certification of Completion

[\(return\)](#)

Levers for Management

Questions A County Extension Director Should Ask of Their New PA

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 EA, CED, Agent and others.
- Have a developmental discussion with your EA/CED.
- 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 EA/CED and Others

- Your first line of career support is your EA/CED/Agent.
- Ask to meet with your team to discuss your development more thoroughly.
- Prepare for the development meeting.
- Prepare your discussion based on how you think the team might best listen to you.
- Send team 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 any member of the team 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 team members 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> (program area) |
| 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> |
| CEP | Cooperative Extension Program, NC A & T State University |
| CES | <u>Cooperative Extension Service</u> , NCSU |
| 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</u> (<u>map of districts</u>) |
| DEL | <u>Department Extension Leader</u> |
| EA | EFNEP Extension Associate (ask for job description) |

| | |
|----------|--|
| ECA | Extension Community Association |
| ECOP | Extension Committee on Organization and Policy |
| 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 |
| PA | Program Assistant/Associate (EFNEP or other) |

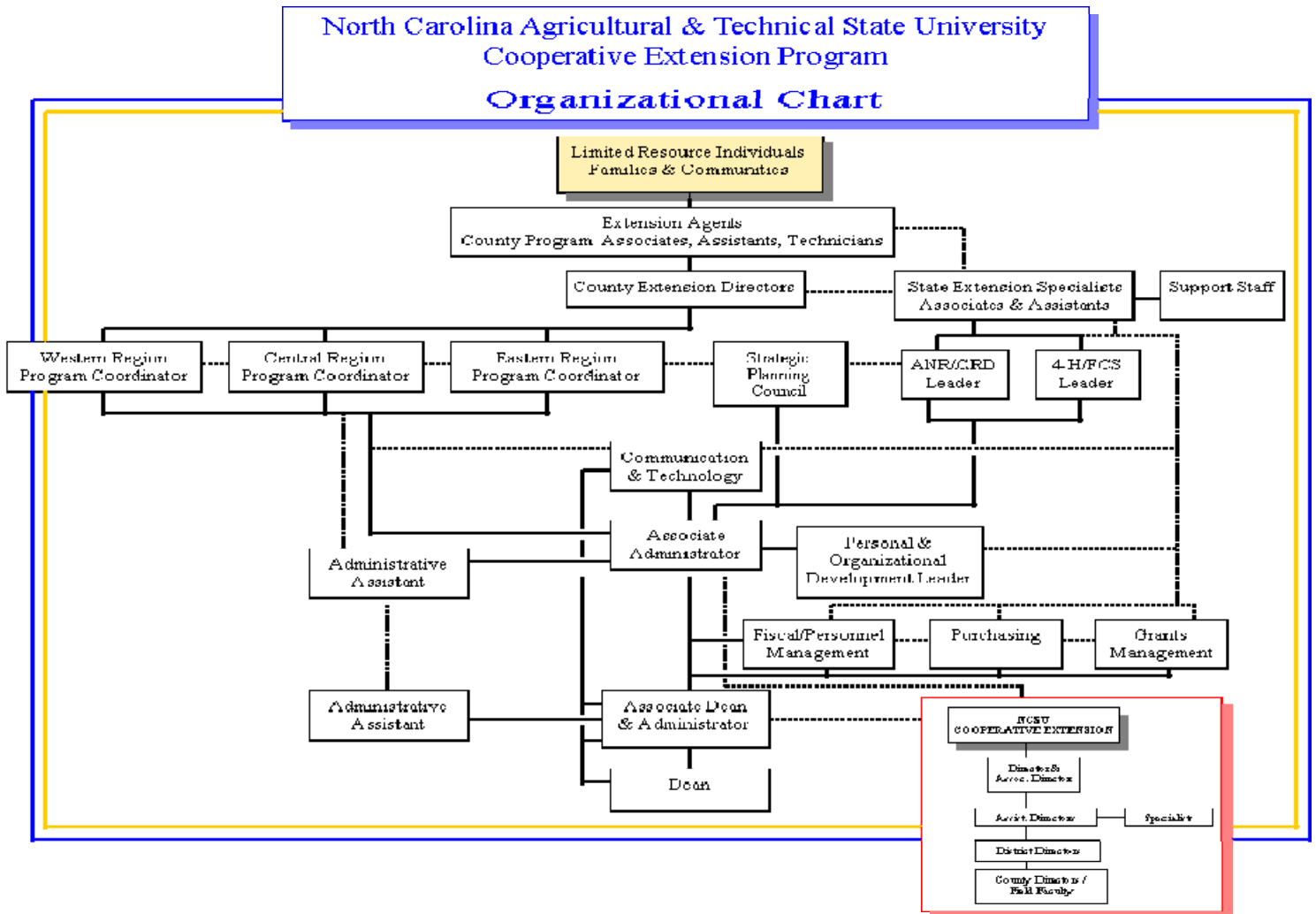
| | |
|--------|---|
| PDF | Comprehensive Affirmative Action Plan |
| POD | Personal and Organizational Development |
| POW | Plan of Work |
| REINS | Regional Equine Information Network System |
| RCCI | Rural Community College Initiative |
| SAC | State Advisory Council |
| SAES | School of Agriculture and Environmental Sciences |
| 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 Team

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

NC State University

Dr. Joe Zublena, Associate Director and Director of County Operations, NCCES
Dr. Donald Cobb, District Extension Director, North Central District
Dr. Deborah Crandall, District Extension Director, Southwest District
Bobby Edwards, District Extension Director, Northwest District
Harvey Fouts, District Extension Director, West District
Dr. Russell King, District Extension Director, Northeast District
Dr. Danny Shaw, District Extension Director, South Central District
Dr. Wanda Sykes, District Extension Director, Southeast District
Ms. Tracy Brown, Administrative 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
Dr. Sandy Zaslow, 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 |
|---|--|--|---|
| <p style="text-align: center;">To gain an understanding of my personal behavior and personality that may help me improve my ability to manage others by December 31, 2005</p> | <p style="text-align: center;">To read the book <u>Emotional Intelligence in the Work Place</u> by Goldman</p> | <p style="text-align: center;">Employee morale has improved, productivity is up, more teamwork and turnover.</p> | <p style="text-align: center;">Discussion with direct reports, data on turnover, own productivity observations.</p> |

(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](#))