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# Leadership - Community / Partnership

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#### LEADERSHIPPLENTY: SKILLS FOR COMMUNITY INVOLVEMENT

Cheryl Burkhart-Kriesel\*, Anita Hall, Dewey Teel, Kim Bearnes, Dennis Kahl, Phyllis Schoenholz and Lisa Kaslon

#### ABSTRACT:

Aging and decreasing populations, limited economic opportunities, and increased costs for services are just some of the issues plaguing rural areas, especially in the Great Plains. For rural communities to prosper in the future, leadership will be critical. Many believe that successful communities will be those where inclusive asset-based community leadership flourishes. Using training and materials from the Pew Center for Civic Change, six launch sites were identified in the state of Nebraska for a new approach to developing community leadership, LeadershipPlenty. Based on the assumption that communities are full of leadership potential, the nine module curriculum builds awareness and skills from an asset-based, servant leadership approach. Six unique program launch sites will be showcased. They include (1) very rural communities where volunteers are organizing as the local economic development group; (2) an Indian Reservation where social service workers are looking to enhance their skills and empower their clients; (3) a village government board where previous personality conflicts within the board have caused the group to be dysfunctional; and (4) multicounty organizations wishing to incorporate servant-based leadership principles into their group's culture. Participants in this session will be learn about (1) the Pew LeadershipPlenty application and training process; (2) the specific components of the nine modules; (3) how the process and material is being used by cooperative extension staff; and (4) preliminary community impressions/impacts. Presenters will highlight the practical "how-to" aspects beginning with the initial step of identifying groups that seem to be ready for a leadership experience to program planning, implementation, and evaluation.

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## FIRST STEPS: A STATE-MANDATED TRAINING FOR NEW CHILD-CARE DIRECTORS

Matthew Devereaux\*

#### ABSTRACT:

The University of Tennessee Agricultural Extension Service in conjunction with the Tennessee Department of Human Services has produced an innovative child-care director video and CD-ROM that educates newly hired child care directors. The training focuses on relationships with staff/parents and on typical problems directors commonly deal with. This training is unique because it uses a different format to educate participants. The video consists of a dramatic story about a new director taking over the role of an outgoing director and ALL the issues the new director struggles with and eventually overcomes. Over the past 24 months this training has educated approximately 3,000 directors with pre-/post-tests showing a 30%-40% knowledge gain. All content is based on extensive focus-group data with directors and teachers. If you educate child-care teachers or directors, this information will benefit you greatly. This seminar will educate participants on common problems directors come across and how they can solve them productively. The seminar will also consist of interactive activities (as if teaching directors in a child care center) that will help facilitators prepare for their own workshop. This will help you turn around and present workshops to directors in your community.

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#### INTENTIONAL HARMONY: BALANCING WORK AND LIFE

Patti Faughn\*, Deb McClellen and Angela Wiley, Ph.D.

### ABSTRACT:

The University of Illinois Extension Service has developed a new curriculum called INTENTIONAL HARMONY: BALANCING WORK AND LIFE. It is challenging to balance work with the demands and relationships of daily life. Separate aspects of work-life balance are often addressed in family life programming (stress management, parenting, etc.). Illinois has a new research-based curriculum that addresses work-life balance in five important domains: the individual; partner relationships; parenting; extended family relationships; and work relationships. Each domain will be the subject of a unit (30-minute PowerPoint presentation; handouts; facilitator guide; video clips). A Website will provide extra resources and links for participants and a special section available only to facilitators containing updated research information and programming suggestions.

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#### 4-H CAMP: FUN EDUCATION FOR COMMUNITY YOUTH

Scott Nash\* and Marnie Spencer

#### ABSTRACT:

University of Idaho Extension Educators in Bingham County developed curriculum to allow youth to complete a 4-H project at camp. This approach to 4-H camp appealed to the parents and provided hands-on education for campers. In 1997 participation at 4-H camp by Bingham County youth had declined to 70 participants. To increase camp participation the educators, working with adult volunteers established some measurable and attainable goals to help youth follow the curriculum. An invitation to camp was extended to all 9-12 year old youth in the county. The new curriculum and reaching out to a non-traditional audience seemed logical to provide educational opportunities for more participants. The Fort Hall Indian Reservation 4-H Program Director became involved in teaching at camp. Teen camp counselors were given responsibility to teach classes, lead the campfire, and conduct the flag ceremony, carnival and dance activities. The teen counselors took more ownership in camp. Activities and classes were more youth friendly. Campers participated in classes, made a craft, completed a record book and gave a demonstration. The projects were exhibited at the fair. An evaluation tool was developed to determine the number of returning campers and evaluate camp activities. 4-H camp enrollment has increased 71 percent since 1997, from 70 participants to 120 participants. In the same time period, Native American participation from Fort Hall has increased from 12 individuals to 34 or 180 percent. Increased attendance indicates youth enjoy the camp experience and parents see the benefit of their youth going to camp.

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# DON'T DO IT WITHOUT PLANNING: PUBLIC RELATIONS PLANNING FOR EXTENSION

Ami Neiberger-Miller\* and Marilyn Norman

#### ABSTRACT:

Public relations planning is critical at every level of the Cooperative Extension System-whether you are conducting programs at a county, state or national level. Before you embark on a new venture to implement a public information program, enhance image awareness for extension or 4-H, or improve your office's visibility in the community, you should attend this seminar. Attendees to this seminar will learn how to write, implement and evaluate a public relations plan. Fill-in-the-blank plans for volunteer recruitment will be examined, as well as sample county agent public relations plans. Tactics used for achieving success in public relations will be discussed and strategies for carrying out public information campaigns on a limited budget will be examined. Evaluation methods will be discussed and suggestions for evaluating a plan's implementation and objectives will be examined. Resources on public relations planning will also be shared.

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### THE IMPACT OF THE LEADERSHIP 20/20 PROGRAM ON RURAL CITIZENS IN INDIANA

Kendra Redmon\*

#### ABSTRACT:

Many citizens in rural communities in Indiana are facing complex issues and have limited opportunities to enhance and broaden their leadership skills. Four state organizations collaborated to bring a leadership program to rural communities in Indiana. The goal of Leadership 20/20 is to provide participants with an awareness of their leadership potential and to encourage their leadership growth and development beyond the program by getting more involved in the community. The purpose of this study was to identify if there had been a positive impact on the leadership development of Leadership 20/20 participants. The specific objectives were: to determine if participants were more aware of their leadership potential; to determine if participants were confident in their leadership abilities; to determine if participants had enhanced their leadership skills; identify if participants were better informed about local and community issues; and to identify if participants were more involved in their community. Data were collected using both quantitative and qualitative methods. Mail questionnaires with correct follow-up was how data were obtained and data were entered in Statistical Package for the Social Sciences (SPSS) for the quantitative data and a Microsoft Word document for the qualitative data. The final response rate was 56.4% by having 61 respondents out of 108 participants. The following conclusions were made: participants increased their awareness of their leadership potential; increased their confidence in their leadership abilities; they are better informed of local and community issues; they enhanced their leadership skills and are more involved in their community.

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### GAIN THE SUPPORT OF YOUR ELECTED OFFICIALS FOR EXTENSION PROGRAMS

Gwen H. Wolford, Ph.D.\* and Ted Berry

#### ABSTRACT:

A tough economy, competition for dollars, and a changing legislative climate require Extension professionals to become more effective than ever before at getting their message across. Extension programs provide a great return on investment of tax dollars, but we, as a system, have not been assertive at telling our story. View materials and illustrations of events you can use in re-thinking your approach to increase effectiveness at reaching elected officials at all levels of government. You will learn how elected officials think about the issues that we deal with in Extension, about the difference in organizational cultures and how that effects getting our message across, about what kind of impact statements will catch the interest of these elected officials, and how to create an effective advocacy program. We will share strategies used by OSU Extension for a number of years, as well as ones that are new efforts in the past two years. Success of our efforts will be shown by our budget status during the current economic slump and impacts of specific efforts.

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