

EFFECTIVE PROFESSIONAL RELATIONSHIPS

University of Wisconsin-Extension
Cooperative Extension

January 1995

EFFECTIVE PROFESSIONAL RELATIONSHIPS

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INTRODUCTION

In November 1993, Associate Dean Carl O'Connor established a committee to "identify key principles to effective working relationships and external relations" and to " ... provide teaching resources on professional effectiveness ... useful in a variety of training and orientation settings." The committee concluded early in its work that "professional effectiveness" and "political savvy" are the obligations of all individuals and county office teams. Effectively communicating the role, value and impact of county Extension offices is a shared responsibility of all administrators, faculty and staff.

The principles of effective professional relationships identified should help assess current relationships and guide decisions which will improve and expand them. The principles are not prescriptive. Other concepts may better suit local needs. We encourage consideration of alternatives and options that reflect commitments to long-term, continuous efforts that communicate relevant information about Extension programs that have positive impacts on the needs of citizens.

A number of key ideas and concepts have been identified for each of the nine guiding principles to professional effectiveness. We also offer some examples of strategies to consider. We are confident that the collective knowledge, skills and creative abilities of our organization will generate many more successful strategies.

The suggested purposes and uses of this Effective Professional Relationships guide are to support:

- faculty/staff orientation
- district administrative discussions
- the office chair leadership role and mutual obligations of all faculty/staff
- the professional effectiveness core competency
- performance review process
- more effective staff meetings and team initiatives
- interaction with county partners

To facilitate personal assessments, to encourage group thinking, and to organize efforts and follow-through, a number of key resource materials are identified in the appendix. Additionally, an Effective Professional

Relationships Office Resource is available in each county office for extended readings or major resource references. Members of the Professional Effectiveness Committee were:

Steve Grabow, *Community Resource Development Agent, Jefferson County*

JoAnn Gruber-Hagen, *Cooperative Extension Service Human Resources Director*

Dave Hinds, *Local Government Center Director*

Mark Lederer, *Special Assistant to the Chancellor*

Bernadette Mayek, *Family Living Agent, Waupaca County*

Dick Pederson, *Southern District Director*

Mike Perkl, *Western District Director*

Bill Shaw, *4H Youth Agent, Outagamie County*

Connie Sheffield, *Family Living Agent, Polk County*

Dave Sprehn, *CNRED Assistant State Program Leader*

Pat Walsh, *CNRED State Program Leader*

Geoff Wendorf, *Community Resource Development Agent, Douglas County*

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EXPECTATIONS, COMMITMENTS AND POLITICAL REALITIES

Public institutions are regularly challenged to demonstrate the value and relevance of their programs to the needs of citizens. Taxpayers and elected officials demand greater accountability for the expenditure of tax dollars. They want to know that investments in public programs serve citizens in ways that address critical issues in creative ways. Institutions that are seen as being responsive to the needs of people receive support for their efforts. Those that fail this test are called into question, endangering their funding and their futures.

The University of Wisconsin-Extension historically has enjoyed

considerable public support. The primary reason for that support has been the close ties between Extension programs and the people of the state. Program planning is based on input provided by local people and partner organizations. Allocations of financial and human resources reflect the priority needs identified in the planning process. Program evaluation and assessment of program impacts focus on priorities and the changing needs of people. Planning, resource allocations, evaluation and assessment assure that Extension programs remain relevant.

However, these efforts alone will not guarantee the support Extension requires to remain a viable institution. Extension must develop and execute plans that communicate to key decision-makers the impact programs have on citizens. It is short-sighted to assume that the quality of Extension programs will assure viable and active support. Extension must demonstrate the importance of its programs. Political involvement must, however, be tempered with efforts that are appropriate and consistent with our mission. Sound judgement is required to know when and how it is appropriate to communicate in political environments.

The leadership of Cooperative Extension is committed to a long-term effort to build and maintain a base of political support for Extension programs through a collaborative effort of the administration, faculty and staff. The administration will provide the institutional resources necessary to support the activities of faculty and staff which demonstrate the value and relevance of Extension programs to local political and community leaders.

Extension leadership will also work to see that University administrators, Regents, legislative leadership, private sector leaders, and leaders of partner organizations know the value and relevance of Extension programs.

To complement the commitment of Cooperative Extension administration, county faculty and staff are responsible for the development and implementation of strategies that demonstrate the value and impact of Extension programs to local leaders. The focus of the strategies should be on education and information, not lobbying. Decision-makers need to experience the positive program changes which have kept Extension education on the cutting edge of issues that are important to people. Elected officials need to see firsthand how Extension programs respond to the needs of their constituents. And the leaders of local partner organizations have to understand that change in Extension is important to the future of their interests in our organization. All of our relationships with clients, elected officials, partner organizations and the general public need to reinforce our respect for and responsiveness to genuine public needs for education.

The political realities of the 1990's clearly dictate that Cooperative Extension commit itself to planned activities that demonstrate the vitality and relevance of the organization. Too often comments of public figures refer to "the agricultural extension program that once served the needs of farmers." While those of us inside the organization realize that changes have taken place to maintain the value of Extension education, too many outside of Extension do not. We need to build and constantly improve on our efforts to inform key public figures and involve those who benefit from Extension programs in this effort. If we do not, Extension risks its credibility as a relevant public institution, responsive to the needs of the citizens it was designed to serve.

PRINCIPLES FOR EFFECTIVE PROFESSIONAL RELATIONSHIPS

- *Our effectiveness is based on quality educational programming and individual obligations to professionalism.*
- *Our personal and office effectiveness is augmented by our ability to build and foster a supportive team environment.*
- *Our effectiveness as educators requires comprehensive, focused and timely communications with colleagues, clients, decision-makers and media.*
- *We use collaboration, networks and partnerships for effective educational programming.*
- *We recognize that positive public images reflect on how our educational efforts are valued.*
- *We use systematic evaluation to demonstrate accountability and examine fiscal impact.*
- *We must understand budget decision-making processes and management practices to build responsive and effective programs.*
- *We establish strong professional connections with members of the County Board of Supervisors and other key decision-makers.*
- *We value and recognize contributions of volunteers and collaborators to education programs and impacts.*

PROGRAMMING QUALITY AND INDIVIDUAL PROFESSIONALISM

Principle

As professionals in the University of Wisconsin Cooperative Extension, our effectiveness is based on quality educational programming and individual obligations to professionalism.

KEY IDEAS

- Effective professional relationships depend on quality programming, valued by clients, stakeholders and decision-makers.
- Effective educational leadership needs to be innovative and responsive to local needs through intraoffice team building, working with UWEX specialists and resources, and networking and collaborating with county agencies and organizations.
- Quality programming involves clients, non-participants and a range of stakeholders and collaborators in program planning, implementation and evaluation.
- Individuals accept personal responsibility and accountability for professional conduct, program quality, evaluation and impact assessment, and communication to stakeholders.
- Education programs need to be consistent with Extension's mission, targeted toward local critical needs and focused on valued results. Program accomplishments must focus on outcomes and results, not just activities completed.

STRATEGIES TO CONSIDER

As an individual:

- Commit to the highest standards of professionalism by demonstrating:
 - excellence in educational programming.
 - excellence in written and oral communication skills.
 - professional ethics, respect and promotion of diversity in clientele and colleagues.

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■ Be a professional who can deal with emerging issues and new opportunities by being responsive to needs and developing some level of risk-taking.

■ Implement program development strategies that:

- analyze situations sufficiently to determine the target for programming and judge the potential value in relation to the other alternatives.
- understand kind of resources to be invested and relationships needed to reach expected results.
- know whether expected results will be valued in local eyes.
- balance programming across social groups, communities and locations, and areas of societal concern.
- articulate the most valuable roles of Extension in addressing priority issues; include roles and contributions of volunteers and other collaborators.
- seek input and support for plans from elected officials, clientele, advisory committees, colleagues and other professionals.

■ Demonstrate accountability by:

- developing a plan of work and timely reporting of program accomplishments.
- reporting to key clientele your successes and obtaining input for further programming.
- reporting to the Extension education committee, preferably once a month.
- reporting to the County Board of Supervisors, other key decision-makers and stakeholders at least once a year, preferably more often.

As an office team:

■ Enhance perceptions of the office's professionalism by understanding, respecting and effectively using organizational, client and political power structures including:

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- knowing the county board of supervisors.
 - knowing the elected officials such as county clerk, treasurer, sheriff, clerk of court, register of deeds and the district attorney.
 - knowing the state senators and representatives that represent your county.
 - knowing the key clients affiliated with organizations UWEX county faculty/staff advise.
- Encourage office colleagues to use creative, innovative methods and approaches to program development, program delivery and evaluation.
 - Share credit and purposeful recognition of supporters, leaders, volunteers, committees and colleagues.
 - Emphasize and market the local UWEX office as a gateway to the University resources.

Principle

As professionals in the University of Wisconsin Cooperative Extension, our personal and office effectiveness is augmented by our ability to build and foster a supportive team environment.

TEAMWORK AND OFFICE UNITY

KEY IDEAS

- The office team includes all office members - faculty, academic staff and support staff.
- Teamwork and office unity require everyone to be committed to excellence.
- Effective teamwork is based on mutual respect for all team members' abilities and contributions.
- An effective team includes people with a common purpose and diverse, but complimentary skills.
- Teamwork and office unity are crucial to a positive office image.
- Effective teams have purpose and are result driven.

STRATEGIES TO CONSIDER

- Help other members of the team when the need arises.
- Take time to become familiar with each colleague's program and look for ways you can be supportive.
- Get to know clients from other program areas to enhance new program opportunities, office image and cross-program connectedness.
- Assess the knowledge, skills and contacts that team members bring to the office and strive to use them to increase team effectiveness.
- Recognize contributions from each team member and be an advocate for his or her skills and accomplishments.

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- Work as a team in planning, programming and collaborating with agencies and organizations. A unified image can bolster support.
- Be willing to show flexibility and compromise when working with team members.
- Compliment quality work of colleagues whenever opportunities arise.
- Regularly include all team members in staff meetings. Ask for input from all team members. Attempt to provide all team members with the best equipment and working environment that the budget will allow. Take time to show appreciation to all team members.

Resources:

- Antonioni, David. Building Team Work Relationships.

EFFECTIVE COMMUNICATIONS

Principle

As professionals in the University of Wisconsin Cooperative Extension, our effectiveness as educators requires comprehensive, focused and timely communications with colleagues, clients, decision-makers and media.

KEY IDEAS

- Communications should be of professional quality, delivered in a timely manner and focused to the interests of the receivers.
- Communication strategies should reinforce our education mission and roles.
- Effective communications should be timely, relevant, understandable, meaningful, believable and accurate.
- Communication strategies should emphasize building partnerships and promoting integrity. Differences of opinions should be discussed logically in appropriate forums.
- Effective communications include both individual and team efforts.

STRATEGIES TO CONSIDER:

As an individual:

- Share specific information about programming efforts and issues of concern with key audiences.
- Involve decision-makers in education efforts.
- Work with decision-makers concerning local problems or concerns.
- Encourage clients to be politically aware and involved.
- Facilitate communication between decision-makers and their constituents.

As professionals in the University of Wisconsin Cooperative Extension, our effectiveness as educators requires comprehensive, focused and timely communications with colleagues, clients, decision-makers and media.

- Use media to communicate about programs and their impacts.
- Build media relations outside of controversial, conflict or crisis environments.

As an office team:

- Adopt an appropriate communication strategy particular to your county.
- Regularly share, assess and adapt office communication strategy.
- Develop an office mentoring system that helps newer members develop political effectiveness and develop contacts with local decision-makers.
- Share ideas to foster more contacts with decision-makers concerning specific issues.
- Use media to communicate mission, roles and impact of the county office.

Resources:

- Boldt, William. Strategic Marketing for University of Wisconsin Cooperative Extension System.
- Dale and Hahn. Increasing Competence in Resolving Public Issues.
- Fitzsimmons, Ellen. Opportunities, Opportunities, Opportunities.
- Michigan State University Extension. Communicating with Decision-makers.
- North Carolina Cooperative Extension Service. Communicating Excellence: The Extension Service Marketing Manual.
- UWEX Communications Team. UW-Extension Media Communications Policy and Protocol.

PROGRAM COLLABORATION AND PARTNERSHIPS

Principle

As professionals in the University of Wisconsin Cooperative Extension, we use collaboration, networks and partnerships for effective educational programming.

KEY IDEAS

- Understand client and political power structures and appropriately include them in program planning, design and evaluation.
- Demonstrate respect for people -- colleagues, collaborators, partners, clients and elected officials.
- Establish collaborative relationships with others whose expertise and resources complement (not replicate) your own.
- Define roles and contributions in collaborative efforts to minimize duplication and maximize communication.
- Collectively communicate success, credit and recognition coming from collaborative efforts.
- Establish new relationships through collaboration. Avoid playing favorites.
- Build supportive, collaborative relationships inside and outside of Cooperative Extension.
- Collaborate to maximize the use of limited resources.

STRATEGIES TO CONSIDER

As an individual:

- Identify people in other agencies and organizations where opportunities for collaborative work exist. Meet with them on an informal basis to become familiar with their

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responsibilities and goals. Look for common interests with complementary expertise, resources and contacts.

- Seek new collaborators by attending informational meetings and programs relevant to your programming.
- Join professional and civic organizations whose members are potential collaborators.
- Send copies of program announcements, newsletters and other educational materials to other key professionals, clients, elected officials and colleagues.
- Commend fellow-collaborators publicly for their contributions in joint efforts.
- Plan and conduct joint programs with other existing or potential collaborators.
- Include people from other related agencies and organizations on advisory and strategic planning committees.
- Serve as a resource person for non-Extension programs.
- Request and read informational newsletters and mailings from other professionals and programs.

As an office team:

- Make an office commitment to stay informed about colleagues' work. Collaborate with them when it will help maximize program effectiveness.
- Understand the strengths that office co-workers can bring to collaborative projects. Refer colleagues as potential collaborators to other people. Refer potential collaborators to office colleagues.
- Keep office colleagues informed of your collaborative efforts with other professionals and programs, elected officials and clients. Look for ways these relationships can support other colleagues' efforts.

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- Let the public know about collaborative programs the office is involved in through news releases, radio and television programs and newsletters.
- Find formal and informal ways to recognize and support colleagues' collaborative efforts.

Resources:

- Rossing, Boyd, et al. Expanding Partnerships and Building Collaborative Leadership.
- Boldt, William. Strategic Marketing for University of Wisconsin Cooperative Extension System.

PUBLIC IMAGES AND PHYSICAL ENVIRONMENTS

Principle

As professionals in the University of Wisconsin Cooperative Extension, we recognize that positive public images reflect on how our educational efforts are valued.

KEY IDEAS

- Positive first impressions are critical to fostering a positive public image. Customer friendly practices are a must.
- Knowledgeable, courteous response to clients by all office staff is key in image development and maintenance.
- An inviting, well maintained office environment creates a lasting, positive impression of the office and its staff and programs.
- Extension office staff who consistently demonstrate a professional appearance and style will create a publicly valued program identity.
- Extension office staff who take interest in local issues and respond in a thoughtful, professional manner will enhance the local extension office's image.
- Extension office staff need to be consciously aware of how their actions reflect upon the office's image even when they are not "on the job."

STRATEGIES TO CONSIDER

As an individual:

- Dress to create a professional image appropriate to the setting.
- Adopt professional language and manner of expressing yourself.

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- Keep your part of the office neat, clean and inviting to clients and the public.
- Be a positive role model for colleagues, clients and the general public.
- Be known for your statements that value others rather than devalue them.
- Find the proper balance between taking individual credit and sharing credit with others.
- Be known for your "statesmanship" in dealing with difficult people and fostering resolution of difficult issues.

As an office team:

- Identify standards for on-the-job dress, language and behavior and agree to cooperatively uphold them.
- Set standards for neatness, cleanliness and general maintenance and agree to enforce them.
- Do a "first impressions" audit of your office to recognize how clients and the public view it and make needed changes.
- Conduct an internal (entire faculty and staff) assessment of public image.
 - Conduct an external assessment of public image.
- Develop strategies and practices to deal with findings of both internal and external assessments.
 - Recognize and contribute to the success of co-workers and clients.

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Resources:

- Boldt, William. Strategic Marketing for the University of Wisconsin Cooperative Extension System.
- Lewis, Andy. First Impressions of the UWEX Office.
- North Carolina Cooperative Extension Service. Community Excellence: The Extension Service Marketing Manual.

USING EVALUATION IN ACCOUNTABILITY AND EXAMINING FISCAL IMPACTS

Principle

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KEY IDEAS

- Clearly communicate Extension's role as an educational institution with relationships to the University of Wisconsin, United States Department of Agriculture and county governments.
- Accountability is enhanced by the manner in which the county office is perceived to support other county departments and organizations.
- Evaluation of fiscal impact should be tied to specific issues, institutional relationships and needs of inquirers.
- Involve clients and influentials in program design, implementation and evaluation.
- Help county influentials understand the value gained because their county Extension staff draws on university system resources, i.e., specialists, publications, past experiences and new ideas. Account for the full range of resources used in the program when you evaluate.
- Consider the kinds of information that funding providers want. Be prepared to respond effectively with concise and clear information.
- A key to sustaining community leaders' support is helping them experience the value of Extension's programs. Encourage their direct involvement, share information and build understanding.

STRATEGIES TO CONSIDER

As an individual:

As professionals in the University of Wisconsin Cooperative Extension, we use systematic evaluation to demonstrate accountability and examine fiscal impact.

- Develop targeted marketing and proactive philosophies for accountability. Always be able to clearly, concisely and factually communicate:

- program effectiveness and productivity.
- program relevance to local needs and Extension's educational mission.
- program impacts and values.
- collaboration with others while avoiding duplication.
- client and customer involvement in program design.

- Collect evidence of program impact that:

- documents program effectiveness and participant gains.
- considers benefits in relation to costs.
- identifies participants' satisfaction with what they gained from the programs.
- shows the relationship of results to a problem or need.
- provides examples of how participants used Extension's assistance.
- indicates the benefits gained by participants and others from Extension's assistance.

- Develop a database of contacts, clients and customers you can use for evaluation purposes.

- Recognize evaluation as an integral part of program planning. Consider:

- the purpose, intended use and users of the evaluation.
- potential political impacts.

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- how the results will relate to Extension's mission.
- who will be involved in planning and carrying out specific evaluation activities.
- potential effectiveness and efficiency of methods.
- how the information will be analyzed and interpreted.

- Learn to develop and write clear impact statements that focus on needs and Extension's response directed at interests of the receiver.

As an office team:

- Develop a database of influential people and decision-makers for evaluation purposes.
- Share and critique evaluation plans to improve everyone's understanding of programs and to support strategies for external communications, marketing and image-building.
- Develop and regularly review a coordinated office communication strategy that disseminates clear, consistent and concise messages to decision-makers and other interested parties. Be factual, accurate, concise and relevant to the interests of these people.
- Develop focused program updates for high profile team efforts. When such efforts have been collaborative, articulate roles, recognize contributions and involvement, share credits for outcomes and celebrate collective success. Again, be factual, accurate, concise and relevant to the interests of the receiver.

Resources:

- Dale and Hahn. Increasing Competence in Resolving Public Issues.
- Hinds, David. Understanding County Budget and Fiscal Issues.
- Taylor-Powell, Ellen. Analyzing and Reporting Results.

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- Taylor-Powell, Ellen. Sampling in Extension.
- Taylor-Powell, and Marshall. Collecting Information on Participant Reactions.
- Taylor-Powell and Marshall. Questionnaire Design: Asking Questions with a Purpose.

UNDERSTANDING BUDGET AND FISCAL MANAGEMENT

Principle

As professionals in the University of Wisconsin Cooperative Extension, we must understand budget decision-making processes and management practices to build responsive and effective programs.

KEY IDEAS

- Extension professionals need to understand organizational relationships and structure in county and university settings, including county budgeting and management policies.
- All programs have some relationship to county government budgets and are of interest and of consequence to local budget management and political dynamics.
- Each faculty/staff member should understand local conditions, constraints, policies and past practices that affect budgetary processes.
- Each faculty/staff member should understand local conditions, constraints and policies that affect the Extension office.
- Accountability and providing evidence of impact are shared responsibilities.
- Understanding of fiscal management options helps build stronger support for programs.
- The Extension office is not unique in the county budget process. Faculty and staff have an obligation to assess needs and justify programs just as others do in the policy-making and budget processes.
- Each office member should contribute to building public understanding of programs and services of the office and budgetary support needed for impact and value.
- All office members share responsibility for budgetary and

managerial relationships.

As professionals in the University of Wisconsin Cooperative Extension, we must understand budget decision-making processes and management practices to build responsive and effective programs.

- Positive, open relationships with those who recommend and adopt budgets will build long-term program understanding and support.
- Extension professionals need to stay informed about state and federal budget issues that affect Extension.

STRATEGIES TO CONSIDER

As an individual:

- Learn the basics of how budgets are built and adopted in your county.
 - Carry your share of the responsibility for building budgetary support for the Extension office and all its educational programs and services.
 - Maintain communication with people who are influential in budget development and adoption. Avoid last minute efforts.
 - Even though on-going communication is important, be familiar with budgetary timelines so information that supports office budget needs is delivered to the right people on time.
 - Assess and appropriately communicate the positive impacts of your educational programs.
 - If you have specific budget lines assigned to support your work effort, manage them well so you can show maximum impact for dollars spent.

As an office team:

- Develop an office budget resource file containing:
 - Process -- timelines, procedures and instructions.

As professionals in the University of Wisconsin Cooperative Extension, we must understand budget decision-making processes and management practices to build responsive and effective programs.

- Decision-makers -- who they are and how they influence the process.
- Information needs -- criteria used to make budget decisions, types of information deemed helpful by budget decision-makers.
 - Historical perspectives -- record of past office budget experiences, past successes and failures, lessons learned, etc.
- Use staff meetings to encourage involvement in the budgetary process.
 - Before budget process begins -- understand the process, measure adequacy of current office budget in terms of current programming, identify changes or emerging needs and learn about other departments and their relationships to Extension.
 - During the budget process -- be a reliable source of information about your office's programs and fiscal needs, be supportive in developing realistic budget requests for effective and efficient educational programs.
 - After the budget process ends -- accept policy and budget decisions, document program impacts for use in future budget negotiations, provide leadership to adapt to change, look forward to new opportunities.
- Build financial and client information data bases that prepare your office to effectively deal with fiscal and budget-related issues.
 - Collect annual budget summaries available from the finance officer or county clerk.
 - Compare and contrast Extension office expenditures to others as a percentage of total county expenditures. Look for changes over time.

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- Establish a "customer" database to reflect who uses Extension services and why or to what outcome.
- Use numbers to confirm or refute statements but use statistical comparisons carefully and wisely. Keep in mind that numbers can be interpreted to support differing positions. Using negative comparisons of numbers to support your position will encourage others to do the same.

Resources:

- Barish, Lawrence. Wisconsin Blue Book.
- Hinds, David. Understanding County Budget and Fiscal Issues.
- Wisconsin Manufacturers and Commerce. 1995-1996 Wisconsin Legislative Directory.

RELATIONS WITH DECISION-MAKERS AND INFLUENTIALS

Principle

As professionals in the University of Wisconsin Cooperative Extension, we establish strong professional connections with members of the county board of supervisors and other key decision-makers.

KEY IDEAS

- Decision-makers and influentials vary by situation but often include members of county boards of supervisors, county executives or administrators, state legislators, federal congressmen and senators, community leaders and advisors.
- Strong programs supported by clients are the foundation for good faculty/staff relationships with decision-makers and influentials.
- County government officials are important partners who determine the need for the Extension office and our positions. Establish rapport with Extension education committee members, county board chair, county executive or administrator and other board members.
- Work to understand the political environment in which elected officials and other decision-makers and influentials operate.
- Maintain relationships with elected officials and other decision-makers and influentials in a manner that does not compromise your own or Extension's long-term educational effectiveness.
- Respect elected officials and other decision-makers and influentials. Remember that they are people with a lot of the talents and some of the shortcomings found in the population in general.

As professionals in the University of Wisconsin Cooperative Extension, we establish strong professional connections with members of the County Board of Supervisors and other key decision-makers.

STRATEGIES TO CONSIDER

As an individual:

- Look for opportunities for informal discussion with elected officials and other decision-makers and influentials after meetings, over a cup of coffee, while traveling together and at non-work events.
- Become familiar with the particular interests of elected officials and other decision-makers and influentials. Casual but non-intrusive conversation strengthens the relationship.
- Demonstrate responsiveness and respect by acting quickly on information requests.
- Develop good working relationships with as many elected officials and other decision-makers and influentials as possible.
- Involve elected officials and other decision-makers and influentials and their families in Extension programs pertinent to their needs and interests.
- Involve elected officials and other decision-makers and influentials in honorary roles in Extension programs. Ask them to present awards, share after dinner remarks or host program guests.

As an office team:

- Discuss colleagues' quality work with elected officials and other decision-makers and influentials. Some of us work with these people more frequently than others so we can help the entire office by noting colleagues' accomplishments.

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- Share with the entire office opportunities you've had to foster positive relationships with elected officials and other decision-makers and influentials. If you've had a problem, alert other colleagues.
- Regularly discuss ways to be politically effective with elected officials and other decision-makers and influentials.

Resources:

- Barish, Lawrence. Wisconsin Blue Book.
- Boldt, William. Strategic Marketing for University of Wisconsin Cooperative Extension System.
- Fitzsimmons, Ellen. Opportunities, Opportunities, Opportunities.
- Fitzsimmons, Ellen. Building Local Support.
- Hinds, David. Understanding County Budget and Fiscal Issues.
- Wisconsin Manufacturers and Commerce. 1995-1996 Legislative Directory.

VOLUNTEER RECOGNITION AND SUPPORT

Principle

As professionals in the University of Wisconsin Cooperative Extension, we value and recognize contributions of volunteers and collaborators to education programs and impacts.

KEY IDEAS

- Recognize that community volunteers are tremendous resources that can enhance and strengthen the overall mission of Extension in the county.
- Incorporate volunteers and other collaborators into all aspects of educational programming and teaching.
- Value and respect volunteers as contributors to the educational programming conducted by UWEX agents.
- Train and support volunteers to carry out their agreed upon roles and responsibilities.
- Recognize volunteers and collaborators, both formally and informally, for their contributions to the mission of Extension.

STRATEGIES TO CONSIDER

As an individual:

- Look for realistic and legitimate opportunities to recruit and involve volunteers in your educational programs.
- Embrace volunteers. Value and respect the contributions they make to your educational programming with their roles in:
 - serving on advisory committees.
 - planning and directing programs.
 - conducting programs.

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- reaching new and diverse audiences.
- teaching programs.
- evaluating programs.
- communicating program impacts.

- Look for opportunities to recognize the positive contributions that volunteers and collaborators make to Extension programs.
- Develop your own recruitment and training strategy for volunteers in your program.
- Give volunteers the resources they need to do their job.

As an office team:

- Develop an office plan to recruit and use volunteers and collaborators in Extension educational programs.
- Develop formal and informal ways to recognize the contributions volunteers make to the educational programming and mission of the Extension office.
- Develop a list of volunteer contributions to Extension educational programming in your county.
- Maintain a list of volunteers and their areas of interest.

Resources:

- Fitzsimmons, Ellen. Opportunities, Opportunities, Opportunities.
- Fitzsimmons, Ellen. Building Local Support.

APPENDIX

List of Resources

LIST OF RESOURCES

Antonioni, David. *Building Team Work Relationships*. School of Business - Management Institute, University of Wisconsin-Madison. 1994.

These materials describe effective team characteristics, defining mission and goals, team member behavior patterns and stages of team development.

Barish, Lawrence (editor). *Wisconsin Blue Book*. Legislative Reference Bureau, State of Wisconsin. Published biennially in odd numbered years.

This resource provides a wealth of information about state government, including: biographies of officials, descriptions of state agencies and explanation of legislative processes. The book may be available by contacting local legislators or may be purchased through Document Sales, Department of Administration.

Boldt, William. *Strategic Marketing for University of Wisconsin Cooperative Extension System*, 1993.

This publication centers on applying strategic marketing principles to an education organization. It offers several concepts and analytical tools applicable to professional effectiveness and political savvy, including: image analysis, collaborative programming techniques, organizational identity and public official relationships.

Dale, Duane and Hahn, Alan (editors). *Increasing Competence in Resolving Public Issues*, University of Wisconsin-Extension, Cooperative Extension. 1994.

This publication uses a wide array of contributors to address public issues, education models, designing education programs, building partnerships, media strategies and evaluation needs.

Fitzsimmons, Ellen. *Opportunities, Opportunities, Opportunities*. University of Wisconsin-Extension Cooperative Extension. 1993.

This assessment tool helps county faculty/staff identify program sharing opportunities and mechanisms for building program support.

Fitzsimmons, Ellen. *Building Local Support*. University of Wisconsin-Extension, Cooperative Extension. 1992.

This assessment tool and presentation outline helps identify influentials, considers how to report impact and build strategies for support.

Hinds, David. *Understanding County Budget and Fiscal Issues*. University of Wisconsin-Extension. 1994.

This paper defines and analyzes the county budget process with insight to communicating budgetary needs and building support. It also addresses broader issues of fiscal policy, mandates and budget management operations as they affect Extension.

Lewis, Andy. *First Impressions of the UWEX Office*. University of Wisconsin-Extension. 1994

Provides assessment tool for external evaluator to assess customer impressions of a county extension office. Included with Lewis' work are two specific examples of how county offices are addressing marketing and image issues: the Grant County UWEX Marketing Plan Summary and a draft of the Jefferson County Image and Program Survey.

McCoy, Palmer. *32 Common Sense Approaches to Operating and Programming in the Cooperative Extension Service*. University of Wisconsin-Extension.

Daily practices are noted that lead to successful organizational relationships, quality programs, and effective collegial and external working relationships.

Michigan State University Extension. *Communicating with Decision Makers*. Michigan State University Extension. 1993.

This publication provides principles, roles and techniques for communicating with key decision-makers. Suggests a planning strategy for building partnerships with county and state policymakers.

North Carolina Cooperative Extension Service. *Communicating Excellence: The Extension Service Marketing Manual*. North Carolina State and N.C.A. & T. State Universities. nd.

This manual focuses on marketing with several assessment pieces, including: physical environment image checklist, organizational image analysis, marketing audit and criteria for programming excellence.

Rossing, Boyd, et al. *Expanding Partnerships and Building Collaborative Leadership*. University of Wisconsin-Cooperative Extension, 1990.

Introductory concepts to developing collaborative relationships within context of issues programming. Insight into determining when and how to structure partnerships. Extension publication G3553, *Partnerships: Shared Leadership Among Stakeholders*, has its roots in this paper. All offices have been provided a copy for reference previously and it is also available through Extension Publications.

Taylor-Powell, Ellen and Marshall, Mary. *Questionnaire Design: Asking Questions with a Purpose*. Texas Agricultural Extension Service. 1989.

Taylor-Powell, Ellen. *Sampling in Extension*. Texas Agricultural Extension Service. 1988.

Taylor-Powell, Ellen. *Analyzing and Reporting Results*. Texas Agricultural Extension Service. nd.

Taylor-Powell, Ellen and Marshall, Mary. *Collecting Information on Participant Reactions*. Texas Agricultural Extension Service. 1988.

These four publications provide basic descriptions of some evaluation tools and techniques.

Ellen Taylor-Powell is now Program Development and Evaluation Specialist for University of Wisconsin-Extension, Cooperative Extension. Comparable, updated resources relevant to Wisconsin CES organization and programming are currently under development.

University of Wisconsin Extension Communications Team. *UW-Extension Media Communications Policy and Protocol*. University of Wisconsin-Extension. 1995.

This policy paper provides guides to media relations particularly applicable to fast-breaking issues.

Wisconsin Manufacturers and Commerce. *1995-1996 Wisconsin Legislative Directory*. Wisconsin Manufacturers and Commerce. 1995.

This legislative directory provides profiles of the Wisconsin Legislature, as well as helpful hints on how and when to communicate effectively with executive and legislative representatives.

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