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CONDUCT TRAININGS FOR PERSONAL ACHIEVEMENT AND ORGANIZATIONAL PERFORMANCE

Craig Dart*, Sage Platt M.A., James Marshall Ph.D. and Chris Woodbury

ABSTRACT:

Developing good working relationships with Extension staff, volunteers, families and youth are keys to productive and successful extension programs. Good leaders understand the need to implement training that is sensitive to gender and communication differences, that focuses on teamwork, and that addresses the retention and renewal of program staff and participants. In this seminar we will discuss, participate and learn the skills necessary to (1) communicate effectively in a diverse workplace; (2) build enthusiastic and competent teams; (3) structure trainings to help extension staff, volunteers, families, and youth improve personal achievement and organizational performance.

*Youth and Families with Promise, State Coordinator, Utah State University Extension, Logan, UT
Email: craigd@ext.usu.edu

YOU, TOO, CAN BE AN AWARDS WINNER IN 2004

Cathy Harrington*, Debbie Purvis, Peggy Bledsoe, Kathy Baldwin, and other members of the NEAFCS Awards and Recognition Training Task Force

ABSTRACT:

Have you ever wanted to apply for an award and didn't know where to start? NEAFCS Awards and Recognition Training Task Force has all the answers. Where are the Awards guidelines? How do you plan for success? Do you meet the criteria for awards eligibility? How do you present your award application in a professional and organized manner? What kind of application wins? How can you promote the awards process in your state? To the final answer to these questions, attend this informative session and learn how to be an award winner. If you've ever said, "I don't do anything outstanding enough to be recognized," remember that someone wins because they've taken the time to apply. Be ready to have some fun and play some games! The learning process is always enhanced by fun! Tap into the knowledge and experience of awards winners before next year's awards season.

*NEAFCS Awards, Fairbanks, AK

LEARNING TEAMS-->PRODUCTIVE TEAMS-->SATISFIED TEAM MEMBERS--
>SUPPORTIVE CLIENTELE

Jo Jones* and Beverly Kelbaugh

ABSTRACT:

OSU Extension places high priority on subject matter and issue teams that plan, implement and evaluate cutting edge programs. Based upon identified needs of team leaders, developmental resources were created. These web-based resources include: "Building Blocks for Teams" fact sheets; Team Leader Checklist; Evaluation Tools; Impact Documentation and Reporting Strategies; and a Framework for Coaching Teams and Team Leaders. Web delivery was chosen in order for teams to have access on an "as needed" basis. Seven fact sheets were developed to assist teams in various aspects of team work. Fact sheets contain information about: Forming a Team, Team Charter, Meetings That Work, Team Communication, Team Trust, Recognition and Rewards, and Evaluating Team Processes. Evaluation tools are available to assist with diagnosis of team problems, improvement of team effectiveness and determining areas for training and development. The information from these tools helps generate discussion leading to plans of action and desired outcomes. During the presentation, participants will apply resources, such as the Team Checklist, to a team on which they currently serve or provide leadership. Participants will also take part in a discussion on the benefits of using an individual or team "coach" to assist in assessing team needs and designing strategies for team development. Trends would indicate that teams will continue to be a viable part of Extension, due to their ability to provide synergy, staff motivation, networking and higher quality programming. By being a part of this seminar, extension professionals will learn ways to energize, motivate, and strengthen their extension teams.

*Leader, Learning & Leadership, Columbus, OH
Email: jones.20@osu.edu

I'M NOT A MANAGER...OR AM I?

Jacqueline LaMuth*

ABSTRACT:

When county Extension professionals think about their work, they tend to see themselves primarily as teachers, trainers, and facilitators. But, if they examine at how they actually spend their time, they will probably discover they are also managers. County Extension professionals manage their own work and often the work of others (paid or volunteer). They are expected to organize time, develop plans and budgets, allocate resources, identify measurable goals/outcomes, to assess achievement and performance, make corrections and adjustments. Unfortunately, if county Extension professionals look at their position descriptions as, they may not even see the term manager. Studies show that people, who perform management activities but do not think of themselves as managers, and are not viewed as formal managers by their organization, do not tend to seek training to acquire or strengthen the skills and knowledge necessary to manage effectively. With the exception of a few natural managers, most people muddle along, and become increasingly discouraged and frustrated. They tend to spend too much time on the wrong things, and have less time to do the work that does appear in their position descriptions. If this is the situation, it is possible to take control. First, carefully examine how time is really spent, and then honestly assess personal skills and knowledge to do the work that needs to be done. With a more accurate picture of their work and themselves, Extension professionals can choose professional training that will strengthen all aspects of the work they do--including management.

*Ohio State University Extension, Columbus, OH

BUILDING CAPACITY IN THE 21ST CENTURY: THE ARTISTRY AND LEADERSHIP OF REFRAMING ORGANIZATIONS

Deborah J. Maddy*

ABSTRACT:

(1) Participants will be able to identify Bolman and Deal's four frames for understanding leadership and organizations. (2) Participants will plot their individual leadership orientation. (3) Participants will assess their personal strengths and identify opportunities for enhancement. At all levels of the Extension System, there continues to be a call for leaders with vision. How do Extension professionals prepare to be the type of visionary leaders today's organization demands and deserves? Two questions will be pursued: (1) What is leadership? (2) How do you approach leadership? This session will introduce four "frames" or perspectives for understanding leadership and organizations as defined by Lee G. Bolman and Terrence E. Deal in *Reframing Organizations: Artistry, Choice and Leadership*. Participants will explore how powerful, imaginative leadership can offer provocative yet practical ways of thinking about programmatic and organizational challenges. Individuals will plot their preferred leadership orientation and learn how to improve their leadership practices. This session is designed specifically to assist participants in building their individual capacity as leaders for the 21st century, assessing their personal leadership strengths and identifying opportunities for professional development. Concepts and materials are adapted from the presenter's 2001 experience at the Harvard Institute for Management and Leadership in Education.

*Regional Director, Oregon State University Extension Service, Oregon State University, Corvallis, OR

Email: deborah.maddy@oregonstate.edu

THE HIGH FIVE! PHILOSOPHY: EFFECTIVE TEAM BUILDING FOR
COOPERATIVE EXTENSION

Kathleen Riggs*

ABSTRACT:

One of the crucial skills all Extension professionals need is the ability to work effectively with other people. Whether working with colleagues, staff, or volunteers, the Agent who can create sense of teamwork and ownership creates excitement and a willingness among others to go the extra mile to accomplish common goals. The High Five! Philosophy is an approach to team leadership based on Ken Blanchard's best selling management book, "High Five--The Magic of Working Together." Participants will examine the keys of successful team building from the "coach" perspective and learn how to apply the "hallmarks" or best practices to various Extension scenarios including working with teams of co-workers, staff and/or volunteers. Once a team leader internalizes and applies the thought that "None of us is as smart as all of us" the magic of reaching goals can begin.

*Utah State University Extension FCS Agent, Cedar, UT
Email: kathyr@ext.usu.edu

A LONGITUDINAL STUDY OF THE EVOLUTION OF ORGANIZATIONAL VALUES OF OHIO STATE UNIVERSITY EXTENSION EDUCATORS

R. Dale Safrit, Ed.D.* and Nikki L. Conklin

ABSTRACT:

As Extension entered the 21st century, Jimmerson (1989) suggested that "meeting the challenges of the information age will require attention to the values and beliefs that guide us as we work to provide our clients with information and help them solve problems." A value is "an enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence" (Rokeach, 1973.) Values play important roles in determining how we function as individuals, and family, community, and work team members. This study replicated a 1991 study to investigate the evolution of Ohio State University Extension organizational values. The authors used a census and questionnaire to collect data. They identified 10 of the 12 organizational values identified in 1991 as current organizational values in 2001. One additional value was identified in 2001 that was not highly valued in 1991: "Flexibility/ adaptability in local programming." "Teamwork among immediate coworkers" had been extremely valued in the 1991 study but not in the 2001 study. Disappointingly, neither of three potential values identified for emphasis by administrators following the 1991 study increased significantly in their 2001 rankings. The researchers conclude that while the stability of the organization's values may be a source of strength for OSU Extension during times of rapid social and fiscal change, they may also serve as a source of frustration for leaders seeking to reshape the organization's culture.

*Associate Professor and Extension Specialist, Department of 4-H Youth Development, North Carolina State University, Raleigh, NC
Email: dale_safrit@ncsu.edu

DESIGNING THE 21ST CENTURY EXTENSION PROFESSIONAL

Jerold R. Thomas* and Daney Jackson

ABSTRACT:

State Cooperative Extension Services are going through a period of change due to several trends and issues. These include reduced state financing, demographic changes, clientele changes, globalization and changing technology demands among others. This seminar will build upon a related paper presented by the authors at the 2002 National ESP Conference. In that presentation trends were presented and audience members were able to provide group feedback on critical trends and roles for Extension Professionals. In this seminar we will provide feedback on these findings, update our literature and data review of trends, and provide an interactive process to help participants design the 21st Century Extension professional. Among the trends we will discuss are Extension and US demographics, technology needs including distance learning and biological sciences, generalist versus specialist roles, research, facilitation and teaching roles of Extension professionals, and funding dynamics. A dynamic process will be used to help participants work in groups and individually to complete a design profile of the 21st century professional. Handouts and worksheets will be utilized.

*District Director & Associate Chair, Interim Associate Director, Community Development, Findlay, OH
Email: thomas.69@osu.edu