

The following is background material from the Administrative Staff Retreat held at the Carnahan Conference Center February 5-6, 2002.

AGENDA

Tuesday, February 5, 2002

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|------------------|--|
| 1:00 p.m. | Welcome, Purpose, Introductions |
| 1:15 | Desired Outcomes - Agenda Review |
| 1:30 | Norms, Working together...GDM/Johari - ?? |
| 2:15 | Ladder of Inference |
| 2:35 | Agreeing on Current Reality -
- Validate data scroll - presentation |
| 3:30 | Validation - groups dialogue/respond - break on own |
| 4:30 | Review changes - validate |
| 5:00 | Moving forward - parameters - Interview
with Larry Turner |
| 5:45 | Additional questions |
| 6:00 | Dinner |
| 7:00 | Environmental Scan |
| 7:45 | Feedback to group |
| 8:40 | +/- working with norms..and changes? |
| 8:45 | Close |

Norms

Listen and be non-judgmental in listening and open-minded seek to understand

2 way flow of communication - talking/listening - everybody has opportunity to say what they feel and listen to others

Focus on interests and not position

Get something accomplished - focus on what is important

No repercussions associated with any comments you make - not hold anything against you for speaking up

Don't take comments personally

Avoid put downs and negative remarks (raise things that are questionable) - all responsible for raising our own reaction if - ??

Openness to learn something new

We are all optimistic

Creative involvement

Do this in a way that the outcome of the whole is valued

Free to lay our concerns on the table

Motivation to make a change

Operate with compassion

Be honest and real

Have fun and humor in meeting

Take our time to reach conclusions

Develop sense of task

Come expecting to get something out of it

Don't interrupt

Commitment to group ~~concensus~~ decision (once you leave meeting)

Everyone needs to be heard

Bathroom Breaks (allow for people needing to get up and go)

Show RESPECT for each member of the group

Concept of interdependence among our group - aware of everything we do is related

Don't jump to solutions too quickly

Get past sacred cows

Gather all the information we can

Confidentiality of sensitive information (share consensus) shared w/in group but not outside (let others know) (Review last day and agree)

Clear understanding of why you are here

Set aside work/personal concerns - keep our minds clear

Willingness to take risks

TIMELINE

February 2002	February	February	February
1. Scope The Challenge - Concurrence	Communicating to others the challenge	Dean & Dr. Turner lay out process, etc.	6. Feb-April Assess data already gathered ie., Speak Out, Conversations, Strategic Teams, etc.
State CEC Introduction Process	4. Transition Team Identify roles, responsible team, etc.	Environmental scan A. Widen circle of influence	8. Look at: what we give up what we add we keep
Dean made statement of the larger purpose of broadening mission	1890's talk to Dr. Benson (next week)		President of UK meeting with Transition Team - face-to-face, 4th week in February
			Dean/KSU Administration meet with Transition Team -4th Week in February

TIMELINE

March 2002	March	March	March
I D questions for groups	Specialist focus group environmental scan	Councils focus group	Those not in Extension March Interview Environmental Scan
	Specialist Association State Conference	Environmental Scan other colleges & programs & department chairs & associate deans on campus in face-to-face session - 3rd week of March	
	3. Conduct Environmental Scan (stakeholders) - March - April Agents & other staff focus groups (March- April)	Specialists/associate specialists meeting independent facilitator	
	Environmental Scan Agents multi area setting independent facilitator		

TIMELINE

April 2002	April	April	April
7. Examine the jobs we think we have. Review job descriptions & look at priorities.	Legislative & county officials decision makers - interview & forums by end of March	Support Staff Chi Epsilon Sigma or include in Area Staff Focus groups	Connected agencies/partners personal interviews Completed by end of April
Leader, local groups & agencies, government groups, face to face county meeting agents	Agents focus groups Area Staff	UK Administration one on one, administration visits Dean, Dr. Turner on-going	Overall Think Tank Stakeholder agents, specialists, AD's, APD's, chairs, assistant directors, leaders Visit: strategic elements
County & area councils Environmental Scan thru April	Collaborating agencies with agency meetings (agents)		Measure against strategic elements redefine is need
	Department Chairs Focus groups at monthly meeting		
	Clients POW, councils, speak out information (agents collect)		

TIMELINE

May 2002	May	May	May
5. Review & validate the vision & mission of CES		4. Identify strategic elements	
Assess & summarize date from Environmental Scan		Examine scenarios	
		Redesign the system staffing program delivery training decision making information flow	

TIMELINE

June 2002	June	June	June
Scenario planning - Exploring, Looking at all options, Prioritize & select best options- Final Decisions	6. Aligning operational processes with elements (staffing, technology, decisions)	12. Propose the plan	Work on training needs & rewards structure
	KSU included in other meetings on-going		

STEPS TO THE FINAL DECISION

1. Dean and Dr. Turner lay out the process, reasons behind, etc. (February 2002)
2. Transition Team(s) - Identify roles and responsibilities (February 2002)
1. ID the questions for groups (early March 2002)
1. Environment scan - Stakeholders, Agents (April 2002)
1. Review and validate mission and vision (early May 2002)
1. Assess data we already have
Speak out on Extension, 4H conversations
Strategic Teams, Adv. Councils
Customer Service
(February, March, April 2002)
1. Examine the jobs “we think we have.” Review job descriptions to look at priorities. (April 2002)
1. Look at what we give up and what we add, what we keep (April 2002)
1. Training needs and reward structure (on going)

1. **Assess and summarize data**
(May 2002)
1. **Create and examine scenarios**
(May/June 2002)
1. **Decision Time!**
(June 30, 2002)

ENVIRONMENTAL SCAN

Stakeholder	Process	Who's Responsible	When
Extension Administration	Retreat	Associate Dean	now
Co.-Area Extension Council State Council	State Meeting	Asst. Dir's. APDs	Feb. 2002
Agents	Area Staff	APDs	April
Specialist/ Association	State Meeting	Rick/Larry/Paul	March
KSU	Include in other mtgs. Adm. Visit	As above Larry, Dean	by April
Dept. Chairs	Monthly Mtg.	Larry	
Support Staff	CES-Jabez Mtg. & Area Staff	Paul APDs	April
Clients	POW, Councils, Speak out info	Agents	March April
UK Adm.	Adm. Visits	Associate Dean Dean, et al	?
Collab. Agencies	Interagency Mtgs.	Agents	Ongoing
Non-users	POW, speak out Interagency, councils		

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logical process laid	exercise on stakeholders - meant more if I thought about <u>primary customers</u>
pre-work really helped	better if we had stayed in same location - get benefit of "after retreat"
best job of process see beginning to end	didn't have realistic handle on goal coming in
everybody had opportunity to give input and methods to get it	
mixing of groups - constant rotation	
process lead to 1/2 AH HA!!	
really like scroll 1/2	need more time to revisit
wouldn't have been as successful w/o Dr. Turner being here	
conversation w/dean yesterday morning	
work in presenting what you heard - putting it in perspective	
faster than I thought we could do it	

STEPS TO FINAL DECISION

- 1. Explanation of process from dean and Dr. Turner**
- 2. Gather data**
- 3. Involve stakeholders ← & →**
broad base involvement
advisory councils
agents
program assistants
specialists/associates
1890 KSU
- 1. Analyze data**
- 2. Prioritize**

STEPS TO FINAL DECISION

- 1. Scope the challenge - (concurrence)**
- 2. Communicating to others this challenge**
 - a. (Began with downsizing APD's, redrawing area lines - overhauling the system)**
 - b. Communication - President's office, Billy Joe Miles**
Agents, councils - stakeholders
- 3. Environmental Scan**
 - a. Widen circle of influence**

- 4. Identify strategic elements**
- 5. Scenario planning - exploring/looking at all options**
 - Prioritize and select best options - Final decisions**
- 6. Aligning operational processes with elements (staffing, technology, decision making, structure) - Transition team**

STRATEGIC ELEMENTS

Stakeholders	Process	Information	Who
U.K. Administration Agents/Department Chairs/Specialists Advisory Councils	Review vision and mission in light of environmental scan		

Information Needed from Stakeholders

Stakeholders	
Department/Specialists/ Associates	Extension efforts related to promotion and tenure? What interests do they have in relationship to environmental scan?
Agents	What skills or assets do you have to address environmental scan? What current programs meet or address environmental scan?

APD's - A.D.	What job functions need to be changed to address and support outcomes of environmental scan? Skills to address scan?
Clientele/Citizens	

ENVIRONMENTAL SCAN

Stakeholder	Process for data	Information	By Whom
1) State Extension Council Council Area Extension CEC Advisory groups	Carry Environmental Scan process back to areas - county - CEC's - advisory councils	Same questions as this group	Larry and Paul

2) Agents/Specialists/ Associates	*February staff meeting *March conference	Same questions as this group	APD's and Larry
3) Youth Development Community	Data County conversations	Summary of conversations data	Agent in county State 4-H Office
4) All citizens of Kentucky	Town meetings	Broaden inputs of data for U.K. land grant mission	President Todd (via technology)
5) Virtual community	Web	Web survey	Ag Communications
6) Department Chairs	Henning Committee Next quarterly meeting	Analyze report focused on training and support (same as rest)	Larry <u>Dean</u>

Steps to Final Decision to Restructuring Organization

-Dean make statement of the larger purpose of broadening mission of CES to organization and stakeholders.

-Environmental Scan

-Measure against strategic elements, redefine if need

-Transition (concern a loop is being open to all members of the organization)

-Redesign the system

- staffing**
- program delivery**
- training**
- decision making**
- information flow**

STRATEGIC ELEMENTS

Who Stakeholder	Process Data	Who	When
All stakeholders representative -agents -specialists -AD's -APD's -chairs -assistant directors/deans -leaders	Overall committee	Facilitator	April

STRATEGIC ELEMENTS
mission/vision
values/organization structure

WHO	PROCESS	INFO	BY WHOM
Same people as enviro scan	analyze data prioritize info determine long term & short term goals change in guiding principles design operational structure to implement	changes identified in Enviro Scan	

INFORMATION NEEDED

1. **What changes (trends, discontinuities) in the environment will influence how we design and perform our work?**
 - **Economic**
 - **Social**
 - **Technological**
 - **Competitive**
 - **Other**
2. **What are our assets? Gaps?**
2. **Who are our stakeholders?**
2. **What are priority issues you see CES addressing?**
2. **How do we structure for the future?**

ENVIRONMENTAL SCAN

Stakeholder	Process Data	Who	By When
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agents	multi-area setting	independent facilitator	March
specialists/ associates	multi-specialist meeting	independent facilitator	March
chairs/ associate deans/KSU	monthly chairs meeting	independent facilitator	Monday
leaders plus local groups (agencies, government groups, etc.)	face to face county meetings	agents	March/April
Dean/ KSU administration	transition team		
president	transition team	face to face	February
other colleges on campus (existing programs)	with chains associate deans	face to face	February
		independent facilitator	March

Environmental Scan

Stakeholder	Process	Who	When
Agents and other staff	focus groups	APD & AD	March if clear org. mess out there

Councils	focus groups regional	agents & APD & AD (teams)	Spring 3/11 &12 KEHA
Specialist Associates	focus groups	Ads & APDs	mid March specialist meeting
those not in support of Extension	interviews review doc.	Selected individuals	by end of March
decision makers	interviews and forums	team	by end of March
1890's	talk to Dr. Benson	Dr. Turner	ASAP
connected agencies	personal interview	AD's	ASAP

QUESTIONS TO ASK

1. **What are the critical needs of KY that can be addressed by CES?**
 - ◁ **Health**
 - ◁ **Families**
 - ◁ **Youth**
 - ◁ **Environmental Needs/Concerns**
 - ◁ **Resource Management**
 - ◁ **Economic Growth Potential**
 - ◁ **Changing Ag**
2. **What feedback do they have on our service delivery and where are our opportunities for growth?**
2. **What do we need to drop or do differently?**

QUESTIONS

1. Is there anything that showed up in Env. Scan that make us want to change our mission & vision statement?
1. Are we being true to our values?
1. Is there some way to enhance our mission & vision?
1. What needs to be changed operationally to better address our mission & vision?

Review mission/vision values

Put certain functions we do on hold - ex. Performance evaluations

design how to select represents groups for focus group

Revisit “Speak Out on KY” and make participants more inclusive of the whole community.
(Regionally based)

1. What changes (trends, discontinuities) in the environment will influence how we design and perform our work?

... ECONOMIC
Agriculture
GROUP 1

- a. fewer farms/farmers
- b. change in tobacco

- c. complex issues in Ag (i.e., genetic engineering)
- d. less farmland/more urban (urban/farm interface)
- e. labor force issues
- f. less farm income

GROUP 2

- a. loss of tobacco
- b. need new markets
- c. diversification
- d. fewer farmers
- e. part-time workers
- f. health care
- g. tracking from farm to consumer

GROUP 3

- a. loss of property
- b. loss of tobacco
- c. new enterprises
- d. marketing strategies
- e. enterprise vs “hobby” Farm
- f. rural urban interface
- g. part-time farmers

GROUP 4

- a. bigger farms specialized
- b. more small farms in urban areas
- c. specialty crops
- d. reduction in tobacco
- e. global/-grain prices
- f. fewer potential farmers for future
- g. environmental governmental constraints

... **ECONOMIC**
Family

- a. income more in below-middle category
- b. more single parent
- c. job skills - lack of skills
- d. hispanic family needs (housing, income)

... **ECONOMIC**

General

1. state of the economy
2. change in mfg. in KY
3. move toward more "high tech" jobs
4. educational levels

... **SOCIAL**

Family

GROUP 1

- a. families moving "off farm"
- b. more different "family types"
- c. "browning" of KY
- d. less isolation
- e. family resiliency

GROUP 2

1. family
2. structures
3. day care
4. new populations
5. health - KY "uglies"
6. 49-50 rank of women and children

GROUP 3

- a. dual income family multiple job
- b. single parent/grandparent families
- c. alternatives lifestyle families
- d. aging population
- e. multi-cultural families
- f. **POVERTY - POVERTY**

GROUP 4

- a. single parents
- b. blended families
- c. financial management
- d. aging population
- e. child care

- f. safety
- g. sandwich generation
- h. grandparents as parents
- i. housing
- j. transient population, lack support of nuclear family
- k. working poor

... **SOCIAL**
Youth
GROUP 1

- a. latch key
- b. some busy, some not
- c. youth/adult partnership
- d. "adulthood"
- e. violence/safety
- f. youth interest in community decision process
- g. peer group influence
- h. employability

GROUP 2

- a. day care
- b. after school issues
- c. hunger
- d. career skills/opportunities
- e. motivation
- f. technology
- g. violence
- h. funding driving partnerships
- i. volunteers - adult/youth
- j. substance abuse

GROUP 3

- a. children alone @ home
- b. children in poverty
- c. education of children to meet future needs of workforce
- d. teens have more responsibility at a younger age

- e. **GROUP 4**
- a. **drugs/alcohol, i.e., ecstasy, oxycontin**
- b. **violence**
- c. **career training**
- d. **peer pressure**
- e. **part-time jobs**
- f. **exposure to internet (globalization)**
- g. **financial management/education - credit cards**
- g. **education/finances**

... **SOCIAL**
Education
GROUP 1

- a. **quality**
- b. **teacher certification**
- c. **have & have nots**
- d. **KERA**
- e. **school safety**
- f. **vocational**
- g. **life-long learning to “retool” for new jobs**
- h. **non-traditional - distance learning virtual classrooms**
- i. **cultural learning/language**
- j. **non-public: parochial/home schooling**
- k. **special education**

- GROUP 2**
- a. **life skills**
 - b. **life long learning**
 - c. **home schooling/alternative schooling**
 - d. **KERA**
 - e. **competent/available teachers**
 - f. **out-of-school time for youth education**
 - g. **vocational training**
 - h. **technology**

- GROUP 3**
- a. **job skills**
 - b. **workforce preparation**

- c. stay in school
- d. drop-outs
- e. literacy
- f. community involvement
- g. outcome based
- h. informal/SOS program
- i. life-long learning
- j. life skills
- k. leisure ed.

GROUP 4

- a. high drop-out rate
 - b. disillusionment of teachers (low morale, accountability, KERA, etc.) teachers
- leaving**
- c. equal access to education
 - d. cost
 - e. opportunity for continuing ed. for all of family
 - f. virtual education

... **SOCIAL**

Health

GROUP 1

- 1. preventive
- 2. wellness
- 3. fast food/nutrition
- 4. diabetes adult and youth
- 5. Kentucky cancer and heart disease rates
- 6. obesity
- 7. stress

GROUP 2

- a. disease prevention
- b. cost, insurance/uninsured
- c. diet, obesity, nutrition educ.
- d. availability
- e. prenatal ignorance
- f. aging
- g. living beyond the income

GROUP 3

- a. drug ed.
- b. insurance/cost
- c. access to health care
- d. aging population
- e. health costs
- f. health education
- g. diet nutrition & exercise
- h. genetic engineering
- i. biotech

GROUP 4

- 1. health care costs
- 2. insured/uninsured and cost of insurance
- 3. rural health care i.e., doctors
- 4. specialization of health care
- 5. lack of preventative health care
- 6. aging population of KY

... **SOCIAL**

Community

GROUP 1

- a. new diversity cultural/race/language
- b. rural/urban interface
- c. jobs
- d. economic viability
- e. infrastructure
- f. water, cable, internet access

GROUP 2

- a. public health
- b. lack of public transportation
- c. violence/safety
- d. less community
- e. lack of leadership
- f. ethnic, racial mix
- g. rural; loss of population
- h. economics - expanded services

- i. decline of down towns - ?
- j. rural & urban interface

GROUP 3

- a. city/county “boundaries” lack of regional cooperation
- b. politics (dirty)
- c. lack of qualified leadership
- d. migration patterns (losses, gains/ethnic, etc.)
- e. people resistant to change
- f. lack of jobs impacts resources
- g. gone are “Mom & Pop” stores i.e., Walmart

GROUP 4

- a. citizenship/volunteerism
- b. participation to solve problems
- c. lack of resources
- d. “Walmartization”
- e. leadership
- f. apathy
- g. rural/urban
- h. infrastructure
- i. land use
- j. transportation
- k. environmental issues
- l. health
- m. safety

... **SOCIAL**

Globalization

GROUP 1

- a. losing jobs to other countries
- b. war (effects of)
- c. terrorism (bio, etc.)
- d. international competition w/Ag
- e. technology incl. communications
- f. clientele have access to world knowledge
- g. mobility of people

GROUP 2

- a. marketing
- b. factories closing
- c. competition of ag resources
- d. language
- e. cultural differences
- f. trade
- g. change driven by many countries

GROUP 3

- h. internet
- i. travel
- j. TV - Media - News
- k. foreign ownership of local businesses
- l. marketing via Internet (from up the holler)
- m. has cost jobs/increased markets
- n. kids

GROUP 4

- h. Loss of jobs
- i. Attitudes against it
- j. Closing factories
- k. Resistance to GMOs
- l. International compliance with food quality/safety
- m. More world view by public
- n. Tourist \$

... TECHNOLOGY

GROUP 1

- h. reliability/security/crime
- i. digital capabilities
- j. constant accessibility (cell phones, PDAs, fax, email)
- k. web TV
- l. M-? E-learning
- m. video communication
- n. resistance to technology

GROUP 2

- a. internet dependent
- b. information overload

- c. job displacement
- d. retraining
- e. delivery methods
- a. E-commerce
- b. production methods
- c. appliance selection

GROUP 3

- 1. computers do things for people
- 2. computers replace people
- 3. accessibility to computers
- 4. "digital divide"
- 5. changes in education (ways to deliver)

GROUP 4

- 1. literacy
- 2. have/have not
- 3. cell phones, compatibility
- 4. turn over
- 5. privacy
- 6. other agencies/communications
- 7. delivery of information (variety, different methods)
- 8. page of change
- 9. cost

... **COMPETITIVENESS**

GROUP 1

- 1. clientele
- 2. markets
- 3. resources
- 4. staff
- 5. private sector
- 6. delivery method
- 7. language
- 8. marketing (image)
- 9. accessibility to programming, office, hours
- 10. other universities
- 11. broadening mission

GROUP 2

1. structure of ag. & industry
2. cheap foreign labor
3. increase free trade
4. unionization
5. a lot selling information

GROUP 3

- a. more competition
- b. businesses competing with government agencies

... OTHER

- < shared multi-state, multi-discipline & multi- programming
- < flexibility
- < responsibility
- < accountability
- < responsiveness
- < staffing/flexibility

2. Who are our key stakeholders?

GROUP 1

AD's

- ! President
- ! Dean
- ! Associate Dean
- ! APD's
- ! agents
- ! specialists/associates

APD's

- ! YMCA
- ! all of the above
- ! other college department chairs
- ! agents, leaders, co. governments
- ! county legislators
- ! see scroll

! kids
! families

ASSOCIATE DEAN

! Legislators - state/federal
! Agents
! Dean
! APD's
! AD's
! Staff
! Specialists
! Sandy & Pam
! Department Chairs
! Commodity groups
! agencies - state/federal
! USDA
! other colleges and rest of university

GROUP 2

AD's

! APD's
! agents
! specialists
! clientele
! associates
! Dean
! Director
! Dept. Chairs
! all university administration
! state agencies
! councils

APD's

! AD
! Agents
! Advisory Councils (county, area and state)
! Support Staff

- ! Associate Director and Dean
- ! Legislative process

ASSOCIATE DEAN

- ! AD
- ! APD stakeholders
- ! Dean
- ! President
- ! Department Chairs, etc.

GROUP 3

AD's

- ! agents
- ! specialists
- ! APD's
- ! administrations
- ! other university and agencies
- ! leaders
- ! clients
- ! other parts UK

APD's

- ! agents
- ! specialists
- ! AD's
- ! administration
- ! advisory councils legislators
- ! county judges
- ! citizens
- ! other regional agencies

ASSOCIATE DEAN

- ! Dean
- ! Associate Provost
- ! Ads
- ! APD
- ! Chairs

- ! Commodity and Interest Groups
- ! All agent Associations
- ! Specialists
- ! Research Associate
- ! Government and Non-governmental Task Forces

GROUP 4

AD'S

- ! APD
- ! Department Chairs
- ! Staff
- ! Specialist
- ! Dean and Deanlets
- ! Commodity groups and interest groups
- ! Non Profits
- ! State and Federal agencies
- ! Councils

APD's

- ! Administration
- ! total university
- ! agents
- ! public
- ! legislators
- ! staff
- ! each other
- ! councils/county, area and state
- ! county government
- ! district boards
- ! other agencies
- ! AD's

ASSOCIATE DEAN

- ! APD's
- ! AD's
- ! Dean and President
- ! other deans, department chairs

- ! legislators
- ! grass roots leadership
- ! agents
- ! specialists and associates
- ! office support personnel

What stakeholders?

- ⌋ Agents and other staff
- ⌋ Councils
- ⌋ Specialists/associates
- ⌋ those in community not supportive of Extension
- ⌋ decision makers
- ⌋ President, UK and Dean
- ⌋ 1890's
- ⌋ connected agencies
- ⌋ focus groups

3. What feedback do they have for us around service delivery?

... STRENGTHS

GROUP 1

1. clientele loyalty
2. local funding \$, time
3. volunteer support system
4. cooperative - federal, state, co.
5. councils
6. flexibility
7. staff
8. #'s
9. live where we work - community involvement

GROUP 2

1. timeliness
2. responsiveness

- 3. local based
- 4. research based
- 5. high touch
- 6. breadth of subject matter
- 7. stakeholder involvement

GROUP 3

- 1. presence in every county
- 2. have a structure
- 3. funding source (co)
- 4. less affected by politics
- 5. connection w/UK
- 6. people oriented
- 7. grassroots driven

GROUP 4

- 1. local delivery, office in every county
- 2. personal, friendly factual service

...

GAPS

GROUP 1

- 1. time of response
- 2. inflexible
- 3. access
- 4. tradition
- 5. seeking under served audiences
- 6. customer service
- 7. location
- 8. priority setting
- 9. leadership accepting responsibility for programming
- 10. program support in certain areas
- 11. publications and access of info
- 12. funding in some counties

GROUP 2

- 1. office hours
- 2. limited resources
- 3. knowledge to transfer

- 4. traditional Image/vs new direction
- 5. tech capability
- 6. specialist support

GROUP 3

- 1. non-flex hours
- 2. under served audiences
- 3. research/Extension lag
- 4. behind industry
- 5. use of technology

GROUP 4

- a. everybody has a different opinion on what we should do
- b. slow to change (response)
- c. potential audiences (under served)
- d. too much to do

... **MEASURES OF SUCCESS**

GROUP 1

- a. Increased financial support at county level
- b. Increased # field staff positions
- c. program results impact on communities
- d. national recognition of programs
- e. CES has been asked to do - Phase I, C&ED (enhanced)

GROUP 2

- 1. Increased advocacy
- 2. County funded positions
- 3. More Regional Programming
- 4. High-Level of satisfaction
- 5. Participation
- 6. Program variety
- < new areas
- < more collaboration
- < people volunteering

GROUP 3

- 1. local clientele
- 2. funding - local, state and fed
- 3. \$ impact

4. volunteer involvement - commitment
5. economic

GROUP 4

1. increased funding
2. statewide recognition and national
3. successful stakeholders
4. increase economic base for business, communities, families

... SUGGESTIONS FOR CHANGE

GROUP 1

1. new program focus
2. "broadening CES"
3. structural change
4. what will we give up - prioritize

GROUP 2

1. program material
 - literacy
 - language
1. accessibility
2. contract professional for rapid response to critical issues
3. specialists need to be role models in use of technology

GROUP 3

1. broader base of participation
2. bi-lingual staff
3. representative councils
4. flexible hours for office
5. focus on priority
6. strengthen feed back for/to researchers

GROUP 4

1. targeted reporting
 - micro/macro
1. issue-based programming
2. multi-disciplinary
3. statewide priority areas based on grassroots
4. flexibility in staffing
5. flex time - etc.

4. What have we learned from our history that should be considered as we move forward?

GROUP 1

1. local (grassroots) focus
2. local funding
3. market ourselves better
4. not assume that our rural population will take care of us
5. must be political savvy
6. be proactive
7. we can make a difference
8. our uniqueness

GROUP 2

- a. don't do away with local emphasis
- b. program delivery
input, needs I.D.
- c.
- d. must collaborate

△
△

GROUP 3

1. pay attention to stakeholders
2. we are adaptable - we've done it before we can do it again
3. agents of change
4. don't get set in ways
5. open minds
6. we can do anything we put our minds to
7. multiply efforts
8. accountability
9. others want to copy us - Extension

GROUP 4

- a. strength of grassroots voice
- b. "dance with those that brung ya"
- c. unique land-grant organization others want to imitate
- d. volunteer leadership potential
- e. adoption of scientific practices

AGENDA
Wednesday, February 6, 2002

8:00 a.m. Welcome check in

8:30 Review last night's data ... based on environmental scan, develop strategy for service delivery

10:30 Present information, consolidate themes, discuss differences

11:30 Full group dialogue (practice inquiry) hopes/possibilities...fears, concerns

12:30 Lunch

1:00 p.m. Identify next steps in process - Actions (what, when, who, how) Transition Team

1:45 Accomplishments

2:00 + / - on following norms

2:10 Close

Validation

1. Is this accurate?

1. Is anything missing?

1. Does anything not belong?

DIRECTIONS

1. Divide into groups in a max mix way - AD - ADP - West Ky/Eastern Ky/Central Ky/ - FCS/AG/4-H
1. Select a facilitator/Recorder -
 Use a separate paper for each question or category
 Ex Social - Family
 Socialize - Youth
 - Education

ENVIRONMENTAL SCAN

Stakeholder Process for Data Collection Who By When

TRANSITION TEAM

Criteria (diversity) - role, gender, discussion + Associate Dean (Larry)

“Big Picture” Thinker

Create/Innovative approach

Detailed person/grandad??

Process oriented

Inclusive - facilitator of others

“People” conscious

History

1. What did you hear?
1. What are your reactions?

1. Any concerns?

1. Alternative suggestion?

Are you willing to use this process - Yes/No

TRANSITION TEAM

APD's

**John Mowbray
Jeanne Davis
Debbie Murray**

AD's

**Rick Maurer
Bonnie Tanner**

Agents

**Janet Johnson
Steve Kelly
Lincoln Martin**

Specialists/Associates

**David Ditsch
Steve Riggins
Vivian Lasley-Bibbs**

Alternatives/Suggestions

- **Whole group is administrative**

structure sub-committee

- **Members have this as official assignment**
1. **What did you hear?**
 - **Keep administrative staff as “core group” relating to team and review recommendations**
 - **Transition team process**
 - **Make-up of team**
 - **Role of group**
 - **Select the representatives**
 - Our own (AD’s and APD’s)**
 - Others? - recommendations (not associates)**
 - **Chair elected by committee**
 2. **Reactions**
 - **Representative - okay not to use outsiders**
 - **Okay with team (at this point)**
 - **“Trust is earned” - not established yet**
 - **Communication and openness a must!**
 3. **Concerns**

- **Reaction of field staff to the transition (team)?**
- **Will we be consistent with leadership of this process?**
- **Will we follow the “norms”?**
- **What consistent message will we leave with?**
- **What’s confidential?**

Other things to think about in make-up of team:

- **Geographic (regions**
- **Urban/rural**
- **Experienced/non-experienced**
- **Technical or process specialists? (rather than by program area)**
- **UK “players” only on the team**

4. Will you use this process?

YES

1. What did we hear?

- **Inclusive**

- **Time commitment**
- **Important**
- **Big picture**
- **Specifics about composition**
- **Varied abilities**

2. Reactions

- **Good blend**
- **Just do it!!**
- **Positive 1st step**

3. Concerns

- **KSU involvement**
- **Committee members time commitment**
- **Fresh faces? with qualities**
- **Urgency/vs patience**
- **Do committee persons, have right of resusal**

4. Will you use this process?

Yes

1. What did we hear?

- **We are going to have a team**
- **Make up**
- **This group or team take to Dean**
- **Administrative group is core team, validates the plan**
- **Group chooses chair person**

2. Reactions

- **Good balance between the core group to others.**

3. Concern

- **Who is chair?**
- **Larry should appoint or serve as chair.**
- **Chair should be from core group.**
- **KSU representative?**
- **Amount of time as asked.**

Alternative

- **Each person have name of two AD's and three APD's on a card and give to Larry today (geographic, gender, balance - tenure program background).**
- **APD's nominated 3 agents
AD's nominated 2 specialists**
- **Larry selects finals.**

1. What did we hear?

- **Would be a T-team**
- **Would be a coordinating group**
- **Identified members (2 AD's, 3 APD's, have major input)**
- **Input on membership**
- **Team elects/selects chair**
- **Team findings to Dean and back to team**
- **? who presents**

2. Reactions

- **Others have input to team and add credibility**
- **Is necessary**
- **Represents whole system**
- **Feed back opportunity**

3. Concerns

- **Agent representative (or anyone) concern for time**
- **Look beyond the usual people (tenure, experience)**
- **Time required and time frame**
- **Department, faculty, constituents (not in loop)**

- **Consider release time**

4. Will you use this process

Yes

TRANSITION TEAM - Draft final product

Input - agents recommend

Input - specialists recommend

Guide/Lead Process

- **Id primary objective of change effort - Project mission**
- **Desired outcomes of change effort**
- **Linkage to other initiatives**
- **Time frames**
- **Project boundaries**
- **Draft strategic elements**
- **Involve others in scenario planning**

Draw from pool

Relationship ... Feed back

AD & APD validation

Agree on recommendation - December

BIW

APD's need skills also to lead the change

2 AD

3 APD

3 Agents

2 Specialists

1 Associate Dean

- Transfer "Steps" and stakeholder information to yellow stickers.**
- Place them in correct place on timeline.**