Orientation Guide for New County Extension Educators

Oklahoma Cooperative Extension Service
Division of Agricultural Sciences and Natural Resources
Oklahoma State University

January 2002
Orientation Guide for New County Educators
Oklahoma Cooperative Extension Service

Welcome to the Oklahoma Cooperative Extension Service (OCES). We are pleased to have you as a member of our educational team. Your County Extension Director will guide you through completion of this New County Educator Orientation Guide. You should begin working through this guide on your first day of employment. Direct all questions to your County Extension Director. Timely completion of this guide will provide information and direction to help you succeed in your new job role.

Becoming Familiar with Your County Extension Office

Your County Director will meet with you on your first day of employment to give you this copy of the Orientation Guide For New County Educators. He/she will also discuss the topic outlines. Note: Space is provided for you (new employee) to take notes for later reference.

Keys to office, your desk, storage room, etc. _______________________________________
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Parking space and related policies _______________________________________________
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Restroom, break room etc. ______________________________________________________
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Office hours ________________________________________________________________
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Secretarial assignments _______________________________________________________
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Purchase and use of a calendar ________________________________________________
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When a call is referred to you by a secretary or another staff member, answer the telephone, and identify yourself by name. If you answer the call when it initially rings, also state the name of your office (as directed by county director, e.g., Payne County Extension office), identify yourself by name, and ask how you can help the caller.

County policy on long distance calls

Calling OSU - 1-800 number

Personal use of office telephone

When someone comes into the county office: If you are the first person to welcome the client, do so in a friendly, courteous manner. Introduce yourself with job title, and find out what is needed. If necessary, escort and introduce that person to the appropriate educator. Additional comments by the CED

NOTE: When a person calls the county office, comes into the county office or otherwise makes contact with an educator in search of information from the Cooperative Extension Service, it is imperative to assist that person in a warm, friendly, courteous, and helpful manner. The citizen seeking information must feel he/she had a good experience in the OSU Extension office.

Procedures to follow when leaving your office during work hours: County
educators will have frequent occasion to leave the office to plan and conduct educational programs. When it becomes necessary for you to leave your office you must follow county policies to inform your secretary and/or sign out on a board. Your secretary must know where you are going, what you will be doing, and when you will be back in the office. If someone calls for you or comes into the office to see you while you are out of the office, your secretary should tell that person where you have gone, what you are doing and when you will be back. If you find you will be later than expected you should call and let your secretary know your revised schedule. You must be accountable for your time during office hours. This is critical to the organization, the creditability of the office, and your personal reputation as a professional. Additional comments by your CED on this topic:

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Travel reimbursement procedures: Your CED will go over the purpose of travel reimbursement, your travel allocation for the remainder of the fiscal year, documentation you need to keep while in travel status, limitations on reimbursement, etc. Your CED and/or your secretary will help you complete your first claim for reimbursement. Remember, the travel reimbursement claim is a legal document and it must be completed accurately and according to county and state procedures. 

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Purchasing supplies and materials: Your CED will explain the purchasing process in case you need supplies and materials.
Leave policies: Oklahoma Cooperative Extension Service has several categories of leave in its benefit package. As a new County Educator, you will need to read these policies and understand how and when to use each leave category. The most frequently used leave categories are annual leave and sick leave. You must accrue annual and sick leave before you request time off. Each month, full time county educators earn 14.67 hours of annual leave and 14.67 hours of sick leave. Sick leave can be taken due to illness, medical appointments and other appropriate reasons of the educator or an immediate family member. Annual leave can be taken for personal reasons at the discretion (approval) of your CED. Your CED will discuss additional policies and procedures as related to annual and sick leave.

Computer orientation: Your County Director or another assigned employee will give you an orientation to your business use computer. This orientation will not teach you how to use the computer. It will focus on policies related to computer use by OCES employees and to relay access information to your E-mail, programs on your computer, and how to access important web pages you will be using such as monthly activity reports, etc. Remember, your office computer is state/county property that is intended for business use only. Inappropriate use of an OSU computer can result in disciplinary action, including termination of employment.

Individual conference with your co-workers: Your county co-workers (county educators, program assistants and secretaries) are all a part of the county educational team. You must develop and maintain a good professional working relationship with each person in your county office. To begin this process you need to visit with each staff member. Record the information below for future reference for each of your co-workers:

Name

Job assignment


Background and experience with Cooperative Extension Service

__________________________________________________________________________
__________________________________________________________________________

Hobbies and interest outside of work

__________________________________________________________________________
__________________________________________________________________________

Name ________________________________________________________________

Job assignment

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Background and experience with Cooperative Extension Service

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Hobbies and interest outside of work

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Name ________________________________________________________________

Job assignment

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Background and experience with Cooperative Extension Service

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Hobbies and interest outside of work

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Name ________________________________________________

Job assignment _______________________________________

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Background and experience with Cooperative Extension Service _____________

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Hobbies and interest outside of work ________________________________

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Name ________________________________________________

Job assignment _______________________________________

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Background and experience with Cooperative Extension Service _____________

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Hobbies and interest outside of work ________________________________

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Name ________________________________________________

Job assignment _______________________________________

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Background and experience with Cooperative Extension Service
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Hobbies and interest outside of work
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Name
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Job assignment
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Background and experience with Cooperative Extension Service
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Hobbies and interest outside of work
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**Working with Co-Workers and the Public**

One of the major keys to your success in Cooperative Extension Service is your ability to develop and maintain good working relationships with co-workers and the public. Most of the personnel problems that arise in Extension are caused by an employee who is unwilling or unable to develop and maintain good working relationships with people in the workplace. You have to be willing to look for the best in people and to focus on the positive aspects of each person's abilities and personality. Don't get caught up in focusing on the negative aspects of personnel or procedures; focus on the negative merely results in a lot of frustration, stress, unhappiness and anger. Job performance always suffers when an employee allows himself/herself to dwell on what someone said, didn't say, did, didn't do, etc.

As a new employee you need to focus on your own ability to interact with co-workers and the public so that you will be perceived to be a friendly, courteous helpful
employee. Anger, violent reactions, profanity, negative body language, etc., must not be a part of your perceived ability to work with people.

Professionalism, organizational ability, and urgency to meet your commitments are also factors that will affect your ability to work effectively with co-workers and clientele.

To complete this section please schedule individual interviews (in person or by telephone) with your County Director, your District Program Specialist and your District Director. Record their comments on each topic/question listed below as related to developing positive working relationships with co-workers and clientele.

Name of person interviewed ________________________________________________

When working with co-workers and clientele, why is it important to:

- Be perceived as being courteous, friendly, and helpful? __________
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  ______________________________________________________________
  ______________________________________________________________
  ______________________________________________________________
  Give examples _________________________________________________
  ______________________________________________________________

- Be perceived as having an interest in solving the person’s problem?
  ______________________________________________________________
  ______________________________________________________________
  ______________________________________________________________
  ______________________________________________________________
  Give examples _________________________________________________
  ______________________________________________________________

- Meet your commitments in a timely, organized fashion?
  ______________________________________________________________
  ______________________________________________________________
  ______________________________________________________________
  ______________________________________________________________
  Give examples _________________________________________________
  ______________________________________________________________
Return calls in a timely manner? ________________________________
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____________________________________________________________
____________________________________________________________
Give examples ________________________________
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____________________________________________________________
Be professional in your personal appearance and behavior?
____________________________________________________________
____________________________________________________________
Give examples ________________________________
____________________________________________________________
Be professional in your office appearance? _______________________
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____________________________________________________________
____________________________________________________________
Give examples ________________________________
____________________________________________________________
Be professionally involved in the community? ____________________
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____________________________________________________________
Give examples ________________________________
____________________________________________________________
Be publicly supportive of co-workers and other people in your workplace (including volunteers)? Visit with the co-worker or volunteer if you have concerns.
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____________________________________________________________
____________________________________________________________
Give examples ________________________________
____________________________________________________________
Be skilled at working with difficult people ________________________

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Give examples _________________________________________________

______________________________________________________________

Name of person interviewed ________________________________________________

When working with co-workers and clientele, how important is it to:

Be perceived as being courteous, friendly, helpful? ________________

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Give examples _________________________________________________

______________________________________________________________

Be perceived as having an interest in solving the person’s problem?

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Give examples _________________________________________________

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Meet your commitments in a timely, organized fashion?

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Give examples _________________________________________________

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Return calls in a timely manner? ________________________________
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Give examples _________________________________________________
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Be professional in your personal appearance and behavior?
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Be professional in your office appearance?________________________
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Be professionally involved in the community? ____________________
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Give examples _________________________________________________
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Be publicly uncritical of co-workers and other people in your workplace (including volunteers)? _______________________________
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Give examples _________________________________________________
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Be skilled at working with difficult people? _______________________

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Give examples _____________________________________________________________
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Name of person interviewed ________________________________________________

When working with co-workers and clientele, how important is it to:

Be perceived as being courteous, friendly, helpful? _________________

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Give examples _____________________________________________________________
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Be perceived as having an interest in solving the person’s problem?

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Give examples _____________________________________________________________
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Meet your commitments in a timely, organized fashion? _____________

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Give examples _____________________________________________________________
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Return calls in a timely manner? ________________________________

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Give examples _________________________________________________
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Be professional in your personal appearance and behavior?
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Be professional in your office appearance? ______________________
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Give examples _________________________________________________
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Be professionally involved in the community? ____________________
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Give examples _________________________________________________
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Be publicly uncritical of co-workers and other people in your
workplace (including volunteers)? _______________________________
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Give examples _________________________________________________
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Be skilled at working with difficult people ______________________
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Give examples _________________________________________________
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Upcoming Educational Programs where You will be the Responsible Educator

As a new employee you must find out what educational programs, events, and activities have been scheduled for your position. Meet with your County Director and other educators in your county to develop a list of scheduled programs, events, and activities. Find out if you will be an observer or actually be responsible for planning, promoting, and conducting the program. Bring your appointment calendar and the plan of work for the previous educator in your position to this conference. Complete the following information sheet for each program or activity that you are responsible for during the next six (6) months.

Name of program, event, activity ________________________________

Scheduled date to be conducted ________________________________

Location ________________________________

Time ________________________________

Purpose of program or activity ________________________________

______________________________

Role of the new educator in this program/activity ________________________________

______________________________

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Who will guide the new educator through planning, promoting, conducting, and evaluating this program? ________________________________

What has been done on this program to this point? ________________________________

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______________________________
Location for the file (past year and current year) for this program/activity ______________________________________________________________________
____________________________________________________________________

List of resource people who should be involved in planning and conducting this event or activity ______________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Name of program, event, activity __________________________________________

Scheduled date to be conducted ___________________________________________
Location _______________________________________________________________
Time ___________________________________________________________________
Purpose of program or activity ____________________________________________
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Role of the new educator in this program/activity _____________________________
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Who will guide the new educator through planning, promoting, conducting, and evaluating this program? ______________________________

What has been done on this program to this point? _________________________
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Who will guide the new educator through planning, promoting, conducting, and evaluating this program? ______________________________

What has been done on this program to this point? _________________________
____________________________________________________________________
____________________
Location for the file (past year and current year) for this program/activity __________________________

List of resource people who should be involved in planning and conducting this event or activity __________________________

Name of program, event, activity __________________________
Scheduled date to be conducted __________________________
Location __________________________
Time __________________________
Purpose of program or activity __________________________

Role of the new educator in this program/activity __________________________

Who will guide the new educator through planning, promoting, conducting, and evaluating this program? __________________________

What has been done on this program to this point? __________________________
Location for the file (past year and current year) for this program/activity
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____________________________________________________________________
List of resource people who should be involved in planning and conducting
this event or activity ______________________________________________________________________
____________________________________________________________________
____________________________________________________________________
Name of program, event, activity _____________________________________________
Scheduled date to be conducted _____________________________________________
Location _________________________________________________________________
Time ________________________________________________________________
Purpose of program or activity _____________________________________________
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Role of the new educator in this program/activity _____________________________
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Who will guide the new educator through planning, promoting, conducting,
and evaluating this program? _____________________________________________
What has been done on this program to this point? ________________________
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Location for the file (past year and current year) for this program/activity _
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List of resource people who should be involved in planning and conducting this event or activity
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Name of program, event, activity ___________________________
Scheduled date to be conducted ___________________________
Location _____________________________________________
Time _______________________________________________
Purpose of program or activity ___________________________
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____________________________________________________________________
Role of the new educator in this program/activity ____________
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____________________________________________________________________
Who will guide the new educator through planning, promoting, conducting, and evaluating this program? ___________________________
What has been done on this program to this point? ________________
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____________________________________________________________________
Location for the file (past year and current year) for this program/activity __________________________

List of resource people who should be involved in planning and conducting this event or activity __________________________

Name of program, event, activity __________________________

Scheduled date to be conducted __________________________

Location __________________________

Time __________________________

Purpose of program or activity __________________________

Role of the new educator in this program/activity __________________________

Who will guide the new educator through planning, promoting, conducting, and evaluating this program? __________________________

What has been done on this program to this point? __________________________
Becoming Familiar with Resources Available to you Within the Cooperative Extension Service and OSU System

County educators have a cadre of specialists and other resource people available to assist in meeting the educational needs of citizens. It is important for new educators to become knowledgeable of their available resources within the system to help answer questions, solve problems, plan, deliver and evaluate educational programs. Your resource specialists will be located at the district and state level. You can also make contacts within the United States Department of Agriculture in Washington, D.C.

You should have a copy of the current personnel directory for the Division of Agricultural Sciences and Natural Resources at OSU. This directory will give you names, addresses, telephone numbers and e-mail addresses for staff and faculty within the Division. Keep this directory close at hand as you will be using it frequently.

Meet with your county director and the appropriate district program specialist to help identify your most frequently called resource people. You can do this conference by telephone, but record their recommendations below for future use.

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<th>name of specialist</th>
<th>subjects covered</th>
<th>telephone number</th>
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Compliance with Civil Rights, Equal Opportunity, and Affirmative Action Laws, Rules, and Guidelines

OCES is committed to full compliance with all applicable laws related to civil rights, equal employment, and affirmative action, including, but not limited to, the following: Titles VI and VII of the 1964 Civil Rights Act (as amended in 1972); Title IX of the 1972 Education Amendments; Section 504 of the Rehabilitation Act of 1973; Age Discrimination in Employment Act of 1967 (amended in 1978); and the Americans With Disabilities Act of 1990. OCES conducts programs which are non-discriminatory with regard to race, color, national origin, religion, gender, age, disability, or status as a veteran.

County educators are required to retain documentation to show that all programs and actions are in compliance with the intent of these laws, rules and regulations. You will have in-depth training in civil rights compliance when you attend the statewide new educator training. In the interim, you need to gain a basic understanding of the requirements and documentation educators must retain to show all programs are in compliance with laws and regulations. Schedule a conference with your district Program Specialist or District Director and discuss action required of educators on the following topics:

“Justice for All” and other Civil Rights and Affirmative Action Posters

Retention of attendance records with race and gender summaries for programs conducted, committee meetings conducted, etc.

Inclusion of the non-discrimination clause on all public notification efforts: letters, flyers, circulars, news releases, radio scripts, newsletters, etc.
Special efforts to reach minorities and hard to reach audiences

Meeting civil rights geographic and minority representation requirements when selecting committee members. Retention of committee membership files

Certification of organized groups for non-discrimination

Mailing lists with grass roots organizations


Orientation to Your Program Responsibilities

You have completed the general orientation guide designed for all County Educators. Now, you will begin the orientation to your program role(s) or responsibilities. This section contains an orientation for educators with responsibilities in agriculture, family and consumer science, and 4-H and youth development. If you are assigned only agricultural responsibilities you need to complete only the agriculture section. If you have only family and consumer science responsibilities then you would complete only the family and consumer science section. Educators with only 4-H responsibilities will need to complete only the 4-H section. Educators with dual
roles, (agriculture) or (family and consumer science) plus 4-H responsibilities will need to complete two sections. All new educators need to complete the section on rural/community development.

**Orientation for Educators with Agricultural Responsibilities**

Your area specialists, within your district, are very important to you and to your county agricultural program. Set up a schedule to spend a day with each agricultural specialist in your district. Each specialist should give you an update of agricultural subject training which you need to begin your ag role. In addition, each specialist will show you educational resources he/she can provide for your county programs. Call your District Director and ask him/her to set up the schedule to visit with area agricultural specialists. Record the schedule below:

**Name of specialist** ______________________________________________________
**Subject specialty** ______________________________________________________
**Date of visit** ___________ **time** ___________ **location** ___________________
**Notes of visit** ________________________________________________________
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**Name of specialist** ______________________________________________________
**Subject specialty** ______________________________________________________
**Date of visit** ___________ **time** ___________ **location** ___________________
**Notes of visit** ________________________________________________________
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**Name of specialist** ______________________________________________________
**Subject specialty** ______________________________________________________
**Date of visit** ___________ **time** ___________ **location** _________________
Familiarize Yourself with Your County Agricultural Demographics

County Agriculture Educators must have a good understanding of agricultural demographics for their county. This includes things such as major agricultural enterprises, crops grown, acreage per crop, agricultural sales, livestock numbers and types (cows, stockers, dairy cows, hogs, sheep etc.), acres in pasture, acres in cropland. Contact your Area Agricultural Economics Specialist to help you assemble this data. Attach a copy of the agricultural demographics summary for your county to this orientation guide.

Look in your files under Agricultural Program Advisory Committee and find a copy of the current year’s agricultural recommendations. Review these recommendations carefully and attach a copy to this orientation guide. This list of recommendations should provide you with ideas for possible agricultural programs.

Go to your files again and compile a list of all agricultural programs conducted by OCES in your county for the past two years. Include program agendas, participation data, and evaluation results. Your secretary should be able to help you assemble this information. After you carefully review this information, prepare a summary and attach it to this orientation guide.
Retrieve a copy of the current agricultural plan of work as drafted by the former agricultural educator for your county. Make a list of programs already conducted and programs to be conducted as reflected by this POW. Attach a copy of this list to this orientation guide.

Contact your District Director and ask him/her to set up a program planning conference with you, all the area agricultural specialists in your district, and other resource people your District Director wants to include. The purpose of this conference is to develop a plan for agricultural programs to be presented in your county for the next 1-2 years.

Date for program planning conference _________________________________
Time and location for conference _________________________________
List of people participating in the conference _________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Conference Agenda
1. New agricultural educator presents to specialists: his/her summary of county agricultural demographics, county agricultural advisory committee recommendations for the current year and a list of agricultural programs conducted during the past two years in his/her county. Include programs planned but not conducted in the current agricultural POW as prepared by the former county agriculture educator.

2. New educator presents a list of programs he/she would like to conduct during the next 1 to 2 years.

3. Conduct a brainstorming session with conference participants to identify possible agricultural programs that would make a positive impact in the new educator’s county. Include a variety of teaching methods to include meetings, demonstrations, field days, news columns, radio programs, newsletters, etc. Prepare the list by calendar month.

4. In discussion with all conference participants, the new educator will prepare, by calendar month, a list of agricultural programs he/she will commit to conduct during the next 1 to 2 years. Specialists will also commit to assist as needed to make programs successful.

The new agricultural educator will prepare a final draft of programs to be conducted in his/her county during the next 1 to 2 years. Send a final copy to your District Director and to each of the program planning conference participants. Be sure you have specific dates for each educational program you want to present in your county. Place these dates on your calendar. Now, look at each date, back up
about 60 days and write a note on your calendar to begin the planning process for that particular program. This will serve as a reminder to you. Remember, most educators accomplish or do what they first put on their calendar. When you complete this process you will have a good agriculture plan. It is now up to you to be a good manager. Implement the plan as scheduled.

As a new educator, you should attend available agricultural in-service training to enhance your knowledge and abilities. It is important that you become an expert in the primary agricultural commodity areas most important in your county. Good luck and may you be successful in your new role as County Extension Educator – Agriculture.

**Orientation for Educators with 4-H Responsibilities**

The County 4-H Educator role is one of the most challenging and most important roles in Oklahoma Cooperative Extension Service. All educators face challenges working with people, but working with young people can really test your skills and abilities. 4-H educators see members grow and develop skills and abilities that will enhance their opportunities to become useful, productive citizens. You will also see volunteer adult leaders grow in their own leadership abilities and commitment to citizenship as they contribute their time and energy to the 4-H program. It is really satisfying as a County Educator to know that you have been a part of these developments to help people have a better way of life.

4-H educators work with young people, often through competitive programs, contests, shows, etc. There will be times when parents will react in a negative manner if their youngsters don't win or they believe their sons or daughters did not get a fair chance in the program. The 4-H educator, as the person in charge of the program, may be challenged over program results by an unhappy parent. You need to prepare yourself to deal with difficult people during stressful times. Remember, as a 4-H educator you are working with parents’ most precious possession – their children. Remain calm, listen to the concerns or complaints and then follow the old problem solving process: (1) identify the problem, (2) discuss the issues, (3) look at alternatives or various courses of action, bring in resource people if needed, (4) select the best alternative and (5) implement your selected course of action. Resource people to involve would be your County Director or an experienced co-worker, members of the committee that planned the program being questioned, and/or the District 4-H Program Specialist.

Review the list of “Keys to Being a Successful 4-H Educator” below. Keep these points in mind as you develop your own leadership and management style to work with the 4-H program in your county. Adopting these “keys” will help to ensure your success as a 4-H educator. It will also help you to avoid many unpleasant experiences.
KEYS TO BEING A SUCCESSFUL 4-H EDUCATOR

- You must convince parents, leaders, members that you have a sincere interest and dedication to the 4-H program.
- You must convince parents that you are interested in the successful growth and development of their children.
- You must be a good communicator. You must develop and use an effective system of keeping volunteer leader, parents and members informed of opportunities through the 4-H program.
- You must be a friendly, warm, and interested listener.
- You must meet your commitments in a timely, organized manner.
- You must be visible at 4-H functions.
- You must be willing to seek answers to questions in a timely manner.
- You must provide the leadership to make the program grow and prosper.
- You must be willing to delegate responsibility and to help assure the success of the other person.
- You must be enthusiastic about what you are doing.
- You must be fair, patient, and a good role model for young people.
- You must know how to involve and work with a committee system.
- Do not try to take command of the 4-H program upon arrival as a new educator. Study the county 4-H history; respect what has been accomplished in the past. You will be given command when you earn the respect of leaders and members.
- Do not criticize co-workers, volunteers and members. Look for the good traits of people.
- Do not try to dictate change. Sell your new ideas by making positive comments on a proposed program change. Influence your leaders in a positive manner.
- Do not select award winners, trip winners, and the like all by yourself. This must be accomplished by committee or by following county 4-H policy.
- Do not react in anger!
- Do not take comments personally. Be objective about negative comments.

Familiarize Yourself With Your County 4-H Organization

Visit with a co-worker or go to your files to find out how many organized 4-H clubs are in the county. You need to meet with leaders and members of each active club so that you, club leaders, and members can become acquainted and start developing good working relationships. Call each club organizational leader, introduce yourself as the new 4-H educator and find out when you can visit their club meeting. Record the requested information below for future use.

Name of 4-H Club _____________________________________________________
Name(s) of Organizational Leaders ____________________________________
_____________________________________________________________________
_____________________________________________________________________

27
When does club meet? _________________________________________________
Where does club meet? _____________________________________________
Notes on the club meeting after your first time in attendance ____________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
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_____________________________________________________________________
_____________________________________________________________________

Name of 4-H Club ____________________________________________
Name(s) of Organizational Leaders ____________________________

When does club meet? ___________________________________________
Where does club meet? ___________________________________________
Notes on the club meeting after your first time in attendance ____________
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Name of 4-H Club ____________________________________________
Name(s) of Organizational Leaders ____________________________

When does club meet? ___________________________________________
Where does club meet? ___________________________________________
Notes on the club meeting after your first time in attendance ____________
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Name of 4-H Club ________________________________________________
Name(s) of Organizational Leaders ____________________________________
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When does club meet? ________________________________________________
Where does club meet? ________________________________________________
Notes on the club meeting after your first time in attendance ______________
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Name of 4-H Club ________________________________________________
Name(s) of Organizational Leaders ____________________________________
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When does club meet? ________________________________________________
Where does club meet? ________________________________________________
Notes on the club meeting after your first time in attendance ______________
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Name of 4-H Club ________________________________________________
Name(s) of Organizational Leaders ____________________________________
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Name of 4-H Club ______________________________________________________
Name(s) of Organizational Leaders _______________________________________
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When does club meet? ___________________________________________________
Where does club meet? _________________________________________________
Notes on the club meeting after your first time in attendance _______________
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Name of 4-H Club ______________________________________________________
Name(s) of Organizational Leaders _______________________________________
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When does club meet? ___________________________________________________
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Notes on the club meeting after your first time in attendance _______________
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Name of 4-H Club ______________________________________________________
Name(s) of Organizational Leaders _______________________________________
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When does club meet? ___________________________________________________
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Notes on the club meeting after your first time in attendance _______________
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Name(s) of Organizational Leaders ________________________________________

When does club meet? ____________________________________________
Where does club meet? ____________________________________________
Notes on the club meeting after your first time in attendance ______________
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Name(s) of Organizational Leaders ________________________________________

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Name of 4-H Club ________________________________
Name(s) of Organizational Leaders ________________________________________

When does club meet? ____________________________________________
Where does club meet? __________________________________________________
Notes on the club meeting after your first time in attendance _______________
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List the names of the Officers for your County 4-H Adult Leaders Organization
Name________________________Office Held _______________________________
Name________________________Office Held _______________________________
Name________________________Office Held _______________________________
Name________________________Office Held _______________________________
Name________________________Office Held _______________________________
Name________________________Office Held _______________________________
Meeting dates __________________________________________________________
Meeting time ___________________________________________________________
Meeting location ________________________________________________________
New educator’s role in planning and conducting meetings __________________
_______________________________________________________________________
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_______________________________________________________________________
Explain the decision making process for the volunteer adult leaders organization
_______________________________________________________________________
_______________________________________________________________________
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_______________________________________________________________________
Most counties have a list of 4-H committees that help to plan, conduct and evaluate programs and activities during the year. Check your files and visit with coworkers to secure the following information on each committee.

Name of committee ____________________________________________________
List committee membership _____________________________________________
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Purpose or role of this committee _________________________________________
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New educator’s role with this committee __________________________________
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Name of committee ___________________________________________________
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Purpose or role of this committee _________________________________________
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New educator’s role with this committee __________________________________
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Name of committee ___________________________________________________
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Purpose or role of this committee ______________________________________
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Purpose or role of this committee ______________________________________
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New educator’s role with this committee _________________________________
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Name of committee ___________________________________________________
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Purpose or role of this committee _________________________________________
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New educator’s role with this committee ________________________________
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_______________________________________________________________________
Review Your County Volunteer Leader Certification Process
Summarize the process for future use __________________________________________
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Review your county’s most current ES-237 Report. Your secretary can help you
locate this report. Answer the following questions:

Number of 4-H Club members ____________________________
Number of Organized 4-H Clubs __________________________
Number of youth enrolled in special interest groups ____________

List names of special interest groups _________________________________________
__________________________________________________________________________
__________________________________________________________________________
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Number of 4-H Leaders ______________________________________
Number of Minority Youth Involved ____________________________
Number of Minority Leaders ______________________________________
Clubs With Highest Minority Enrollment __________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
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__________________________________________________________________________
List Top Five (5) Projects by Member Enrollment

_______________________________________________________________________
_______________________________________________________________________
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_______________________________________________________________________
_______________________________________________________________________

Check Your Files and List Your County 4-H Officers (Youth) below.
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
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_______________________________________________________________________

List Planned Activities by County 4-H Officers
_______________________________________________________________________
_______________________________________________________________________
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Review the former 4-H educator’s plan of work. Take special note of programs planned and scheduled after your arrival as educator. List these programs below.
_______________________________________________________________________
_______________________________________________________________________
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Conferences with Your District 4-H Program Specialist
You will have several conferences with your District 4-H Program Specialist (DPS - 4-H) during your first year as 4-H educator. Your DPS - 4-H should be your first resource called to answer questions and to visit about problems and opportunities. Review the information you have recorded in this New Educator Orientation Guide with your DPS - 4-H. You will need to develop a plan of work or a list of goals for the remainder of the program year. When this plan is
complete send a copy to your District Director. Good luck in your role of County 4-H Educator!

Your District Program Specialist will meet with you on a monthly basis to continue providing program guidance and counsel. List dates scheduled for future conferences with your District Program Specialist.

_____________________________________________________________________
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Orientation for Educators with Family and Consumer Science Responsibilities

Your District Program Specialist (DPS) will provide leadership to guide you through orientation, in-service training, and program development in Family and Consumer Science responsibilities. This orientation guide will facilitate your learning how to accomplish your role as FCS County Educator. Record below dates scheduled for conferences with your DPS for the next four (4) months. If you don’t have dates scheduled call your DPS and confirm future conference dates.

Familiarize Yourself with Your County HCE (Home and Community Education) Organization

Review your County HCE Yearbook. Take special note of the following:
List your County HCE Officers for the current year:
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Call your County President and set a meeting with the officers to discuss the HCE program and your role in it. Also discuss future programs and activities for this organization.
Meeting date___________ Time__________ Location _______________
Secure a county map and mark the location for each HCE Group. Note below communities that do not have a HCE Group.

______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________

Review HCE committees as listed in the yearbook. Pay particular attention to membership and responsibilities for each committee. Notes:________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________

Review the schedule for leader training. Take particular note of dates you will be responsible for teaching the lesson. Record all dates on your calendar. Notes: __________________________________
______________________________________________________________
______________________________________________________________

Call each HCE Group President and set a date to visit individual group meetings to get acquainted with members and programs.

<table>
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<tr>
<th>Name of Group</th>
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Familiarize Yourself with Your County Demographics

You should be able to find a copy of the latest demographic information in your files. Call your District Program Specialist if you cannot find it. As you review demographics keep in mind program opportunities to address critical issues. Notes: ______________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Acquaint Yourself with the Monthly Newsletter to HCE Members and Other Interested Individuals

Ask your secretary to provide you with copies of the past six newsletters prepared and mailed by the former FCS educator in your county. Review these carefully noting the logo, mailing list, educational message and the HCE information provided in each issue. HCE members look for this newsletter at a specified time each month. Discuss your newsletter with your DPS.

Review notes: __________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Review the FCS Advisory System

Check your files for current FCS advisory system information to include a list of current members, participation records, current year’s recommendations, and minorities (to include men) on the committee. You will be expected to develop a strong advisory system to help identify critical FCS issues that can be addressed with educational programs. Notes: _________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Review the Current Plan of Work as Prepared by the Former FCS Educator in your County

Prepare a list of programs conducted and programs to be conducted as listed in this plan of work. Notes: ___________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
In Conference with your District Program Specialist Discuss:

The role of the County FCS Educator
_____________________________________________________________________
_____________________________________________________________________
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Memorandum of Understanding With HCE
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_____________________________________________________________________

County demographics and what issues can be identified
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Impact areas and teams
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

FCS Communication Groups
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

In-Service training scheduled that you should attend
_____________________________________________________________________
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Developing your own plan of work or lists of goals for the remainder of the program year. Send a copy to your District Director ________________________________
____________________________________________________________________
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Remember, this orientation guide simply acquaints you with your work assignment. You will need to attend in-service training as available and work closely with your DPS to select impact areas. It is important to make sure your HCE program functions and that you meet your commitments to this organization. Good luck in your role as FCS Educator.

**Orientation for all new County Educators on their Responsibilities to Rural/Community Development**

All county educators share responsibilities to provide programs in rural/community development. The County Extension Director normally is designated as the team leader. Opportunities should be developed to teach rural/community development to all adult and youth audiences. An Area Rural Development Specialist provides the leadership and support services to assist county educators in program planning, development, and delivery. Call your assigned Area Rural Development Specialist and set up a conference to discuss the following strategic areas in this program area. Discuss resources county educators can use in each of the three major emphasis programs.

**Economic Development**
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

**Infrastructure Development**
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
Good luck in your experiences as a County Extension Educator with the Oklahoma Cooperative Extension Service.

Oklahoma State University, U.S. Department of Agriculture, State and Local Governments Cooperating. The Oklahoma Cooperative Extension Service offers its programs to all eligible persons regardless of race, color, national origin, religion, sex, age, disability, or status as a veteran, and is an equal opportunity employer.

Appreciation is extended to Ronnie George, Assistant to the OCES Associate Director and former Northeast District Director, for the development of this orientation guide.

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