



**Concurrent Session: I-1**

**Title of Presentation:** Mentoring and Millennials: Is it Working?

**Presenter:** Judith Barth, Director of Operations, Colorado State University Extension

**Abstract:**

The workforce of Extension is changing. As Baby Boomers retire, Millennials are taking their place. Research tell us that the average tenure of a Millennial in a job is 2-3 years, not exactly the career employee that Extension is used to seeing. Retaining Millennials is and will continue to be a challenge for Extension. Retention strategies that Extension has tried in the past may no longer work, or may need to be significantly revised.

The Mentoring Program for new employees has been in place at Colorado State University Extension for 24 years. Two surveys have been conducted to look at the relative success of the program – one in 2002 and one in 2016. The results were eye-opening. Clearly the current program is NOT meeting the needs of our current new employees (Millennials). Based on the results of the 2016 survey, and what new employees have told us about how they would like to be mentored, as well as what research says about Millennials, CSU Extension is working to radically change how mentoring occurs with new staff.

**Objectives:**

1. Learn what the research says about successful mentoring programs and mentors.
2. Learn what the research says about millennials and their mentoring preferences.
3. Identify strategies for mentoring of millennials.



**Concurrent Session: I-2**

**Title of Presentation:** How to Manage Information Flow & Curate for Thought Leadership in Social Media

**Presenter:** Paul Hill, Extension Associate Professor, Utah State University

**Additional Presenters:** Jamie Seger\* Program Director - Educational Technology, The Ohio State University

**Abstract:**

In this workshop you will learn how to 1. Use Google Search and Google Alerts to program a custom flow of only the information you find relevant. 2. Discover how to curate the information you want to reference for scholarly publications and sharing over social media using Diigo—an application that allows you to save and tag your online resources for easy access (we will demonstrate how to use Diigo from your desktop and iOS mobile device). And 3. Become a thought leader in social media spaces by figuring out which areas of expertise and social networks to focus your efforts and learning to listen using Twitter’s Advanced Search tool to attract a community of followers you can lead, influence, and educate.

**Objectives:**

Learn how to effectively put themselves in the flow of relevant information, curate it, share it, listen to and grow their following as a online thought leader for Extension.



**Concurrent Session: I-3**

**Title of Presentation:** Creating a Culture of Health—an Opportunity for Extension Association Leadership

**Presenter:** Michelle Rodgers, PhD, Associate Dean and Director, University of Delaware

**Abstract:**

In 2013, ECOP charged a Health and Wellness Task Force to consider the role of Health as part of Cooperative Extension efforts as we considered the next 100 years. The result was the Cooperative Extension National Health and Wellness Framework which was accepted and administrative leaders of Cooperative Extension committed to an emphasis on health and well-being. They embraced a socio-ecological model for improving healthy and safe choice-making and healthy and safe environments. They sought to secure new partners and new funding to support Extensions actions toward the goal of enabling every American to live a healthy life across the life span.

A decision was made by ECOP to work with the leadership of the National 4-H Council to engage in a lean experimentation of pursuing funding for the health framework from a private resource, Robert Wood Johnson Foundation. Supported by two planning grants and with input from administrators, specialists, county Extension educators, association leaders and the USDA National Institute for Food and Agriculture, a proposal was submitted for a partnership between CES and RWJF. The partnership will focus on enabling local communities to co-create a culture of health. If funded, the effort will launch in late spring, 2017 and will engage all program components of Cooperative Extension in this effort.

This big, bold, innovative vision requires leadership. The Extension Associations that are part of JCEP are a vital source of leadership to move the vision to reality—to operationalize the CES Framework Model and the RWJF Action Framework toward achievement of their identified outcomes. Infused in the partnership will be three defining characteristics of Extension: 1) Youth leadership; 2) Adult leaders; 3) Applied research and assessment. As strategies are executed, a three-phase approach will be followed: Start-up, Launch and Sustain with feedback for continual learning and improvement.

**Objectives:**

Attendees will:

1. Know more about the CES-RWJF Culture of Health initiative.
2. Determine willingness and readiness to participate in this initiative.
3. Generate ideas for how the associations can be leaders in the initiative.
4. Identify ways each can become part of the initiative in their local communities.



**Concurrent Session: I-4**

**Title of Presentation:** Contrasting Voluntary and Regulatory Approaches to Water Quality: A Comparison of Extension Programs

**Presenter:** Mike Daniels, Professor - Extension Water Quality. University of Arkansas

**Additional Presenters:** Andrew Sharpley, Professor - Crops, Soils and Environmental Sciences. Univ. of Arkansas; Karl VanDevender, Professor - Extension Engineer. Univ. of Arkansas

**Abstract:**

Extension in Arkansas is helping agricultural producers with water quality issues that are often controversial and emotional. One approach is the proactive, voluntary Arkansas Discovery Farm Program that empowers Arkansas farmers to address issues on their farm. Discovery Farms are real, working farms that allow us to collect water quality and use data on their farms using automated water sampling at the edge-of-field. It also utilizes a multi-agency team of professionals to work with the farmer to identify issues and demonstrate solutions. The program is farmer-led and governed by a stakeholder committee and fosters farmer to farmer education. In 2013, a new hog farm, the State's first permitted CAFO, began operation near a tributary to the Buffalo River, our nation's first national river that is managed by the National Park Service. The farm has generated much protest and controversy. The farm operator approached our local Extension office asking for help to ensure the farm does not impact the River. Additionally, the Governor of Arkansas commissioned the University of Arkansas' Division of Agriculture's to conduct an water quality impact study on the Big Creek Watershed where the farm is located. This presentation will contrast the two approaches and discuss differences in results and public perception as well as effectiveness in resolving future conflicts and water quality based issues.

**Objectives:**

- 1) Understand differences in programming results between voluntary and regulatory environments
- 2) Understand how these differences may effect future societal conflicts
- 3) Understand how to better plan Extension programs that address controversial issues



**Concurrent Session: I-5**

**Title of Presentation:** Quiet Leadership: How to Create Positive Change without the Noise and Negativity

**Presenter:** Sharon Kinsey, Camden County 4-H Agent/Associate Prof., Rutgers University

**Abstract:**

Quiet leadership is a leadership approach useful in dealing with organizational change, according to Harvard Business School professor Joseph L. Badaracco, Jr., author of *Leading Quietly: An Unorthodox Guide to Doing the Right Thing*. It is a way of thinking about people and organizations and taking effective action on difficult problems. Such problems are typically solved by careful, thoughtful, small, practical efforts.

In fact, President Abraham Lincoln was a noted practitioner of quiet leadership, which author Doris Kearns Goodwin described in *Team of Rivals: The Political Genius of Abraham Lincoln*.

Quiet leadership is defined by three virtues: tenacity, modesty, and restraint. However, there is no exact science to putting these virtues into practice. Sometimes, knowing which course of action to take is based on instinct or the feeling that it is best to wait to move forward or to take action immediately. Sometimes, one must even consider whether they are the appropriate person to tackle the problem. Quiet leadership, admittedly, can also be misunderstood. But it is not about sitting back when action must be taken. It is not about ignoring issues hoping they will disappear, and quiet leadership is not about taking a passive approach to solving problems. Those who practice quiet leadership are doing so by utilizing critical thinking skills to analyze problems and issues, as opposed to taking reactionary measures.

Often times in the work of Extension professionals, the practices of quiet leadership have knowingly or unknowingly been put into place. For example, counting and spending political capital carefully is especially important when dealing with sensitive issues or relationships. Quiet leadership doesn't mean losing one's voice; it simply means using it in a different way and working day in and day out to solve the challenges of the organization.

**Objectives:**

Participants will:

- 1) Learn about and understand the virtues and tenets of Badaracco's Quiet Leadership approach
- 2) Explore challenges in Cooperative Extension and apply the principles of quiet leadership through group discussion
- 3) Identify examples of quiet leadership within their own work and profession
- 4) Reflect on an organizational issue and determine how quiet leadership can be applied to address the situation



**Concurrent Session: I-6**

**Title of Presentation:** Assessing and Improving Cost Recovery and Revenue Generation Efforts In Extension Programs

**Presenter:** Lisa Gonzalez, Educator, University of Illinois Extension

**Abstract:**

The University of Maryland Extension (UME) is currently in the process of implementing its newest Strategic plan. Much of the work is being led by members of the UME Strategic Plan Implementation Team who have formed four sub groups to lead this effort including Innovation, Identity, Infrastructure and Marketing/Visibility. The Innovation Team has prioritized addressing revenue generation and cost recovery as its first initiative. As part of this process they surveyed UME faculty and staff to assess their current knowledge and use of the UME Cost Recovery Guidelines. Additionally they surveyed administrators regarding their expectations for faculty and communication of revenue generation processes. The formative research phase also included an in-depth study of revenue enhancement efforts across the country and mentoring from other extension programs. The Innovation Team has produced a list of recommendations for UME administration and will soon begin the process of revising the policies and practices around revenue generation. Additionally they will support the administration in rolling out a layered approach to professional development on this topic.

**Objectives:**

- 1) Learn about the efforts of the University of Maryland Extension (UME) Strategic Plan Implementation Team to assess and revise the cost recovery and revenue generation policies and procedures.
- 2) Engage in a discussion around the value and need for revenue generation and cost recovery in Extension programming.
- 3) Share best practices, challenges, and success stories regarding revenue enhancement strategies for Extension systems.
- 4) Discuss opportunities for multi-state collaboration around the topic of revenue generation for Extension programs.



**Concurrent Session: I-7**

**Title of Presentation:** Managing a Successful Crowdfunding Campaign

**Presenter:** Pamela S. Schallhorn, Educator, University of Illinois Extension

**Abstract:**

Social Media and the Internet have been changing the way Extension professionals do business. Now the same can be said for fundraising. Some of the first crowdfunding sites were started in 2009, and with the aging of Millennials, crowdfunding is quickly becoming a solution for raising funds for businesses, artists and not-for-profits. But there is more to a successful crowdfunding campaign than most realize. Once the creator has chosen a platform, the campaign must be designed to appeal to the target audience, and then the campaign must be managed and marketed quickly [most campaigns last 30-60 days] and effectively to reach the fundraising goals. The author, who has just finished running her own successful campaign to raise funds for a community garden project, will provide both cited resources as well as her own insights on how to manage a successful crowdfunding campaign.

**Objectives:**

On completion of the workshop, participants should be prepared to design, develop, implement and manage their own crowdfunding campaigns.





## **Concurrent Session: II-1**

**Title of Presentation:** Combat is Optional : Cooperative Extension & The Culture of Conflict

**Presenter:** Julie Karavan, County 4-H Agent, Rutgers Cooperative Extension

### **Abstract:**

While conflict is inevitable, combat is optional. Extension professionals collaborate with volunteers, parents and staff to effectively serve the identified needs of local clientele. Because these individuals and diverse groups never have the exact same expectation and desires, conflict is a natural part of our interactions with others.

The Cooperative Extension system itself is complex, requiring investment from federal, state and county actors. Extension professionals must operate within policies from land-grant university systems, often in the context of competing demands from county government and local constituents. Navigating conflict in the face of incompatible concerns is a critical part of the Extension professional's toolkit.

Utilizing the Thomas Kilmann Conflict mode instrument (TKI), participants will explore how conflict handling modes affect personal, organizational or group dynamics. The TKI is a self-scoring assessment that takes about fifteen minutes to complete and has been utilized in conflict resolution assessment for more than thirty years. This interactive workshop will engage participants in measuring a person's behavior in conflict situations, identifying effective use of the 5 conflict handling modes and exploring the balance between assertiveness and cooperation.

### **Objectives:**

Participants will:

- 1) Understand that conflict situations" are those in which the concerns of two people appear to be incompatible.
- 2) Identify 5 conflict handling modes.
- 3) Assess the most effective use for each conflict-handling mode.
- 4) Learn the two dimensions used to describe individual behavior in a conflict situation.
- 5) Complete a a 15 minute self-scoring assessment.
- 6) Explore how effective conflict management enables people to find greater fulfillment in their work, and develop respectful partnerships with diverse audiences.



## **Concurrent Session: II-2**

**Title of Presentation:** Adapting to Emerging Issues through Extension: The Zika Challenge

**Presenter:** Dr. William Lester, University of Florida/IFAS Extension

**Additional Presenters:** Brittany Hall-Scharf, UF/IFAS Extension Hernando County

### **Abstract:**

Reports about the Zika virus and the associated health risks have dominated the news throughout Florida since early 2016. In response for the need to provide Floridians with the most up-to-date and scientifically accurate information concerning this public health issue, UF/IFAS Extension created a program entitled “The Zika Challenge”. The goals of this program were to include current research based information on the virus and engage volunteers and/or clientele groups in mosquito-related issues. This effort demonstrates Extension's ability to be proactive and meet one of the many emerging issues our State and communities are facing. UF/IFAS Extension Agents in Hernando County Florida, located along the Gulf Coast, collaborated with researchers at the University of Florida, Hernando County Mosquito Control, and the County’s Health Department to create unique educational materials and novel ways to distribute them and engage residents. The Agents, who typically focus on horticulture, agriculture, Sea Grant, Florida-Friendly Landscaping and 4-H youth development, worked together to create a series of humorous videos. These five videos focused on ineffective mosquito repellent methods through a series of educational videos on how residents could best protect themselves from mosquito transmitted diseases. They were used in a contest promotion through social media to reach residents with timely information in a format that they would readily participate in. New internet technologies were utilized by the Extension office to better disseminate this information to the public (Seger 2011). Follow up surveys were sent to all contest participants to evaluate their increase knowledge and behavior change of mosquito-related issues. In addition to these educational videos, a drive to collect unopened containers of mosquito repellent for homeless residents of Hernando County was organized, with collection boxes placed in strategic locations around the County and advertised through various media outlets, especially social media. Residents and various County groups readily participated in the drive and local charity groups distributed cans collected to this underserved community. <br /> Seger, J. (2011, February). The New Digital [St]age: Barriers to the Adoption and Adaptation of New Technologies to Deliver Extension Programming and How to Address Them. Journal of Extension, 49.

**Objectives:**

Participants in this presentation will learn about:

- 1) The UF/IFAS Statewide Zika Challenge.
- 2) How Agents in Hernando County creatively responded to this Challenge.
- 3) The use of different forms of communication and social media outlets for educational purposes (Kinsey 2010).
- 4) How these methods can be adapted and used across different geographical and program areas.
- 5) How to evaluate the success of creative, educational techniques.

Kinsey, J. (2010, October). Five Social Media Tools for the Extension Toolbox. *Journal of Extension*, 48(5).



### **Concurrent Session: II-3**

**Title of Presentation:** Community-Based Green Infrastructure, A Rutgers Cooperative Extension Urban Extension Initiative

**Presenter:** Christopher C. Obropta, Ph.D., P.E., Rutgers University, Extension Specialist in Water Resources

#### **Abstract:**

This presentation will discuss the building of a successful urban Extension program around green infrastructure in New Jersey. This is a program that is self-funded and employs 12 full-time staff and 15 to 25 student interns. This is a program that does not divert a dime of agricultural funding to urban issues but provides overhead to the university to help support the existing cooperative Extension system. This is a program that has significant measurable impact throughout the state including districts that do not frequently benefit from the assistance of Rutgers Cooperative Extension (RCE). This is a program that has gained the trust of the regulators at the New Jersey Department of Environmental Protection (NJDEP) and US Environmental Protection Agency (EPA), nonprofit community and state groups, elected officials, and consultants who have adapted the tools created by the RCE Water Resources Program and hired its student interns to help them build robust green infrastructure components in their consulting practices. This is a program that is collaborating with other land grant universities in the Northeast to create a regional green infrastructure initiative comprised of unique partnerships and diverse funding.

#### **Objectives:**

Attendees will learn:

- 1) How to apply different methods to identify emerging issues.
- 2) How to develop unique partnerships to address these issues.
- 3) How to secure diverse funding to conduct research and develop and deliver Extension programming to address emerging issues.

Several methods will be discussed for identifying emerging issues. For this project, national efforts on addressing combined sewer overflows (CSOs) were reviewed and compared to the needs and objectives for New Jersey. The RCE Water Resources Program also met with the NJDEP to discuss their intentions of imposing new regulations on the CSO communities. Meetings were held with non-profit organizations to understand their efforts to force the NJDEP and EPA to better regulate CSO

communities. Finally, meetings were held with the CSO permittees to better understand their needs and willingness to move forward with a more aggressive agenda to reduce and/or eliminate CSOs in their service area. A community-based green infrastructure initiative was created based on input from these groups and their willingness to participate, which ultimately lead to unique partnerships as well as diverse funding opportunities.





## **Concurrent Session: II-4**

**Title of Presentation:** Facilitating Issues Based Extension Programs

**Presenter:** Ramona Madhosingh-Hector, University of Florida/IFAS Extension

**Additional Presenters:** Lara Miller\*, Natural Resources Agent, UF/IFAS Extension Pinellas County; Libby Carnahan\*, Sea Grant Agent, UF/IFAS Extension Pinellas County; Shannon Carnevale\*, Natural Resources Agent, UF/IFAS Extension Polk County; Michelle Atkinson\*, Environmental Horticulture Agent, UF/IFAS Extension Manatee County

### **Abstract:**

Public issues and the opinions surrounding them are quite complex; a neutral and multidisciplinary framework is an effective strategy to address these issues. Patton (2001) identifies a variety of content and process roles for Extension agents involved in public issues education including convener, facilitator, issue framer, and moderator. Barrows (1984) states that Extension is “morally obliged” (p. 1) to engage with public policy issues while Haaland (2004) identifies that forums promote community understanding of complex issues and add to citizen knowledge. Facilitation is an important skill set for Extension agents and can be applied in a variety of traditional and non-traditional Extension programs. Extension faculty in Pinellas, Polk, and Manatee counties used facilitation skills to address emerging issues such as climate change, discussions regarding water quality, and strategic planning with Extension volunteer groups. Agents utilized skills learned from Florida Natural Resource Leadership Institute (NRLI) to support and enhance education program delivery options for both internal and external audiences. Between 2013 and 2016, a total of six workshops were held wherein target audiences were engaged in deliberative conversations. These facilitated workshops benefitted 200+ participants and provided valuable feedback to agents regarding community opinions and interests. For each event, faculty developed process agendas to ensure that participants benefitted from a structured interactive approach. Tools such as a roaming tradeshow, issue framing and ranking, and sorting provided participants with a dynamic learning opportunity. Challenges inherent in this process included the controversial nature of public issues, time constraints, and the value of facilitation relative to the Extension education mission. Extension should embrace facilitation as an outreach mechanism to engage more diverse audiences on a wider variety of issues. This approach provides content which enriches community education programs and promotes civic engagement.

**Objectives:**

Through group activities and interactive discussions.

- 1) Participants will explore facilitative tools to engage clientele.
- 2) Participants will practice using facilitation tools.





## **Concurrent Session: II-5**

**Title of Presentation:** University Extension Educators Responding to International Emerging Issues

**Presenter:** E. Vanessa Campoverde, AS Extension Commercial Ornamental Agent

**Additional Presenters:** E. Vanessa Campoverde; S. Steed; N. Samuel; L. Harrison; C. Dunham; A. Fión Góngora and D. Culbert (all authors will be presenting in round table)

### **Abstract:**

Grogan (1991) stated extension traditionally focuses on reaching white, middle income individuals. The current majority population in the US is projected to become the minority by 2050. According to the Pew Research Center, there was a 29% increase in the US foreign-born population from 2000-2013. There were 43.1 million Americans living in poverty in 2015 (US Census). Given this changing demographic, it therefore becomes pertinent for extension agents to develop competencies in working with non-traditional audiences in order to remain relevant. Engaging in international extension activities allows extension agents to build expertise in working with other cultures that can be translated to working with similar groups in their local communities while addressing issues related to food security, climate change, and so on. Recently, several UF/IFAS Extension faculty have participated in Farmer-to-Farmer (F2F) programs in Ghana, Guatemala, and Haiti, providing training and assistance to farmers, extension staff, and students in their areas of expertise. This experience, and the related challenges of working abroad with individuals or associations, enhances the chance to improve leadership skills and critical thinking on how to best approach future clientele in a world where cross cultural contacts are common and increasing in frequency. Funding of international extension activities is difficult on limited extension budgets. Thus, volunteer opportunities such as F2F is approved by UF/IFAS Extension, since it is financed by the U.S. Agency for International Development (USAID).

During this round table discussion, we will share our collective experiences, review follow up progress after initial programming contacts, share how our local audiences benefited from the experience, and discuss openings for future extension educational opportunities at different career stages from the perspective of young, mid-career, advanced and retired extension faculty.

### **Objectives:**

- 1) To provide an overview of international extension programming activities conducted by the panelists in Latin America and Africa.
- 2) To discuss potential opportunities for U.S. Extension agents to establish partnerships with USAID funded agencies through the F2F program.
- 3) To discuss the benefits of international engagement on addressing issues of global concern, the professional development of extension agents, and the local communities served at home.



## **Concurrent Session: II-6**

**Title of Presentation:** Mindful Leaders and Wholehearted Leadership

**Presenter:** Dhruvi Patel-Davis, Family and Consumer Sciences Educator, University of Maryland Extension

**Additional Presenters:** Amy Rhodes, University of Maryland Extension 4-H Educator

### **Abstract:**

The moment we wake up, we are bombarded with overflowing information, living mostly on autopilot. In this era of technological advancement we try to be master of all when in reality we constantly struggle to achieve perfection. The biggest adversary in the process of perfection tends to be stress, burn out, and over commitment. As per the National Alliance of Mental Illness, an estimated 16 million American adults had at least 1 major depressive episode in year 2014.

Studies in the field of psychology, sociology, and interpersonal neuro-biology demonstrated “Mindfulness” as one of the key concept that help reduce stress levels, improve work life balance, and boost productivity. A mindfulness work-site study done at the General Mills showed greater peer engagement (29%), optimized productivity (34%), and boosted decision making during pressure (36%). Another study done at the Duke University found that Mindfulness practice decreased stress levels (28%), and improved sleep quality (20%).

Various business, management and leadership based studies have also indicated that “Mindfulness” helps improve Emotional Quotient (EQ) by enhancing focus, compassion, vision and gratitude.

Through this presentation we intend to educate Extension leaders on fundamentals of mindfulness that can help achieve a more focused, meaningful, and productive life and in turn create positive influence and provide wholehearted leadership<br />

### **Objectives:**

- 1) Be able to discuss some of the challenges they (Participants) face as a leader and how it contributes to stress.
- 2) Be able to understand the science behind how stress affects physical, mental and emotional health.
- 3) Learn what mindfulness is and how mindfulness can help manage everyday stresses in life as a leader and as an individual.
- 4) Practice brief mindfulness activity (Learning by experiencing activity).
- 5) Be introduced to several resources for furthering their knowledge in the field of mindfulness and leadership.



## **Concurrent Session: II-7**

**Title of Presentation:** Innovative Leadership through Sustainable Strategic Planning Methods: An Ohio Model

**Presenter:** Myra Moss, Associate Professor/Educator, The Ohio State University Extension

### **Abstract:**

Using innovative community and organizational strategic planning models based on sustainability principles can enable Extension leaders to guide stakeholders in understanding collective needs, identifying areas of consensus, and creating shared visions. Cornerstones of sustainability include: inclusion, long-term (inter-generational) perspective, balancing social equity, economic vitality and ecological interests, and developing goals that are multi-dimensional.

Strategic planning models that incorporate these cornerstones include the creation of a shared, long-term vision that emerges through an inclusive outreach process, the identification of important interests shared by a broad range of stakeholders, and the development of multi-dimensional goals that intentionally link and balance social, economic and environmental strategies to find areas of broad consensus.

This model has been used in over 12 Ohio communities and organizations to develop strategic plans based on sustainability principles. The model is flexible allowing the concepts, tools, processes and techniques that will be presented to be replicated in other settings and with a variety of stakeholders to achieve an inclusive, long-term and interconnected/balanced plan that is widely supported by stakeholders.

This session will include the presentation of concepts, simulation exercises to experience the usage of tools and techniques with stakeholders, and sharing of case study examples of impacts and outcomes of actual planning projects. Approaches to model replication in other states and with a variety of stakeholders will be discussed.

### **Objectives:**

The learning objectives for this session are twofold: 1) to help participants understand the effectiveness of a sustainable planning approach and their leadership role in applying this approach to strategic planning processes, and 2) to allow participants to experience the hands-on use of these tools and methods in a simulated planning exercise.

By participating in this session, learners will understand how to incorporate sustainability principles into their strategic planning efforts. Specifically, they will become familiar with specific tools that effectively build inclusion into all stages of planning and methods that can be used to guide a community or organization toward the creation of a shared vision and development of multi-dimensional goals. Interactive role-playing exercises during which participants use these tools and methods in a simulated community planning setting will help participants to experience how they can implement this process with their own stakeholder groups.



**Concurrent Session: III-1**

**Title of Presentation:** Mindful Leadership: Developing Self Awareness with Yoga

**Presenter:** Kelly Nix, Association Professor/Leadership Specialist, WVU

**Abstract:**

We are living in a world that requires conscious leaders who act beyond self-interests. State budget cuts are forcing Extension leaders and faculty members to think differently, yet community demands continue to rise. The focus on leadership development has traditionally been on skills such as facilitation, delegation and communication and very little focus has been placed on one of the most effective attributes as a leader – self-awareness. In the midst of this fast past Extension life that we live, mindful decision making is even more important. Practicing mind-body yoga techniques may lead to improved focus, reduced stress, and improved flexibility and balance. Whether you are leading a class, team, group or your life, this interactive session will empower you to look into your life story and develop the skills necessary to become a self-aware leader.

**Objectives:**

- 1) Review the literature concerning Self Awareness, Yoga and Effective Leadership
- 2) Discuss personality as a tool
- 3) Explore Leadership Qualities
- 4) Discover an authentic way to get work done through others
- 5) Cultivate networking opportunities, collaborations and partnerships
- 6) Discuss and practice yoga mind-body techniques that will lead to better focus, less stress, better problem solving



**Concurrent Session: III-2**

**Title of Presentation:** Grab Your Partner: Working Amongst, Within, and Outside the Organization

**Presenter:** Vanessa Spero-Swingle, Regional Specialized 4-H Extension Agent, UF/IFAS

**Additional Presenters:** Linda Seals (UF/IFAS County Extension Director)\*, Elizabeth Shephard and Gayle Whitworth (UF/IFAS Family and Consumer Sciences Extension Agents)\*, Holly Abeels (UF/IFAS Sea Grant Extension Agent)\*, Melinda Morgan-Stowell (UF/IFAS Community Development Extension Agent)\*, Andrea Lazarri (UF/IFAS 4-H Youth Development Extension Agent)\*, Angelika Keene (UF/IFAS Public Health Coordinator, Family Nutrition Program)\*, Todd Forschino (Brevard Public Schools Afterschool Coordinator)\*: All can be reached through UF/IFAS Extension Brevard County, 3695 Lake Drive, Cocoa, FL 32926

**Abstract:**

Partnerships are an excellent way to enhance programming and address emerging issues in a community. Decreased funding, less staff hours, and increased learning objective demands have made it hard for one Extension Agent or one organization to do it all. Partnerships provide an opportunity for multiple agents and organizations to address community challenges while benefiting at the same time through shared resources, funding, personnel, and expertise. Partnerships open a world of possibilities. Desiring to partner with another organization is simple, but not always easy to implement. Successful partnerships contain the following key ingredients: matching missions and visions, identifying strengths within your own organization and those you want to partner with, identifying missing skills or resources that both partners could benefit from, maintaining clear expectations on what can and cannot be provided, and sharing the credit for a job well done.

UF/IFAS Extension Brevard County has had many successful partnerships in the office and outside the office. Examples include programs, such as: Seafood at Your Fingertips (a collaboration between the Sea Grant Extension Agent, Family and Consumer Sciences Extension Agent and local seafood markets), Healthy Living Programming (a collaboration between the 4-H Extension Agent and Program, Family and Consumer Sciences Extension Agent, Family Nutrition Program, and 21st Century Grant Afterschool Program), Community Gardening (a collaboration between the County Extension Director, Community Development Extension Agent, Family Nutrition Program, 4-H Extension Agent and Program, County Parks and Recreation

Department, and local non-profits), Sustainable Floridians (a collaboration between the County Extension Director, Sea Grant Extension Agent, and Family and Consumer Sciences Extension Agent). These successful partnerships have allowed programs to reach more diverse audiences within a rapidly urbanizing community. Successful partnerships open the doorway for Extension to grow programs that meet the needs of the community.

**Objectives:**

- 1) Learn how to successfully work with other Extension disciplines to capitalize off the expertise, strengths, and connections amongst other colleagues.
- 2) Learn how to successfully engage and nurture community partnerships and collaborations to address emerging issues in their community.



**Concurrent Session: III-3**

**Title of Presentation:** LOOK: Preparing Tomorrow's Leaders Today

**Presenter:** Margaret Jenkins, Ohio State University Extension, FCS Educator

**Additional Presenters:** \*Trevor Corboy, Ohio State University Extension, Community Development Program Coordinator; \*Nanette Neal, Ohio State University Extension, Agriculture and Natural Resources Educator

**Abstract:**

Leaders are needed wherever there are groups of people. Empowering leaders, rather than authoritarian leaders, are especially needed in our complex, information age. With the development of the social sciences during the 20th century, research on this topic exploded. Leadership theories over the past 100 years identify leadership as multidimensional. Theorists have explored leadership as a “trait or ability, a skill or a behavior and a relationship or process” (Northouse, 2012, p.9). In reality “preparing tomorrow’s leaders today” takes exploration of all the dimensions as they interact with each other within the current social context.

Leadership development is ultimately self-development, and can be enhanced in a variety of settings. Youth today interact in a variety of place-based, community settings with teachers, coaches, sponsors, employers and leaders. Another expanding modality is digital or virtual interaction. In all these settings youth are expected to work through projects and solve practical problems at the personal, familial and community level.

LOOK is a teen leadership and workforce preparation program developed to meet the demand to prepare our county’s teens for leadership today and into the future. High school juniors and seniors attend one school-day a month from August through April. However, to address emerging issues the program consists of both an online component and place-based learning experiences designed to develop and enhance all dimensions of leadership.

The curriculum for this innovative program is aligned with a course offered on The Ohio State University main campus allowing senior level students to earn college credit through The Ohio Academy Program. In addition, junior level students earn credit through the University of Cincinnati Clermont College developed through a local collaboration.

Partnerships and collaborations are the “trademark” for the program. Instructors include all county based educators: Family and Consumer Sciences, 4-H Youth Development, Agriculture and Natural Resources, and Community Development. The course is based on main campus and department personnel collaborate on learning strategies. Each of the sessions include local

leaders involved in guided, experiential instruction based on locally identified topics that expose all dimensions of leadership.

**Objectives:**

The motto of the program is “Preparing Tomorrow’s Leaders Today”. This motto is achieved through a series of classroom experiences, place-based "experiential" learning activities and out-of-class virtual assignments. This session shares program successes and challenges, identifies community partnership strategies that capitalize on local opportunities and resources and retrospective program evaluations compiled over the past four years as part of a statewide planning and development collaboration.

Participants will learn how to create a place-based youth leadership program that builds community partnerships, utilizes local leaders as volunteers, supports meaningful relationships leading to emergent careers and encourages young talent to remain or return to local communities to embark on life’s journey. “Educators believe that the best education connects students to real-world problem solving and to the culture, history, economy, and natural resources of their place,” (Gruenewald, 2007, p.179). In addition, Extension professionals will learn how to collaborate with others and work together to create a toolkit for building a resourceful youth leadership program in their community.





**Concurrent Session: III-4**

**Title of Presentation:** Community Connections: Finding New Ways to Fund Extension

**Presenter:** Kathy Bruynis, Extension Educator, The Ohio State University

**Additional Presenters:** Chris Bruynis\*, Extension Educator, The Ohio State University

**Abstract:**

Frequently, local Extension units find funding insufficient to provide the level of programming needed by the local community. This presentation discusses two separate county units' successful strategies to grow and develop programs important to local citizens. Steering committees were used to effectively create a unified vision (Banach, Zunz, & LaPointe, 2005; Ricketts & Place, 2009) and identifying hidden often invisible factors (Rebori, 2001) important to effectively secure adequate resources. Including broad community representation on the search committee had several benefits including different interests, professional and personal circles, educational experiences, civic groups, and awareness of potential funding streams. This diverse group allowed joint strategies to be established (Thomson, Abel, & Marketzki, 2001).

In one county, the local government funds that previously funded the Extension unit were severely cut when a large company exited the rural region. Community member's formed a local support committee to acquire funding from local businesses, service organizations, and fund-raising effort. This steering committee was very influential in educating the community about the importance of Extension and has kept the funding available for several years.

In another county, community members wanted to grow programming to include Family and Consumer Sciences topics. Community leaders questioned if this would be a duplication of services. By involving community leaders and community members support and funding was generated. In the beginning, the funding came through the community partners of Job and Family Services and the Juvenile Court. The addition of the Community Development Educator was identified through a local business retention and expansion study. The steering committee, made up of primarily business owners and local government leaders, created a self-funded economic development office and sub-contracted with Extension to deliver programs.

**Objectives:**

- 1) Increase their awareness of successful strategies to connect local leaders, funding streams, and Extension
- 2) Learn first-hand from Educators that have implemented these strategies successfully, and
- 3) Learn the importance of connecting to the community; regardless of the subject matter they are assigned.



**Concurrent Session: III-5**

**Title of Presentation:** The Delphi Method: A Tool for Extension Leaders to Use to Build Consensus about Emerging Issues

**Presenter:** Melissa Cater, Assistant Professor, Louisiana State University AgCenter

**Abstract:**

As Extension's need to identify and respond to emerging issues increases, Extension leaders need techniques that allow them to both identify and build consensus about emerging issues. The Delphi method is a tool that was specifically developed to solicit and create a consensus of opinion, particularly for long-range forecasting. Given Extension's need to anticipate emerging issues so that we are better positioned to respond, this technique is well-adapted to our needs. The Delphi method has been used successfully in Extension to forecast on-farm research needs, to establish priorities for turfgrass curriculum, and to identify and prioritize workplace issues. The method engages a panel of experts or knowledgeable individuals in an iterative process of data collection. In round one, an open-ended questionnaire is used to elicit initial opinions that are summarized for ranking and building consensus in the subsequent two to three rounds of the process. One strength of the Delphi process is that panel members respond anonymously, thus removing some of the inherent bias that is often introduced through group dynamics. Through a process of qualitative and quantitative survey rounds, panel members work together to establish consensus about the issues. The purpose of this session is to introduce Extension leaders to the Delphi method and demonstrate its ease of use in a variety of Extension management settings.

**Objectives:**

- 1) Develop the skills to identify emerging issues through the use of the Delphi method,
- 2) Select expert panel members, and
- 3) Develop questionnaires and summarize data for each round of the Delphi process.



**Concurrent Session: III-6**

**Title of Presentation:** Blended Learning: Connecting Expertise and Building Networks in Rural Communities throughout Idaho.

**Presenter:** Melissa Hamilton, Community Development Extension Educator, University of Idaho

**Additional Presenters:**

Cindy Kinder, University of Idaho, Extension Educator, 4-H Youth Development;  
Montessa Young, University of Idaho, Extension Educator, Horticulture, Agriculture, 4-H; Suzann Dolecheck, University of Idaho, Extension Educator, 4-H

**Abstract:**

Extension Educators across all disciplines have been able to connect subject matter experts with rural communities through Blended Learning. This technique is the integration of virtual learning platforms and traditional classroom environments. The subject matter expertise in a single county educator is limited and Blending Learning incorporates technology for collaboration and sharing of content knowledge throughout the region and state. Extension Educators have the ability to enhance their county programming through collaboration with their colleagues, expert professionals, and campus through the adoption of Blended Learning.

Learning is an individual process and requires programming to appeal to multiple generational preferences and learning styles. According to Howard Gardner of Harvard, there are multiple forms of intelligence and the effectiveness of teaching methodology can be enhanced by embracing multiple teaching strategies. Blending Learning appeals to the auditory and visual learners, through the presentation of virtual and in person content knowledge. Kinesthetic Learning is incorporated into the programming through hands on activities and interpersonal relationships are formed through local discussion of the introduced content.

Online learning is one of the fastest growing trends in educational uses of technology. One in four traditional students now take at least one distance education course and 2.8 million students are taking online courses exclusively according to the 2015 Survey of Online Learning. Extension is following this trend by starting to use more online technology to reach audiences. eXtension's online course system continues to grow in both course number and participation. Courses are being taught by 489 Extension faculty representing 47 states or agencies. One of the challenges of this type of platform

is the successful completion rate of enrolled learners. In massive online open courses the completion rate is a mere 6%, even for those that indicated they planned to complete according to Harvard. In order to engage the learner in their virtual classroom, additional components are needed.

Advances in communication technologies has changed the way we deliver instruction to learners in remote locations. Newer ways to blend traditional instruction with technology mediated instructional methods have emerged in an effort the meet the diverse need of learners. Learners report the lack of a sense of belonging or community during online learning. Researchers have found that this is one the most important factors influencing learner satisfaction. Enhancing the learning experience through in person facilitated discussion and hands-on classroom activities increases the satisfaction rate over that of just online learning alone.

**Objectives:**

All participants will experience a Blended Learning program post participation in this workshop. The participants will understand what virtual platforms are available, facilitator training, meeting management, and tools for trouble shooting technology. The presenters will share the application of this technique to multiple program areas including youth development, community development, and agriculture. This workshop will demonstrate the power of technology to increase collaboration among colleagues and strengthen connections with specialist and expertise on campus.



**Concurrent Session: III-7**

**Title of Presentation:** Feelings are people, too! Recognizing and working with our emotional "hot buttons" when leading teams

**Presenter:** Georgia Peterson, Natural Resources Extension Specialist, Michigan State University

**Additional Presenters:** Yvonne M. Zoia\*, Community Development Educator, Michigan State University

**Abstract:**

Whether working with internal teams or community partners, everyone will likely experience conflict of some kind between and among members. Conflict often elicits strong emotions related to anger, fear or even sadness. Although it might be convenient to leave all emotions at the door, this practice is not realistic nor necessarily desirable. Strong emotional reactions suggest that people (including ourselves) are deeply concerned about the topic at hand. Plenty of articles and self-help books tout strategies on how to identify "problem" personalities and help groups find common ground. Regardless of the approach, however, we need to identify and manage the emotions inside ourselves before focusing on resolving issues with others. This session will discuss and expand on concepts found in Larry Dressler's book *Standing in the Fire*, including how to identify our own emotional "hot buttons" and use that knowledge to better respond to conflict situations. These skills are especially critical when we have been charged with leading groups. Citizens typically have expectations that Extension staff will be neutral or unbiased parties in these situations. But it's difficult to appear that way if we are struggling to contain our own emotions. During the session, we will practice strategies that can help us manage our own emotions, allowing us to more productively respond to "high-heat" situations. This set of activities represents a portion of a larger, three-day workshop created by Michigan State University Extension's Leadership and Community Engagement Team, titled *Advanced Facilitative Leadership: Navigating Your Way Through Conflict*.

**Objectives:**

- 1) Build an awareness of emotions and their role in conflict situations
- 2) Understand the connections between early messages related to conflict and emotions and their impact when navigating conflict-prone situations
- 3) Increase awareness of personal emotional triggers/hot buttons
- 4) Practice techniques to help manage one's emotions.



**Concurrent Session: IV-1**

**Title of Presentation:** Sacred Cow or Shining Star? Tools and Decision-Making Strategies for Developing Program Priorities & Professional Focus

**Presenter:** Keith G. Diem, Ph.D., Professor & Specialist, University of Florida/IFAS Extension

**Abstract:**

Sage advice says “You can’t do it all if you want to do anything well.” However, many Extension professionals have difficulty heeding that advice and cause themselves undue stress because they want to please people and avoid conflict. Like many other organizations that have been around a long time, Extension has legacy programs and audiences that have come to expect those programs ... whether or not they are still relevant and impactful. Unfortunately, budgets and staffing haven’t necessarily kept pace with the needs and wants of diverse clientele. So, how can an Extension educator manage competing interests with limited means while satisfying increasing demands from clientele, volunteers, administrators, government officials and other stakeholders? This seminar will provide helpful strategies and tools for developing program priorities and making the sometimes difficult decisions regarding which programs and activities need to be continued, changed, delegated, or eliminated. This will help clarify program goals to stakeholders, improve program quality, and reduce stress for Extension professionals by managing time and focusing resources more effectively.

**Objectives:**

- 1) Recognize the stages of a program life cycle.
- 2) Utilize a decision model for determining the status of existing programs or the potential of proposed ones.
- 3) Identify and utilize objective criteria for assessing the value of existing programs and activities.
- 4) Make data-driven decisions with the help of stakeholders regarding whether programs and activities should be continued, changed, delegated, or eliminated.
- 5) Reduce stress by managing time and focusing resources more effectively.



**Concurrent Session: IV-2**

**Title of Presentation:** Extension based subject-matter Centers: New ways to respond to emerging local needs.

**Presenter:** Brad Gaolach, Director, WSU Metropolitan Center for Applied Research & Extension

**Additional Presenters:** Michael Gaffney\* Director WSU Division of Governmental Studies and Services; Michael Kern\* Director William D. Ruckelshaus Center

**Abstract:**

Because Extension is the front door of the university to our communities, it is essential that we be responsive to community needs. Yet, Extension offices often lack the capacity to respond to emerging local needs because either they are fully engaged in subject-matter based programming or lack the ability to access campus-based research faculty to engage in community-based projects.

Washington State University Extension has overcome these barriers by establishing subject-matter centers. In this presentation you will hear from three such centers:

- 1) One operating for over 50 years focusing on applied quantitative and qualitative social science research and evaluation.
- 2) One operating over 10 years focusing on collaborative public policy.
- 3) One in start-up phase focusing on metropolitan applied research.

During this round table discussion, you will learn:

- 1) How they have succeeded in adding capacity to urban extension offices by engaging almost solely in short-term, applied research projects.
- 2) How they successfully engage faculty and students on projects far from campus and in metropolitan regions often unfamiliar to them.
- 3) Their business models - how they operate from project scoping, contracting, full-cost recovery, and scholarship.
- 4) The start-up, growth, and sustainment phases that each center currently represents.
- 5) How they build partnerships with new constituencies.



**Objectives:**

During this round table discussion, participants will learn:

- 1) How to add capacity to extension offices by engaging almost solely in short-term, applied research projects.
- 2) How to engage faculty and students on projects far from campus and in community-based systems which may be unfamiliar to them.
- 3) How to operationalize an applied research, project based approach to increase the responsiveness to local emerging issues and build capacity either within or in addition to county based extension offices.
- 4) Business models - how to operate from project scoping, contracting, full-cost recovery, and scholarship.
- 5) How to build partnerships with new constituencies.



**Concurrent Session: IV-3**

**Title of Presentation:** Disaster Programming to Meet the needs of Rural Communities:  
A programming leadership example from West Central Illinois

**Presenter:** Carolinn McKillip, Extension Educator, University of Illinois

**Additional Presenters:** Lisa Fulkerson\*, County Director, University of Illinois  
Extension

**Abstract:**

In most rural counties across the nation, population is both declining and aging. As a result of this population loss, many organizations that provide disaster relief services have been forced to close local offices, and serve those counties from the closest population center. As was identified after the floods of 1993 by the founders of the Extension Disaster Education Network (EDEN), Extension is a natural partner in rural disaster programming for both preparedness and recovery.

Since Extension generally has a presence in rural counties, staff are generally considered part of the local community leadership. McKillip became involved in disaster programming as a result of the Mississippi floods of 2008, assisting Henderson County, Illinois in participatory planning processes, as well as technical assistance in grant writing. She became one of Illinois's EDEN Delegates and has served as the Chair of the EDEN Community Development Program Area Work Group (PAWG).

After the University of Illinois Extension reorganization in 2011, Fulkerson became the County Director covering Henderson County, and recognized the leadership role Extension could play in disaster programming, not just in Henderson County, but in all rural Counties. Fulkerson and McKillip worked together in leading the Henderson County Community Organizations Active in Disaster (COAD) portion of an EDEN Pilot Project designed to have Extension lead the facilitation of rural COAD's. Based upon the success and positive reaction of that program, additional disaster programming has been developed and delivered including NIMS training for local officials, tabletop and functional emergency exercises, and participation in an EDEN Youth Preparedness Pilot Program.

The disaster programming initiative in Henderson County has not only provided valuable research based information to a wide array of audiences in Henderson County, but has also raised the profile of Extension within the community. This higher profile has solidified funding support, provided opportunities for increased programming across all disciplines and most importantly, helping a rural community become more disaster resilient.

**Objectives:**

- 1) Define Disaster Education Programming by Extensions Core Programming Areas of
  - a. Youth/4-H
  - b. Family and Consumer Sciences
  - c. Community and Economic Development
  - d. Agriculture
- 2) Learn to locate existing materials and resources through the Extension Disaster Education Network (EDEN).
- 3) Understand the skills and steps necessary to build a disaster education program in rural counties.
- 4) Recognize disaster programming opportunities within any county.



**Concurrent Session: IV-4**

**Title of Presentation:** Talking about Climate Change: How to Enhance Trust with Your Audience

**Presenter:** Martha Monroe\*, Professor and Extension Specialist, University of Florida\*

**Additional Presenters:** Tamara Walkingstick, Associate Professor and Associate Director, Arkansas Forest Resources Center; Annie Oxarart, Coordinator, Environmental Education Programs, University of Florida

**Abstract:**

Climate change, global warming, climate variability, forest resiliency—regardless of the term used, the topic of climate change is an important emerging issue surrounded by varying perceptions, different opinions, and controversy. In some parts of the country, especially in areas with a “traditional” Extension focus on agriculture, programming about climate change has lagged. Even the prospect of mentioning climate change in Extension programs can be uncomfortable for some Extension educators, since they do not want to alienate audiences or diminish the sense of trust they have earned. Trust in the speaker is a key element in successfully communicating information. Therefore, building and maintaining trust is a strategic approach in educating communities, agriculture producers, landowners, and homeowners about climate change. At a series of workshops for forest landowners that focused on the impact of climate on forests, we surveyed participants to assess whether they thought climate change was occurring and what they heard from Extension presenters that improved or eroded their sense of trust. Based on our workshops and audience responses, we offer a series of suggestions for building and maintaining trust in the context of climate change programming.

**Objectives:**

- 1) Participants will learn techniques to build and maintain trust with their audience during climate change workshops.
- 2) Attendees will learn the importance of listening to their audience to identify and respect different belief systems, perspectives, and concerns.
- 3) Participants will learn a few simple tips to increase their confidence to talk about climate change to different audiences.



**Concurrent Session: IV-5**

**Title of Presentation:** Ripple Effects Mapping: A Participatory Evaluation & Strategic Planning Tool

**Presenter:** Rebecca Sero, Washington State University Extension

**Additional Presenters:** Debra Hansen, Washington State University Extension; Lorie Higgins, University of Idaho Extension

**Abstract:**

Looking for a new evaluation tool that can be used with your community, your department, and other similar groups? Want to find a new way to identify emerging and important issues through a unique strategic planning process? Ripple Effects Mapping (REM) is an emerging participatory evaluation technique to track progress, evaluate activities and outcomes, and help to strategically plan for the future. This presentation will discuss how to use mapping and data collection to demonstrate both the direct and indirect “ripple effects” of a program or group. Additionally, the data gathered during this process can be used for planning future endeavors.

Ripple Effects Mapping is a versatile participatory technique that works most effectively when used with program participants, community or coalition partners, or other groups. The intent of REM is to collect the untold stories and behind-the-scene activities that can ripple out from a specific program or activity. Additionally, it also effectively identifies what is not occurring and provides an opportunity to decide what direction the community, coalition, or group should head next. Overall, the REM process is an effective way to get information from participants and on to paper in a visual way. Several types of Ripple Effects Mapping have developed over time (Hansen Kollock, Flage, Chazdon, Paine, & Higgins, 2012); this presentation will focus specifically on how to conduct in-depth rippling.

As an evaluation and strategic planning tool, Ripple Effects Mapping can be used to both evaluate how a program has positively impacted a group, coalition, or community, as well as identify critical next steps. While REM is best used with multi-layered and complex programs that involve multiple participants, it can also be adapted for both small projects and large statewide programs. It has been successfully used to collect the intended and unintended impacts with 4-H youth, international projects, university groups, coalitions, communities, nonprofits, and many more. Participants at this

presentation will receive a comprehensive overview of how REM can be used and will walk away with the awareness of a new evaluation and strategic planning tool. <br />

Hansen Kollock, D., Flage, L., Chazdon, S., Paine, N., and Higgins, L. (2012). Ripple effect mapping: A "radiant" way to capture program impacts. *Journal of Extension*, 50(5).

**Objectives:**

During this session, participants will learn the following:

- 1) The foundation of Ripple Effects Mapping, therefore understanding how and why it is an effective evaluation tool
- 2) (Learning Objective (LO): Understand why Ripple Effects Mapping is an effective evaluation and strategic planning tool)
- 3) How useful and relevant Appreciative Inquiry questions are developed and what an Appreciative Inquiry interview should look like.
- 4) (LOs: Discover how to develop Appreciative Inquiry questions. Discover how to conduct an Appreciative Inquiry interview.)
- 5) How to organize and conduct a REM session by viewing a mock mapping session.
- 6) (LO: Observe a mock Ripple Effects Mapping session.)
- 7) What to do with the qualitative data collected during a mapping session.
- 8) (LO: Determine how to use data collected during Ripple Effects Mapping sessions.)



**Concurrent Session: IV-6**

**Title of Presentation:** Become a Presentation Ninja to Prepare for Tomorrow's Extension

**Presenter:** Jamie Davis, Oregon State University Extension

**Abstract:**

Extension educators are tasked with the responsibility of responding to emerging issues through connecting individuals, families and communities to the land-grant university research to enrich lives and solve issues. This often requires Extension educators to translate and present academic research and data effectively. Although there is not a "correct" way to present, there are a number of evidence-based best practices to assist Extension educators to carry out the land-grant mission.

This presentation will be an introduction to the critical components of an effective presentation. The primary focus will be on the connection between how the human brain processes and retains information to how presenters can tailor presentations to increase the viewer's engagement. A variety of slide designs will showcase side-by-side examples of effective vs. ineffective designs based on research. These examples will empower viewers to make simple revisions to revamp their current presentation to increase their effectiveness as educators. This presentation will also provide viewers with a number of research-based tools to utilize when developing their next presentation.

**Objectives:**

Participants in this seminar will self-identify three ways to strengthen their presentation delivery and/or design by:

- 1) Learning how the human brain processes and retains information and the implications for designing and delivering presentations
- 2) Understanding effective vs. ineffective strategies to share data
- 3) Discovering the benefits of taking time to thoughtfully design slides through effective image, text and graph use to increase viewer comprehension
- 4) Gaining ideas on how to engage participants in a wide variety of settings; from spaces that are conducive to movement, to environments that require participants to remain stationary while learning strategies to accommodate multiple learning styles
- 5) Discovering a variety of free resources for high-resolution images, designer fonts and slide design tips



**Concurrent Session: IV-7**

**Title of Presentation:** Change is Good - Try It!

**Presenter:** Christine Kniep, Professor, Department of Family Development, UW-Extension

**Abstract:**

The work of many Wisconsin Cooperative Extension professionals revolves around organizational development and helping both formal and informal groups move from “forming” to “performing”. To support this work, a multi-disciplinary team was formed to complete a literature review and develop professional development support for colleagues. Products of the work include a two-day workshop on Organizational Development, blog group, cohort support/mentoring and ‘brown-bag’ teleconference discussions.

“Change” is an issue frequently addressed in organizational development and became a cornerstone of the team’s work. Using John Kotter’s eight step process for successfully leading change, participants have become familiar with the model, how to deal with resistance to change and strategies for advancing change. This work was further advanced using brown-bag discussions using popular the press books “Our Iceberg Is Melting” and “That’s Not How We Do It Here”. The brown-bag sessions provided a vehicle and opportunity for Wisconsin Extension Educators to discuss the changes they are experiencing as the state’s system re-organizes.

The presentation highlights the work of the team, reviewing Kotter's eight step process for successfully leading change and how to make change happen. The steps and process come to life using real/personal examples of change. Strategies for dealing with resistance to change, both overt and covert are addressed. Participants will learn approaches for creating a climate for change, engaging others in change and how to sustain those changes.

**Objectives:**

- 1) Learn John Kotter's eight step process for successfully leading change
- 2) Apply the process to a change they are dealing with
- 3) Identify strategies for thriving during times of change
- 4) Become familiar with resources, both popular press and research based, on change