

Module 3 – Self-Management for Department Heads

Effective leaders in Cooperative Extension usually need little managerial direction. They provide it to themselves, following a disciplined process including: clearly understanding their roles and responsibilities; creating personal, professional and departmental goals; establishing and maintaining realistic and achievable priorities; carefully managing their time and stress levels; monitoring their progress toward goal accomplishment; making necessary adjustments to activities, priorities, and objectives; and rewarding themselves for accomplishments.

In general, relatively low levels of direct supervision mark the Cooperative Extension workplace. It is an environment where faculty and staff are expected to be professional; to function in a fairly autonomous, self-directed and self-controlled manner; and to be mature, conscientious and aware.

This module will help you further refine your skills in these areas and prepare you to help others learn the principles and tools of self-management. Possessing these skills is critical for functioning effectively in the UW Cooperative Extension workplace.

Specifically, we will address the following:

1. Creating a clear and compelling personal mission, vision and leadership ethos
 - a. Traits of effective people
 - b. Your vision for the next three to five years

- c. Your mission
- d. Your leadership ethos

2. Understanding your temperament type

3. Emotional intelligence: A briefing of significant factors

a. Components of emotional intelligence

- 1. Intra-personal
- 2. Interpersonal
- 3. Adaptability
- 4. Stress management
- 5. General mood

b. Exercise

4. How to enhance your time management skills and manage multiple roles (Finding Balance: When Efficiency Isn't Enough)

- a. Increasing personal and professional productivity and effective
- b. Finding balance by defining what is most important
- c. Identifying roles in your life (activity)
- d. The most important things in your life (an activity in two parts):
- e. Conclusion
- f. Further resources

5. Balancing managerial leadership functions of department head with your role as an educational program agent
 - a. Your multiple roles and responsibilities

6. Enhancing stress management skills
 - a. Understanding how stress affects you and how it can be managed
 - b. Recognizing, understanding, and assessing the “balance” of one’s life
 - c. Literature Review

7. Module team

Section 1: Create a clear, compelling personal vision, mission and leadership ethos

This section will help you accomplish the following:

Clarify the critical differences between winners and losers (effective and ineffective people)

Create your vision for the future

Draft your mission statement

Create your leadership ethos

Section 1a: Traits of effective people

Stephen Covey in his well-known *The Seven Habits of Highly Effective People* states that three spheres surround each of us. First, there is the Sphere of Self, everything that comprises us as unique individuals: our genetic heritage, cultural and family upbringing, education, skills, attitudes, thoughts, feelings and our experiences.

Around the Self is our Sphere of Influence: All those people with whom we interact-- family, friends and enemies, co-workers, bosses, direct reports, neighbors, members of the congregation, fellow travelers and others. Surrounding us is the Sphere of Concern, those issues and problems beyond our direct control: the condition of the economy, the weather or milk prices. So what, you might say.

Covey's point is simple: If you want to be a more effective person, start within the Sphere of Self. Change what you wish to change in you to allow yourself to be happier, more effective and more productive. Don't try to change other people or blame them or the world for your conditions. As you read along in this next section, take a good look at yourself: Your knowledge, skills, attitudes; how you conduct yourself in the world; what you do and don't do; what you say and don't say. Be self-aware and self-critical. Start the change to becoming more personally effective by getting rid of your cozy complacency.

Visualize two people whom you know well; one a person whom you judge to be really effective, a winner at life and work; the other, really ineffective. How would you answer the following questions?

- What makes these people so very different?
- What do they do and say that make them so opposite?
- What do they value?
- How do their attitudes differ?
- What different issues do they work on?

We have asked these questions of well over 10,000 people over the last 20 years. The answers are fairly uniform. Most often people say that, above all, effective people take personal responsibility and initiative, and they don't walk and talk like a victim. But what does a victim sound like? Richard Nelson Bolles in *The Three Boxes of Life* describes it

this way: “My life is essentially at the mercy of vast powerful forces out there and beyond my control. Therefore, I am the victim of, and at the mercy of--

- My history, upbringing, genes or heritage
- My social class, education (or lack of it) or I.Q.
- My parents, teachers or an invalid relative
- My mate, partner, husband or wife
- My boss, supervisor, manager or co-workers
- The economy, times we live in, social structure or form of government
- The politicians, large corporations or rich people
- Some particular enemy, who is out to get me, and who has great power: an irate creditor, an ex-boyfriend or ex-girlfriend, etc.

As a consequence, it makes little difference what I want out of life; I have learned to settle for whatever I can get, since I am relatively powerless.” Effective people don’t blame their circumstances; don’t lament about the imperfections of themselves or others; don’t complain about the causes of all their woe. They, instead, learn to take what they have and use their assets to their best advantage. They take personal responsibility for their lives, their time and their actions. They are self-directed, in-charge and writing their own horoscope daily.

Secondly, effective people show optimism and enthusiasm. They think positively about themselves and others. They do not act like Pollyanna, however, thinking that

everything is beautiful, rosy and joyful all the time. They are aware of pain, suffering and human frailties. They are realistically optimistic about possibilities, the potential of every situation. They often look upon problems as opportunities and see change in a positive, hopeful manner. They have bounce in their step, a smile of their face, energy and enthusiasm for their work and their lives. Their enthusiasm is contagious. They display no cynicism.

Next, these effective people don't procrastinate; they get it started today. As Edgar Howe once said, "Every successful person I have ever heard of has done the best he or she could with conditions as they found them, and not waited until next year for better." And they don't waste their time, frittering it away on trivial matters. They are aware that the clock is ticking.

Then, they show tenacity and perseverance Harry Gray tells us: "R. H. Macy failed seven times before his store in New York caught on. English novelist John Creasy got 753 rejection slips before he published 564 books. Heavy hitters, the ones who hit the most home runs, also strike out a lot. Babe Ruth struck out 1,330 times, but he also hit 714 home runs."

Lastly, they get out of themselves and make positive contributions to others. They recognize that their purpose in life is not to amass as much as they can and drown in material goods but to enrich the lives of others, contributing something to someone else,

making positive changes to other people's lives in material, spiritual, emotional and life-giving ways.

As leaders who are self-managing, we need to display what Charles Handy in *The Age of Unreason* calls "A Proper Selfishness": "Those who learn best and most, and change most comfortably, are those who—take responsibility for themselves and for their future, have a clear view of what they want that future to be, want to make sure they get it, and believe that they can." In short, they independently determine their own destiny--their vision--are highly motivated to achieve it and are optimistic that they can do so.

Section 1b: Your vision for the next three to five years

This section will help you understand the meaning of vision, describe its functions, and help you create one for your personal future.

As we have seen in Modules 1 and 2 of the Managerial-Leadership Curriculum, vision creation is one of the key activities of any leader. But what is vision? Simply put, a vision is a clear compelling picture of the preferred future for an individual or an organization. Some people call it a large goal; others call it "strategic intent." A vision describes what you wish to accomplish within a certain timeframe. It is the first and most important principle of self-management. Here are some examples:

"To put a man on the moon by the end of the decade and return him safely to earth."

President John F. Kennedy, 1961

“To win the Super Bowl and to named MVP of the NFL.” --Brett Favre, Green Bay Packers, 1996

“Blue water and pine trees and, tomorrow, I help adults learn something significant.” -- Buck Joseph, 1979

Why bother to create a personal vision? Most people don't for fear of failure, hopelessness or laziness. Winners create vision. A vision can help you get yourself out of bed in the morning because you have something meaningful to do and something you control. A vision helps you retain self-motivation, gives you energy, and gets you going.

Lastly, a personal vision helps you balance your priorities. We all have too much on our plates, too many demands on our time. Your vision helps you decide what you really want to do and what you can disregard.

Should you write down your vision? Most authorities—from Norman Vincent Peale to Dale Carnegie—urge you to do so. This reminds us where we really want to go and where we don't.

Laminate your vision statement and attach it with Velcro strips in your shower where you can make it visible daily. Write down your vision to help give it meaning, life and power. Of course, you can change your vision as often as you like—it is not permanent. Once you accomplish a goal, cross it off and go on to the next one. Share your vision statement with others—this will help you stay focused on your accomplishments and your future.

Here is a process to help you create your personal vision. Visualize you are now looking over your future life. It is three or five years from today. You are living in your preferred future. Answer these questions:

1. Where are you?
2. What's changed?
3. What are you doing that gives you bliss?
4. What have you stopped doing that caused you dissatisfaction?
5. What big audacious goals have you accomplished?
6. How are you spending your time?
7. What are you contributing to whom?

Grant yourself some time and a distraction-free spot to create a rough draft of your vision statement. Jot down every possible preferred answer to the questions above. Do not stop to proofread or critique as you create. Then, put your unedited responses away for a while. Revisit the draft within a week. Edit and revise your answers with diligence.

Draft and redraft. Consolidate the answers, boiling them down to the essence of what you really want to see happening in your future. Share your near-to-last draft with people whom you know and trust, to help you clarify and confirm your intent. Publish and post your vision for yourself, and if appropriate, for others.

Section 1c: Your mission

This section will help you understand the concept of mission and draft your own.

If vision is a picture of your preferred future, a list, perhaps, of your goals for the next three to five years, what is a mission? It is your purpose in life—why you are living on this planet, the contributions you make in the roles that you play.

Here are some examples of mission statements:

Merck: “To preserve and improve human life”

Mary Kay: “To enrich women’s lives”

Yamaha Keyboard Division: “To produce joy”

Disney, Inc.: “To make people happy”

These questions will help you shape your mission. Again, write complete responses to each.

- How do you wish to behave to yourself? To others?

- What do you really value?
- What roles do you play? How do you wish to play them?
- At your funeral, what would you want your family, friends, work associates and neighbors to say about you?

Follow the same process as used with your vision: create, revise, share, post.

Section 1d: Your leadership ethos

We communicate who we really are through our words and deeds. Each of us communicates our character, values and guiding spirit all the time. Those three terms comprise our ethos, a term used by Aristotle in his Rhetoric to describe one of the three pillars of persuasion, the others being pathos (appeals to the emotions) and logos (appeals to logic and reason). A very useful exercise in self-management is to create and communicate your leadership ethos.

The process is simple.

Write out those adjectives with which you would like others to describe how you lead your county department (energetic, enthusiastic, competent, experienced, honest...).

While these lists may sound like scouting oaths, they have important functions. Just as a vision gets you up in the morning and helps you manage your time, your ethos statement will inspire you daily to live it out.

Values that Cooperative Extension personnel expect their leaders to display can be accessed on the Web

(www.uwex.edu/ces/depthead/valueinleaders.html). You may wish to see how your ethos corresponds to these expectations.

You are encouraged to share your ethos with faculty, staff and your district director—openly, bravely, honestly—to clarify what they can expect from your leadership behavior.

Most importantly, live it out daily!

Section 2: Understanding your temperament type

Effective managerial-leaders in Cooperative Extension not only know where they wish to go and how to behave along the way, they have an acute understanding of themselves in terms of their strengths, weaknesses, talents, non-talents, assets and liabilities. Above all, they know their temperament, their preferred ways of thinking and interacting with the world.

Several powerful instruments on the market can inform you about your temperament type. One used by many people and having the most legitimate scientific basis, is known as the Myers-Briggs Type Indicator (MBTI); a 94-item, self-scored, pencil-and paper questionnaire available for purchase through:

Consulting Psychologists Press, Inc,
3803 East Bayshore Road
Palo Alto, CA 94303

Based on the theoretical work of Carl Jung, the MBTI can give you great insight into yourself and others in the following areas:

- How you take in information, or *perceiving*, on a continuum from *sensing* to *intuition*

- How you organize that information and come to conclusions, or *judging*, on a continuum from *thinking* to *feeling*
- Where you focus your energy and from what sources you are energized, on a continuum from *extraversion* to *introversion*

Each of us was born with a natural tendency to favor one type over another. Sixteen temperament types are defined and described at great length in several publications that can lead you to remarkable insights to yourself and others.

Publications that are most valuable in this pursuit are as follows:

Myers, Isabel Briggs. Introduction to Type: A guide to Understanding Your Results on the Myers-Briggs Type Indicator. Palo Alto, CA: Consulting Psychologists Press, Inc., 1998.

Myers, Isabel Briggs, & Myers, Peter B. Gifts Differing. Palo Alto, CA: Davies-Black Publishing, 1995.

A shorter form of the Myers-Briggs inventory whose results correlate 75 percent accurate with the pencil-and-paper instrument can now be accessed free on line:

Keirsesey.com

David Keirsey and Marilyn Bates have also published a wonderful book that goes into great depth regarding type and implications for career choices, finding potentially harmonious mates, temperament in children and implications for leading others:

Please Understand Me: Character and Temperament Types. Del Mar, CA: Prometheus Nemesis, 1978.

We encourage you to use the above resources to deepen your understanding of the gifts that you bring to the department head position and of the preferences of your colleagues and support staff. Such deeper awareness will allow you to be more effective.

Section 3: Emotional intelligence: A briefing of significant factors

Daniel Goleman's book *Emotional Intelligence*, written in 1995, represented a synthesis of work done in the late 80s and early 90s on the importance of emotions. Since that time there has been a major revamping of the focus of corporate recruiting and management training, placing significant weight on the importance of having "emotional intelligence"(EI).

Emotional intelligence, however, should not be confused with IQ (intelligence quotient), a testing and measurement tool which peaks in a person's late teenage years and is relatively static thereafter. A person's IQ is thought to represent their innate cognitive capability, but has been highly criticized for having cultural biases. Emotional intelligence, on the other hand, is neither static nor dependent on a one's personality. Rather it is an array of non-cognitive skills, capabilities and social competencies influencing one's ability to succeed in coping with environmental demands and pressures.

It is possible to improve one's EQ and many now believe doing so will enable individuals to be more, efficient, productive and successful in the workplace and in their personal lives.

In this section of the Self Management module, we will introduce you to the various components of EI, which are: Intra-personal, inter-personal, adaptability, stress management and general mood.

3a: Components of emotional intelligence

1: Intra-personal

Intra-personal components of emotional intelligence are those skills involving looking into ourselves, understanding what we see and having workable strategies to manage effectively what we experience.

a. Emotional self-awareness

Emotional self-awareness enables us to recognize, understand and differentiate our feelings. In the workplace, having good emotional self-awareness promotes successful conflict resolution and leads to improved interaction between staff.

b. Assertiveness

Assertiveness is the ability to affirmatively express feelings, beliefs and thoughts while allowing others to express their own. Properly directed assertiveness helps us work more cohesively and share ideas effectively and respectfully.

c. Self-regard

Self-regard is the ability to look at and understand ourselves while accepting and respecting our limitations as well as potential abilities. Having positive self-regard makes it possible to listen to and evaluate criticism without undermining self-esteem.

d. Self-actualization

Self-actualization is realizing our potential capacities and striving to carry them out. In the workplace, people having high self-actualization are highly motivated to improve individual and team performance.

e. Independence

We show our independence at work by being self-reliant and self-directed in our thinking and performance. Independent employees may ask for and consider the advice of others, but they rarely depend on others to make important decisions or do things for them.

2. Interpersonal

Interpersonal skills are those, which reflect our abilities to interact with others.

a. Empathy

Empathy is the ability to be attentive to, understand and appreciate the feelings of others. In the workplace, being able to communicate your awareness of co-workers' emotional experiences will foster a cohesive team.

b. Social responsibility

Being socially responsible means that you are aware of and actively practice being a cooperative contributing and constructive member of your work or social group. In UWEX, this means contributing to the county, department, division and university goals. It also means being aware of the greater good you and your group can contribute to society as a whole.

3. Adaptability

a. Problem solving

Problem solving is the ability to identify and define problems as well as generate and implement effective solutions. Good problem solvers are open to viable alternative solutions in addition to their own.

b. Reality testing

Reality testing is the ability to differentiate between what is experienced or perceived (the subjective) and what really exists (the objective).

c. Flexibility

Having flexibility in the workplace involves adjusting our emotions, thoughts and behavior to changing situations and conditions. Highly flexible employees perform better in positions where tasks are dynamic and changing. Others, who may be less flexible, often perform better at more well-defined tasks requiring reliability and consistency.

4. Stress management

a. Stress Tolerance

Stress tolerance is the ability to actively and confidently withstand adverse events and stressful situations. In the workplace, effective stress tolerance has to do with managing reasonable workloads, establishing clear priorities and meeting realistic deadlines.

b. Impulse Control

Impulse control is the ability to resist or delay an impulse, drive or temptation to act. Having little or no impulse control is seen in those who act or speak before thinking.

5. General mood

a. Happiness

Happiness, feeling satisfied with self, situation and others, contributes to a positive workplace atmosphere, lifts spirits and helps overall performance.

b. Optimism

Optimism is the ability to look at the brighter side of life and to maintain a positive attitude, even in the face of adversity. Being optimistic means that you approach challenges believing that there is a workable option out there, it just needs to be found. Optimism opens the door for creativity in problem solving.

B. Exercise

It is important to take some time to look at yourself in and out of the workplace. Review each of the EI categories and arbitrarily rate yourself. Then, ask someone close to you to evaluate you using the same scale. We frequently see ourselves differently than others see us, but if we are open to explore those differences we will better understand ourselves.

1. Identify three strengths.

Celebrate your strengths; congratulate yourself

2. Identify three weaknesses.

Decide which weakness you would like to improve

Develop a plan to improve that skill

Section 4: How to enhance your time management skills and manage multiple roles (Finding Balance: When Efficiency Isn't Enough)

Far and away the best prize that life offers is the chance to work hard at work worth doing.

-- Theodore Roosevelt

“Besides the noble art of getting things done, there is the noble art of leaving things undone.

The wisdom in life consists in the elimination of nonessentials.”

-- Lin Yutang

This section will focus on finding and creating balance in your life – on becoming effective rather than just efficient. As an Extension professional it is not uncommon to be pulled and pushed in a variety of ways – county clientele/county staff want your time, there is paper work to complete, deadlines to meet, research to do, meetings to attend, programs to present and more often than not, a family or significant other waiting at home for some attention as well. It is easy to over-commit and become overwhelmed; to clutter our lives with stuff that doesn't count for much, rather than things we truly need and want to do.

This module section will help you learn how to:

- Become more effective by identifying and maintaining important relationships
- Achieve a sense of balance between personal and professional roles
- Connect with additional resources for finding balance in your life

Section 4a: Increasing personal and professional productivity and effectiveness

Many of us use time management skills to help us be more efficient throughout our day and week. These skills may include:

- Establishing a place for everything and putting everything in its place
- Handling each piece of paper only once
- Answering and returning phone calls at set times each day
- Working on one project at a time
- Removing from your desk papers you are not working on
- Avoiding interruptions
- Leaving some unplanned time in each day – not overbooking yourself
- Keeping a to-do list; checking things off as you complete them
- Tackling the most difficult tasks first when you have the greatest amount of energy
- Using high productivity hours for top-priority projects.
- Eating lunch away from your desk, taking breaks and stretching your body periodically

While you might be very efficient, would people around you say you are effective? According to Steven R. Covey, in his best selling book 7 Habits of Highly Effective People, efficiency is related time – things and the clock; effectiveness is related to relationships – people, purpose and direction.

Section 4b: Finding balance by defining what is most important

Having a clear personal mission statement is vital to becoming effective. If you are at this point in the module, you should have completed the previous section on “creating a clear, compelling personal mission, vision, and credo.” If not, please [click here](#) to go back to that

section. (PLEASE PLACE A LINK TO MODULE 3, SECTION 1 here) If you are having trouble completing the mission exercise on your own, you might consider completing the online mission statement program offered at the Franklin-Covey website.

Section 4c: Identifying roles in your life

Activity: Take out your mission statement and read it over. From that mission, think about the roles you have in your life. Identify a minimum of three roles – choose one personal role (parent, spouse, sibling, child, friend, volunteer, etc.) and two professional roles (department head, teacher, supervisor, mentor, agent, educator, colleague, etc.)

Divide a sheet of paper into two columns. Write each of the roles you have just identified in the left hand column. Below each role, write the name of someone who knows you well in the role. In the right hand column write a statement you would like the person who knows you to say about you. Your paper will look something like this.

Role Name of someone who knows me in this role	Something I would like this person to say about me
Department Head Kathy	She practiced what she preached. She was a good role model, someone I could count on to be fair and honest.
Colleague Larry	She was creative and willing to try new things. She was fun to teach with.

Spouse Tom	She was always there for me, willing to listen – caring and loving – a good mate and mother.

Was this hard to do? Why or why not? If you want these things to be said about you, what will you have to continue to do or start doing to make them a reality? For instance, I can't expect my spouse or child to say I was a good listener if I never do it. If I'm not fair and honest in day-to-day office operations, I certainly won't be thought of that way

Section 4d: The most important things in your life (an activity in two parts):

Part 1: Identify "five or six things that are most important to you – things you want in your life."

These can be tangible things (i.e. savings for retirement, a new car, another degree) or intangible things (health, happiness, a strong marriage). Write them down. After you have brainstormed the things of most importance to you, go back and prioritize them.

Part 2: Thinking about the roles you identified in the previous activity and the things which are most important to you in part 1, what is one thing, one activity that you might do next week that would produce wonderful results in your personal life.

Example: Schedule a luncheon date with my husband and talk about some vacation plans that have been difficult to agree on (I will really need to listen to his perspective)

Do the same with an activity in your professional life.

Example: Make a point to write a note to Kathy thanking her for her help on a big project last week.

Write both activities on sticky notes. Open your calendar or planner and stick them to next week. When next week comes – do them!

If these are the things you say are important to who you are, what you are about and your mission in both your personal and professional life, what is stopping you from doing them? Make them the priority you say they are and put them into your week. As Stephen Covey says, “The key is not to prioritize what’s on your schedule, but to schedule your priorities.” Here is a first step in doing so.

If at this point you are struggling with how you will add one more thing to your already busy schedule, then go back to www.uwex.edu/ces/flp/covey and click on the section at the bottom of the page entitled “assessment sector.” Once there, click on the “Are you making the most of your time?” section. If you find out you are working out of an “urgency addiction” paradigm, consider registering for the “What Matters Most” one-day professional development offered by our organization from trained Covey facilitators. You will find details of the program at the above web address.

Section 4e: Conclusion

Finding balance begins, not with organizing the many demands that come your way in your personal and professional life, but with knowing what is most important so that you can begin to live your mission.

With this foundation, you will be in a position to say “yes” to the activities that help you accomplish what is truly important, and say “no” to the things that may seem urgent, but are really unimportant to who you are, what you are about and who you want to become.

“I no longer ask the young man’s question: How far will I go? My questions are now those of the mature person: When it is over, what will my life have been about?”
- Harold Kushner

Section 4f: Resources for going further

<http://leadershipcenter.osu.edu/publications.htm>

This is the Ohio State University Leadership Center publications website. It has many resources and links to other leadership sites. At the publications site, explore some of the following links specific to self-management:

Too Much to Do...Too Little Time

Do you feel stressed and pressured? Frazzled and fragmented? Chaotic and crazy about handling all of your responsibilities? Do you feel that you have 10,000 things to complete on your 'to do' list, and don't know where to start? This website is designed to give you access to information on time management issues whenever you need it.

Leadership Moments

Excerpts of leadership resources

www.uwex.edu/ces/flp/covey - This link will take you to specific 7 Habits Trainings available through UWEX by trained Covey facilitators.

Books/Publications

First Things First by Stephen R. Covey, A. Roger Merrill, and Rebecca R. Merrill. Simon and Schuster, 1994.

For those looking for some professional reading materials on leadership, you might consider the following publications: Executive Excellence or Personal Excellence found at the following address <http://www.eep.com/Merchant//newsite/index.html>

Section 5: Balancing managerial-leadership functions with your role as an educational program agent

As a department head and Cooperative Extension agent, you need to work to establish and maintain balance in your professional life. That takes clear awareness, careful planning, lots of communication, and support from staff and administrators.

Section 5a: Your multiple roles and responsibilities

Whether you have volunteered to serve as the department head in your county or you have been thrust into the position, you now have a real opportunity to practice self-management. Those who do not balance their workloads generally are ineffective, both short- and long-term. Here are some examples of what can happen.

1. Department Head A: A driven, high-achieving person, volunteers to be the new managerial leader but does not reduce her programming role, thinking that she can always tackle a few more tasks. A self-reliant person, she has always gotten everything done, so what's a few more things on the plate. Although she has not studied carefully the job description, she assumes that the new role will be a piece of cake (the department is stable and has good relations with the county Extension committee). Plus, she has a reputation with her 4-H groups of being a really effective program leader. She has a "Mission Not Impossible" attitude in all things. The new job responsibilities can't be all that big! Unfortunately, the county Extension office that she leads and manages experiences major turbulence: unexpected turnover, increasing programming demands, and a new county board that is relatively unfamiliar with Cooperative Extension. Uncomfortable with delegating some of the managerial-leadership

workload to others in the department, she finds that she is working 60-hour weeks and many weekends. After a year and a half, she is on edge, angry, frustrated and suffering great guilt. Important things are not being accomplished at home or work. Her anxiety increases because of that, but she does not seek help from her District Director for she is afraid of looking weak. Her physician tells her that her blood pressure has been high for the last three months. She blames herself.

2. Department Head B: This leader takes on the department head role because it's his turn. He really doesn't want to do it, sees little or no reward in doing so, and figures that serving as the figurehead should be easy for a couple of years. Although he's read the job description carefully, he discards it as just something else dreamed up by administration. He does not devote much time to leading the department, figuring that he'll solve problems when they come up. He also doesn't reduce his extensive programming workload; in fact, he increases it. Why? It's where he gets his satisfaction, his reinforcement; it is his identity. He doesn't visualize himself wearing two hats—programmer and department head. As such he is rarely in the office, rarely at county meetings and never conducting staff meetings. After six months, the tension level between two clerical staff becomes so critical that grievances are flying back and forth, productivity falls in the tank, and a lawsuit is pending. "How did this happen?" he asks himself. "Well, it sure isn't my fault!"

These examples illustrate some of the more glaring problems caused by a lack of clarity and lack of time management regarding one's dual roles as department head and county extension agent.

How do you avoid these very serious problems? Here are some commonsense solutions:

1. Take on the job of department head for the right reasons: Because you really want to lead and manage; you believe you can help make a difference; and you and others are confident that you have skills and aptitudes for leadership. Do not take it because it's your turn, you want the extra pay, or it would fulfill a big hole in your ego.
2. Study carefully the philosophy of managerial-leadership for Cooperative Extension outlines in Module 2, Section 1d, which gives general guidelines to follow. Notice that each of the tenets emphasizes your responsibility to create and maintain an office climate marked by high morale and high productivity. That would imply that you have to be there, to be present fairly consistently. Note, too, that emphasis is placed on shared leadership. That implies that you are not expected to lead autocratically, unilaterally, or solely. It is not only your job. You need to enlist others in the department to help you carry out the role. Lastly, note that your particular responsibilities as departmental managerial-leader will be unique to your county—its complexity, size, and governance structure. How much time you spend as a department head and how much you spend as an Extension agent will therefore vary significantly from county to county.
3. Carefully review the document “Department heads’ responsibilities and desired work results” (found in Module 2, Section 1e) to ensure that you are crystal clear regarding what you are being asked to do.
4. Get input from your district director, program area liaison, Extension Education Committee, and staff regarding the proper time allocation that you should spend between your two roles. Ensure that your workload doesn't exceed 100 percent. Don't

try to be Superman or Wonder Woman. If you are in a small county with relatively simple programming, a small, stable staff, and stable funding, you may need to spend only 25 percent of your time in the managerial-leadership role and 75 percent on programming. In other environments marked by large budgets, staffs, and turbulence, you may be spending 100 percent of your time in managerial-functions and no time in your programming role, forcing you to backfill your agent position with additional resources. Remember, you can't be everything to everybody! With input from these stakeholders, negotiate a realistic workload. Count on and call on your district director and program leader to help you accomplish this critical task. Ensure that all the players are on the same page regarding how you are supposed to be spending your time. Get it in writing.

5. Communicate your time allocation to everyone in the office and encourage their support in carrying out your roles. Be open rather than closed.

6. Manage your time strictly to ensure you fulfill your roles as you have planned. Of course, make adjustments along the way to manage unexpected changes, but be disciplined. Set up your weekly planner to ensure that critical department-head functions and programming functions are both carried out. As discussed in the last section, if it's not critical but simply urgent, don't bother with it. If it's critical and urgent, do it right away. But what if it's critical but not urgent—such as strategic planning, relationship building with new committee members, or properly orienting a new staff member? Here's the secret of successful managerial-leaders: They allocate the time to ensure completion of these tasks through proper delegation, planning and priority setting. Remember, almost

everyone can put out fires, but really effective leaders prevent them from happening in the first place.

7. Learn from the pros! Have frequent discussions with exemplary department heads across the state, your district director, and others with significant managerial-leadership experience to learn some of their techniques of maintaining a proper balance.

Balancing your managerial-leadership responsibilities of being the county department and your roles as an Extension agent with being fried out, tired out, or frustrated is not only possible or probable. It is achievable. But it does take clear awareness, careful planning, lots of communication, and support from staff and administrators.

6. Enhancing Stress Management Skills

A major part of managing yourself is to manage your stress levels and prevent normal stress from becoming distress. This section will help you improve your understanding of stress and ways to manage by teaching you how to be more resilient and how to rebalance your life.

What is a stressor? It is any action or situation that places a physical or psychological demand on a person, such as deadlines, noise, traffic, or a demanding client. Some stress is normal and unavoidable, but, in this module, we will focus on undue stress, which can have debilitating consequences.

What is stress? It is a physiological state resulting from stressors. Adrenaline pours into the bloodstream and then to our organs and muscles. Our reptilian response to stress is to make an instinctive choice: fight or flight. In that way, stress is a survival mechanism, an evolutionary reaction to threat. But undue or continuous stress often leads to strong psychological and physical reactions, such as high blood pressure, ulcers and heart disease.

Undue stress can affect how we think, how we feel emotionally and physically. As you read through the following symptoms of stress, think how many of these apply to you, for they are signals that something is amiss.

Stressed-out people often report their thinking slows down; they have difficulty making even the simplest of decisions; have trouble solving problems; feel confused and disoriented; and have difficulty making even simple mathematical calculations.

Additionally, people under stress actually increase their level of stress by unrealistic thinking. They worry about things they can't control, expect perfection from themselves and others, assume that most everything in life is black and white/win or lose, feel powerless, and hold unrealistic expectations about life, themselves, and other people. Believing life is supposed to be trouble- or conflict-free, will always create disappointed and greater stress.

When people are under stress they often feel anxiety, fear, guilt, grief, depression and sadness. They may fall prey to the following:

Self-criticism: Focusing on faults rather than strengths.

Overgeneralization: Seeing one negative event as just another part of a never-ending pattern of defeat.

Disqualifying the positive: Rejecting positive experiences by insisting they "don't count."

Catastrophizing or minimizing: Exaggerating the importance of errors or problems, or inappropriately belittling the significance of their own assets.

Labeling: Attaching derogatory labels to themselves such as, "I'm such a loser!"

Personalization: Blaming themselves inappropriately for negative events.

Physically, stress may cause profuse sweating, sleep problems, rapid heartbeat, rapid breathing, muscle aches and severe headaches.

In terms of their actions, they tend to worry about themselves and others, are frequently irritable, and want to reduce contact with people.

There are a variety of ways people can successfully cope with undue stress through physical, interpersonal, cognitive and action-oriented strategies. These are referred to as the 5A's:

Air your stress:

- Use direct communication
- Talk with family and friends
- Talk with coworkers
- Talk with a professional

Alter the stressor:

- Plan ahead
- Set limits
- Set goals and priorities
- Use problem-solving skills
- Organize your time
- Look for new answers

Accept the stressor:

- Redefine the situation
- Maintain a positive attitude
- Focus on successes
- Appreciate the beauty around you
- Accept the inevitable
- Trust yourself, people, and life

Act on yours stress:

- Exercise
- Eat well
- Reduce stimulants
- Reduce use of alcohol and drugs
- Use relaxation skills

Add positive stressors:

Add positive energizers

Know what's important to you

Recognize your balance

Choose to do things for yourself

Some additional ways of regaining control of your time and life in the workplace include:

Solving problems by taking bits-sized chunks, one at a time; setting yourself up for success by removing distractions (limiting your time with callers or visitors, setting clear boundaries for yourself, and tossing junk mail right away); clarifying the expectations of an assignment before you get started (both for receiving work or delegating it); look to others to help prioritize work.

To gain more control at home: Set boundaries for yourself with children, husband/partner, and your extended family; turn off the TV unless you really want to watch it; use easy recipes and make large portions to get more mileage out of a meal; stop sending cards or gifts to people who don't respond or you don't care if they did; pay bills with automatic withdrawals; delegate; set your priorities and goals; and avoid debt—it is very stressful to most people.

Lastly, here are the top ten ways of dealing effectively with stress [and being Emotionally Intelligent](#):

#10: Save ten seconds -- create a pause button of cognitive activity.

#09: Make everyone good--assume colleagues and competitors are good. Begin all relationships with built-in forgiveness.

- #08: Listen, listen and listen. Practice listening rather than answering: Listen with your ears, eyes and heart.
- #07: Value the group. One person succeeds when the whole group succeeds; independence grows from independence.
- #06: Let it rain. Conflict is an inherent part of group development -- so allow for healthy disagreement. Give time for "storming" in the team.
- #05: The chicken-crossing principle. Cherish laughter. Humor reduces stress, increases creativity and spreads joy.
- #04: Walk the talk. "True belief is manifest in action." Others will copy 70 percent of what you do, 30 percent of what you say. "Do or do not -- there is no try" (Yoda)
- #03: Live in today, the precious present. Revel in today, plan for tomorrow. Don't dwell on the past.
- #02: Be a Willie Wonka. It should be a treat to be in this group. Make it empowering, successful, challenging, and fun.
- #01: From caring comes courage. When you care, you can risk, persist and grow.

Module Team

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3. Emotional intelligence: A briefing of significant factors

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4. How to enhance your time management skills and manage multiple roles

(Finding Balance: When Efficiency Isn't Enough)

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