

Working Effectively

With Advisory Councils and Other Leadership Groups

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Introduction

Working with your advisory council and other boards **should** be one of the most rewarding experiences in your Extension career. At times, it also can be the most challenging.

This training manual, *Working Effectively With Advisory Councils and Other Leadership Groups*, is designed to give you a practical look at ideas and examples that have worked for Extension professionals from numerous states.

Today's political, social and economic conditions call for strong volunteer advisory groups to extend the mission of Extension education. They can expand Extension's presence in a community and represent our needs to governing bodies and decision makers at all levels. For them to represent us, we first must make empowering, motivating, and training our Extension advisory members a priority in our work.

Top 10 Reasons to Have an Extension Advisory Council

10. **Assist your successor** — Having an effective advisory council in place is the best gift you can give a new agent coming into your county. Advisory council members can assist the new agent in understanding the needs of your county, introduce the new person to key leaders in your communities, and provide a support system while this individual is getting established.
9. **Give input about your programs** — Knowing that the work you are doing is meeting the needs of your constituents is important. Advisory councils can be a barometer to gauge if you are making a difference in your county.
8. **Make your work life easier** — Advisory council members can assist you in prioritizing the programs that are most important to carry out during the upcoming year.
7. **Help you sunset programs that are no longer relevant to your county's needs** — Sometimes giving up sacred programs is challenging, but if your council is telling you to and supporting you when you do so, ending a program will be easier.
6. **Have organized citizen input into your programming** — Your advisory council can help you achieve NDSU Extension's purpose, which is creating learning partnerships that help adults and youth enhance their lives and communities.
5. **Make new connections, develop new advocates, and form new friendships in your county** — As an Extension professional, you never can know too many people or be too connected. Your advisory council members also appreciate the connections they form with you and other members.
4. **Offer individuals in your county a new leadership development experience** — One of our roles in Extension is to develop people. Many Extension advisory council members have gone on to accept other leadership roles because they gained the confidence and skills to do so by being part of an Extension advisory council.
3. **Tell the Extension story** — Volunteers can be our best form of marketing. Inspired and empowered, advisory council members can be our best advocates to county residents, legislators, county commissioners, and other decision makers.
2. **Have a group who can try out all these cool Extension advisory council tools**
1. **Leave a legacy for future generations** — If the right individuals are members of your advisory council, they can assist in making sure the vision for Extension is carried out long after you ride off into the sunset.

(Vetter, 2017)

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ISOTURE Model of Volunteer Administration and Development

In NDSU Extension, creating and maintaining a volunteer delivery system is critical to the success of Extension program delivery. A **volunteer delivery system** is a unified, orderly process for coordinating and overseeing the work of volunteers and their partnership with staff at all levels of the county program. It is a comprehensive system that develops the processes to put all aspects of staffing together.

- **Volunteer development** engages individuals in an ongoing educational process designed to build capacities for service roles.
- **Volunteer management** is the utilization of volunteers to achieve organizational goals by individuals who manage programs, resources and inputs.
- **Volunteer coordination** is engaging volunteers and organizing volunteer efforts to accomplish desired goals.

The **ISOTURE** model is the basis for the work we do with NDSU Extension volunteers. Working with Extension advisory councils is part of this delivery system. Therefore, this guide is structured using the ISOTURE model of volunteer development.

The ISOTURE model of volunteer administration and development was developed by Robert Dolan, Ph.D. professor of Adult Education at North Carolina State University, in 1969. It was adapted by V. Milton Boyce, Ph.D. program leader for 4-H Youth Development, Extension Service, U.S. Department of Agriculture, in 1971 and introduced to county and area Extension agents to be used in local Extension programming.

- I – Identification:** The process of finding people who have the competence and attitudes essential to fill specific leadership positions. This includes the identification of county Extension program needs and the volunteer roles to meet those needs, targeted recruiting for volunteers, identifying potential volunteers, and completion of a volunteer application.
- S – Selection:** The process of studying the backgrounds of prospective volunteers identified and motivating them to fill selected positions. This includes screening potential volunteers, making reference checks, conducting interviews, and matching a volunteer to needed roles.
- O – Orientation:** The process of orienting volunteers to the expectations of the NDSU Extension and their volunteer role. This includes new volunteer training and support.
- T – Training:** The process of stimulating and preparing volunteers to acquire knowledge and develop attitudes and skills necessary to enable them to be successful in their volunteer roles. This includes ongoing training through a variety of delivery methods.
- U – Utilization:** The process of providing the opportunity for volunteers to put acquired knowledge and skills into action in the most appropriate way to function in a supportive environment. This includes support for volunteers to carry out responsibilities and to provide opportunities for mentoring from other volunteers and paid staff.
- R – Recognition:** The process of recognizing and rewarding volunteers for their contribution and performance. This includes ongoing recognition through formal and nonformal methods.
- E – Evaluation:** The process of determining how well a volunteer is doing in his/her role, providing useful feedback, assisting volunteers in achieving personal goals, and learning from the volunteer strategies to improve their role and the organization. This includes evaluation to create, adapt, and expand organizational volunteer delivery systems.

(Pleskac, 2010; Boyce, 1971; Dolan, 1969)

Working Definitions: Types of Extension Advisory Groups

Extension Agent/Educator/Specialist – the professional person designated to work with the advisory group.

Empowering – giving your advisory members responsibility, along with the authority and resources, to accomplish the mission of the board, council or committee.

Motivating – instilling a sense of enthusiasm and ownership so your advisory members will want to accomplish their mission.

Active advisory council – this format serves as a vehicle for local residents to participate, influence, and provide support in the planning and implementation of Extension education programs in their community and county.

Inactive advisory council – not functioning/meeting. If you have an inactive council, please visit **Appendix F** for information to re-energize your council.

The Identification and Selection Process

Identifying the key constituent groups that should be represented on your advisory council and selecting individuals to represent those groups are two of the most critical components of establishing or maintaining a viable working advisory council. The representatives will determine the direction your organization will follow in serving the needs of your community.

Who Should I Select to Serve on My Advisory Council?

- Select individuals with a genuine interest in your organization or program and look for people who communicate well with others.
- Look for individuals with a proven record for volunteering and consider citizens who do not have prior volunteer service or past association with Extension.
- Avoid personal friends and individuals with a personal agenda. Example: The angry father whose daughter was disqualified from the county horse show might not be the most objective person to serve on your advisory council.
- Try to balance your council with individuals who bring a wide range of interests and backgrounds to your group. Example: A typical overall advisory council might look like this: school administrator, Chamber of Commerce representative, public relations consultant, banker or real estate broker, agricultural producer, teacher, several youth, nonprofit agency director, elected decision maker, collaborative agency member, community activist, former policymaker, 4-H leaders council representative, newspaper editor, faith community/ministerial association representative, retired senior citizen (See **Appendix G**).

When selecting your advisory council, diversity is extremely important to keep in mind. Consider demographics such as gender, age, and ethnic makeup when selecting your membership.

In addition, factors such as geographical boundaries, program representation and community profile are key in the selection process. Having a good mix of those with a strong tradition and affiliation with Extension and those with no prior association with Extension is important. *We suggest that at least one county commissioner serve and act as a liaison between the county advisory group and the county commission.*

- To assist you with forming a diverse advisory council, **Appendix D** has been created. It contains Finding a Committed and Enthusiastic Extension Advisory Council, Community Recruitment Worksheet for Advisory Councils and Selecting a Diverse Advisory Council Grid.
- *Please consult **Appendix E** to view your county's demographics related to age, gender and ethnic diversity. **Appendix V** also contains information on including youth as partners.*

From time to time, unseating a member from your group might be necessary. Most often, this is because of poor attendance. For your convenience, a sample letter of dismissal is included in **Appendix II**.

How Big Should I Make My Advisory Council?

Advisory councils should have 15 to 25 members. Subcommittees can be established to perform specific work as needed.

How Long Should Members Serve?

Again, this will depend on your own situation and/or administrative directive. However, being up front with your prospective members and letting them know in advance the amount of time and commitment necessary to fulfill their obligation is extremely important.

Program committees generally tend to be less formal and require fewer meetings to complete their task. However, overall Extension advisory councils require more structure and commitment. This type of advisory council needs to have some structure in the form of bylaws (**Appendix Y**) or operating procedures to cover such things as term limits (**Appendix M**), attendance (**Appendix O**), duties of the officers, and a clear mission and vision of the group.

Bringing in new people with new ideas is important. The fastest way to generate an inefficient and stagnant advisory council is to retain the same members year after year. Ideally, people will commit to serve a minimum of three years on an overall advisory council on a staggered-term rotation schedule as seen in **Appendix M**.

If this is your first advisory council meeting, you will need to work with the group to brainstorm a set of ground rules and develop bylaws for governing the council meetings. **Appendix X** includes an example of some common group ground rules. **Appendix Y** also contains an example of an Extension Advisory Council Members Guide. This may be used as a reference while creating your resources or adapted to suit the needs of your county council.

Empowering Yourself to Serve Others

One of the best ways to recruit a volunteer is to be a volunteer yourself. Remember, Extension is not the only show in town. Other educational, governmental and nonprofit organizations will be contacting you to serve on their councils. **Through this collaborative effort, you soon will be recognized as a team player and community resource.**

The number of organizational contacts you will make from this endeavor is amazing. Your collaborative effort will open many professional opportunities for you. You will obtain greater knowledge of your community, expand your presence in the community, have an opportunity to promote Extension, and educate other professionals about the many resources available through your university and county Extension offices.



Orientation of Advisory Members

Orientation is a way of leveling the playing field for your new members. It is a perfect time to establish ground rules and review the group's mission and vision.

Why Is Orientation Important?

- Orientation allows an individual to join a committee or council in progress as an informed equal with the existing advisory members.
- When orientation is not provided, volunteers report being less motivated to serve the organization.
- The orientation session provides the perfect forum for the Extension professional to explain the expectations, goals, and objectives for serving on the Extension advisory council.

What Should Orientation Training Include?

- A brief history of the advisory group and review of any documents, such as the bylaws or past minutes
- Definition of their role as an adviser and their limitations
- Definition of your role as the Extension professional and your limitations
- Other pertinent information, such as:
 - What the NDSU Extension Service is and what the relationships are with the federal, state and county partners. The NDSU Extension "Who We Are and What We Do" PowerPoint is an excellent resource to provide this information (2016). This presentation is online at www.ag.ndsu.edu/ext-employees/new-employees/whoweare/view.
 - Introduction of your new members to your office faculty and staff
 - A tour of your Extension facility

Suggestions for Conducting New Member Orientation

- Establish or share group ground rules. See **Appendix X** for rule suggestions.
- Do not overwhelm your new members with a lot of statistical data.
- Keep the orientation session short (60 minutes or less is ideal).
- Make the session relaxed and comfortable (provide refreshments).
- Share a little about yourself with the group (let them get to know you as a person as well as an Extension professional, and do the same with them). See **Appendix R** for icebreaker activity ideas.
- Give your new members an orientation packet to take home. **Appendix Y** provides some suggestions for material you might include in your packet.
- Provide this orientation training in a one-on-one format if a member cannot attend the scheduled group session

Training

Ongoing training of council members is important for maintaining a vibrant advisory council. Volunteers should receive training that allows them to attain knowledge, attitudes, and skills that improve the level and quality of their performance on your advisory council.

Plan for and provide formal and informal training opportunities.

Formal: presentations or workshops on a specific subject. Ex: Efficient Parliamentary Procedure Practices, Understanding the Community Capitols, Real Colors, Working With Generations, Positive Youth Development, etc. Build in some fun, educational opportunities such as "Understanding 4-H Shooting Sports" and have them shoot a bow and arrow, "Understanding 4-H Crops Judging" and teach them what to look for and have them judge, or "Container Gardening" and have them bring one home.

Informal: one-to-one basis through phone, home visit, or on-the-job training

Gathering Advisory Council Training Ideas

- Complete the NDSU Extension Awareness Survey in **Appendix S** to discover the areas where members need training. Provide a quick educational opportunity at every meeting.
- Review Your Extension Advisory Council Members Guide.
- Review the NDSU Extension Diversity Power Point found in **Appendix W**.
- Gather the members' input about their educational needs around being an Extension advocate and adviser.

Utilizing: How Do I Motivate My Council Members?

The answer seems almost too elementary, but it is so true: The best way to motivate your volunteers is **to be motivated yourself**. Motivation and enthusiasm are extremely contagious.

Most Extension councils are just waiting to be infected! The simple truth is that we hold the keys to motivating our council members, and we have to assume the blame if we fail.

Here are some simple suggestions on how you might motivate your council members:

- **Project a friendly and positive persona:** Do this even when you have a down day. How can we expect our volunteers to be excited about our program when we fail to project a positive image?
- **Meet frequently:** In a study conducted among six states, Extension advisory members reported that meeting frequency played a major factor in their levels of motivation. When a board, council or committee had three or fewer meetings a year, volunteers reported being poorly motivated, while 65.5 percent of those attending four or more meetings reported being extremely motivated (McKinney, 2000).
- **Plan meaningful tasks and/or projects:** In the same study, Extension advisory members said underutilization was one of the root causes of poor motivation and group apathy. Having Extension professionals utilize their councils to the fullest is critical.
- **Be creative:** Getting people out of their seats and engaged in physical activity will enhance the motivation factor greatly in any advisory group.
- **Be a listener:** Advisory members are least motivated when Extension professionals dominate more than 50 percent of the discussion. As members assume a greater portion of the dialog and discussion, the motivation factor increases dramatically.

What Can I Do to Empower My Advisory Council?

Understanding the Concept

An Extension professional's ability to manage his or her advisory council successfully is influenced greatly by several factors, including experience, training and a personal commitment to the concept of empowering volunteers. To empower, you have to share ownership. For some Extension professionals, giving up control can be very threatening.

Setting the Boundaries

An advisory group should not get involved in certain things, especially if it serves in a volunteer capacity. Administrative items, such as agent/educator evaluations, professional salaries, and policies, should be left to the administrators, but council members may provide input.

Putting Your Advisory Council to Work

Advisory councils, other boards, and committees can play a vital role in dialoging with decision makers, fundraising, recommending program priorities and being a sounding board to the community.

The Benefits of Empowerment

When Extension professionals give their advisory councils meaningful assignments, not only will meeting attendance and motivation increase, but the Extension professional will benefit from the satisfaction of knowing he or she has been responsible for developing leadership.

What Can I Do If My Council Refuses To Be Empowered?

- This may be the case, especially if you inherit your council from a predecessor. Just go slowly and let your advisory group experience your passion and enthusiasm. It is contagious!
- If a council fails to feel empowered, that may signal that other problems exist. Every group must have a certain degree of mutual trust, respect, and friendship. Members learn from one another as well.

Ideas That Work

1. Advocacy for Resources

Local advisory councils are very effective in encouraging officials to increase Extension resources. The Extension professional should not be seen as the coordinator of this effort.

2. Event Planning

Give your advisory council responsibility for planning special programs or events during the year. Example: annual volunteer recognition program, decision makers' breakfast or sponsorship of the Friend in Government Award. The Extension professional must let the group carry out the task and take ownership of the project.

3. Educational Programming

The purpose of the NDSU Extension Service is to create learning partnerships that help adults and youth enhance their lives and communities. Citizen input is important to making the NDSU Extension program meet the needs of North Dakota constituents.

As Extension professionals, this is part of your program development and educational design competency. Involving your advisory council in giving input to the NDSU Extension program for each of the program planning areas ensures we are meeting the needs of North Dakota citizens.

■ *For more information on the NDSU Extension plan of work process and the program planning areas, please visit the NDSU program planning website at www.ag.ndsu.edu/ext-employees/program-development.*

4. Award Recognition

Rewarding council members for a job well done is important. This can be done with a special public recognition or a simple personal thank you. Our job as Extension professionals always is to make our council members feel special.

Extension advisory councils can be the award givers as well. Awarding a deserving decision maker or community citizen with "A Friend in Government" or "Friend of Extension" award can be extremely beneficial for an advisory council member.

Each volunteer appreciates being recognized in different ways. **Volunteer recognition** comes in three major styles: achievement oriented, affiliation oriented, and power and influence oriented.

5. Achievement-orientated

Volunteers appreciate tangible awards, letters of recommendation and opportunities to utilize their ideas. **Affiliation-orientated** volunteers enjoy unexpected, creative thank you notes and being invited to social events. **Power and influence-orientated** volunteers like having an impressive job title and are honored by being asked to be a featured seminar presenter, your media contact, or your public relations coordinator.

6. Public Relations

Feature your council members on your Extension radio segment, your television spots or in your Extension newspaper column or blog. Also, give them the opportunity to speak in support of Extension education in your community.

7. Utilize Special Talents

Each advisory member will bring a special talent to the group. Be observant and recognize these talents. You may want to establish subcommittees within your advisory council to allow members an opportunity to focus on areas of special interest. Example: *fundraising, promotion and recruitment, long-range planning, speaking and special events.*

8. Evaluation

Ask advisory councils to evaluate different Extension programs and welcome their feedback and comments. Sometimes, an advisory group can give you a perspective that you have not considered.

9. Appreciation

Show your appreciation to your advisory group by always having refreshments available during meetings and following up with a thank you note (**Appendix EE**). Most volunteers still prefer mailed thank yous rather than emails. This may take more time, but it is worth the effort. Ask your support staff to partner with you to send out thank yous.

Ensuring Effective Advisory Council Meetings

A Checklist for Success

- Did I consider my group when selecting a date, time, and location for the meeting, or did I routinely make the arrangements to fit my schedule? Keeping a consistent day of the week, time, and location of the meeting makes attending easier for individuals.

Example: Advisory council meetings are held every third Thursday of the month from noon to 1:30 p.m. at the county courthouse meeting room.

- Did I give my members ample advance notice of the meeting?
- Did I convey the purpose and importance of the meeting?
- Did I prepare and distribute an agenda? (Emailed in advance so members come prepared to discuss agenda items)
- Did I work collaboratively with the council chair in developing the agenda?
- Have I utilized available resources to ensure the meeting is going to be interesting and designed to encourage group participation? (Example: *visuals, guest speakers, various communication techniques*)
- Did I send out a reminder notice or call the membership a few days prior to the meeting? And did I request an RSVP? (text and/or email reminder)
- The Day of the Meeting (*Is my meeting room ready?*)
 - Do I have the room arranged to maximize communication?
 - Do I have adequate light and temperature in the room?
 - Have I promoted my land-grant university (NDSU banners, posters, etc.)?
 - Do I have the necessary equipment and supplies?
- Meeting Courtesy
 - Was I present to greet my volunteers as they arrived at the meeting?
 - Did I open the meeting by thanking the volunteers for coming?
 - Did I introduce new advisory council members or guests?
 - Did I make sure that all members were given an opportunity to participate in the dialog?
 - Did I provide refreshments for my volunteers when they arrived?
 - Did I/we establish a date, time, and location for the next meeting?
- Special Considerations
 - Did we provide ample parking and offer to provide accommodations for those with special needs?
- Meeting Follow-up
 - Did I send follow-up correspondence with minutes?
 - Did I communicate with those not in attendance? (See **Appendix HH**).
 - Did I follow through with recommendations and/or suggestions the advisory council made?

How to End Meetings and Get Results

- **Assign tasks to people:** Specific action steps should be assigned to specific individuals. If you have large tasks, make an individual a subcommittee chair to facilitate a smaller group.

Action Items		
Item	Person Taking Action	Due Date

- **Assign deadlines:** Give individuals a definite time for completing the task. A common deadline is by the next meeting.
- **Evaluate the meeting:** Distribute a short survey that asks what the participants thought about the meeting and how future meetings can be more useful.
- **End on time:** Members tend to get disenchanted when meetings are too long or go over their time limit. Be extremely time conscious and end on time.
- **Be prompt with follow-up:** Send all council members a recap of the action steps and assignments within a few days following the meeting. This serves as a reminder and also as an update to absent members.
- **End on a positive note:** Affirmations are very popular and provide a source of motivation to the group. Use inspirational quotes, motivational poems or uplifting short stories.
- **Announce the next meeting time and location**

(SEAL, 2017)



Recognition: Why Say Thank You?

Extension volunteers are busy people. They are doing us a tremendous favor by serving on our advisory councils. We constantly need to think of them as our guests. They are serving at our request and giving us many gifts, such as wisdom, commitment and loyalty, in return. As Extension professionals, we need to honor, respect, and appreciate these gifts.

How Do I Say Thank You?

The first step is to make their appointment to your advisory council a special acknowledgment. Here are a few suggestions:

- **Letters of appointment:** Present each new member with a letter of appointment from your Extension office and your county administrators. This formality makes the appointment extra special and will help reinforce the importance we place on volunteers and advisers. (See **Appendix J**)
- **Installation ceremonies:** Take a little extra time to install your advisory council members and officers at the beginning of each program year.
- **Nametags:** Have official nametags created for each council member to wear at meetings and other community events where they are representing Extension. You can purchase them online for a minimal amount.
- **Introduction and promotion:** Announce the appointments in your county newsletter and local newspapers. Pictures are even better! (**Appendix JJ**)
- **Rewards:** Reward your volunteers for special accomplishments. This can be as formal as presenting a plaque at a public occasion or as personal as picking up the telephone.

Keep in mind the recognition style of each volunteer as referenced above.

- **Communication:** Never pass up an opportunity to communicate with a member of your advisory council. If you see a newspaper clipping about that person, clip it out and send it along with a personal note. If a member is extra helpful to you or your program, take time to send that person a thank you note. If you are aware of an occasion in the life of a council member (birth, anniversary, family death), send the appropriate note. (See **Appendix EE**)

You would think the courtesy of saying “thank you” would be automatic, but we live in such a hectic world that we need to remind ourselves from time to time how important this simple task is in managing our advisory council.

Self-empowerment

We have devoted this publication to the empowerment of others. However, before we can empower others successfully, we must empower ourselves first. This includes:

- **Ownership:** Don't be afraid to share or even give up ownership of a special project, program or issue. By empowering and encouraging others, you empower yourself.
- **Leadership and citizenship:** Establish yourself as a community leader and be known as someone who can get the job done. (*Volunteer to serve on another agency's advisory council, join a community service club, and be an active citizen in your community.*)
- **Partnering and collaboration:** Today, many organizations and councils are involved in the same community issues as Extension. Rather than consider these groups as competition, work to engage them in partnering and collaboration. Extension can be the catalyst and facilitator in bringing these groups together.

Resources and Opportunities

Where Do I Find Help?

- Many resources and books are available on leadership styles and dynamics. (**Appendixes P and Q**)
- In-service training and experiential opportunities are critical in teaching Extension professionals how to train, empower, motivate and recognize their Extension advisory councils.
- Communicating your training needs to your supervisor and Extension specialists and participating in professional development opportunities when they are offered are important.
- Feeling threatened by sharing leadership, not being enthusiastic about your own program or failing to recognize the importance of your volunteers properly may result in challenges with your advisory council.
- We have devoted this publication to the empowerment of others, but **before we can successfully empower others, we must first empower ourselves.**

Evaluation

Evaluation is a crucial part in keeping council members engaged and helping them recognize their needs and strengths. Evaluation serves as an opportunity to check that the council is on track. It identifies opportunities for change that could yield better results.

Evaluation also validates the link between the mission and purpose of Extension, the program plans of Extension professionals, plans for the council, and actual work being undertaken, conducted, or accomplished. In relation, it helps identify the effectiveness of council committees and the quality of the relationship between the council and Extension professionals.

Evaluating the council members' initial knowledge of Extension (**Appendix S**), evaluating their knowledge gained each year (**Appendix BB**), having the council evaluate its overall performance (**Appendix KK**), and having members do a self-evaluation of their work on the council are all pieces involved in building a strong Extension advisory council. Consulting and reviewing the advisory council position description (**Appendices B and C**) is helpful during this process.



Acknowledgments

Many thanks to the individuals from the NDSU Extension Service who shared their county examples, reviewed the guide and appendix, and helped organize this collection of resources.

Summary: 10 Tips for Creating, Effectively Utilizing, and Maintaining an Advisory Council

- 1. Determine the purpose of the advisory council:** To build the membership of the advisory council, develop or clarify its purpose and scope. For example, the council can provide timely knowledge about trends and needs, as well as address upcoming political, legislative, and regulatory developments. It also can help identify new audiences/partners and look at programs with an open mind.
- 2. Choose the right people:** In general, look for diverse skills, expertise, and experience. Members should be problem-solvers who are quick studies, have strong communication skills, and are open-minded. Involve current membership in recruiting and orienting new members (*Appendix D*).
- 3. Set expectations:** When inviting a prospective member to join the advisory council, explain the roles, responsibilities and expectations (*Appendixes B and C*). Orientation of new advisory council members will produce higher levels of motivation.
- 4. Get the most out of advisory council meetings:** Prepare for meetings well in advance. Choose a location that is comfortable and free of distractions (*Appendix N*). Give careful thought to developing the agenda (*Appendix Z*) and managing the meeting (*Appendixes P and Q*). Solicit input for the agenda (*Appendix AA*) and distribute important information ahead of time (*Appendix DD*). Run the session as you would any professional meeting and follow it with an action plan.
- 5. Ask for honesty:** An advisory council must be open and frank. Expect differences of opinion. The council should also suggest ways of correcting the challenges members identify with an evaluation (*Appendix KK*).
- 6. Consider alternative feedback methods:** Keep in touch by using the members' preferred method(s) of communication (email, phone calls, text message, webinars, conference calls, letter, etc.). (*Appendix L*)
- 7. Extend courtesies to advisory council:** Provide food and beverages. Keep in mind that members will benefit from council involvement. Being on a council will expose them to new ideas, perspectives and resources. It also will expand their networks and provide them with a way of giving back.
- 8. Respect, appreciate, and recognize the council's contributions:** An extension professional must put a high priority on his/her commitment to volunteer leadership development. Do not waste the council members' time but actively engage them in decision making. Listen to what they say. Remember: Not all suggestions need to be adopted. Consider, "Does this work for my program/county? Am I comfortable with that?" Then make a decision.
 - Thank members regularly in many different ways – in person, in handwritten notes, via email, in your newsletter – for the work they are doing (*Appendixes EE, FF and GG*).
- 9. Keep council members informed:** Once they're on the board, keep them excited by giving them frequent updates (4-H newsletters, impact reports, monthly or quarterly narratives, legislative updates, etc.). The fact that they have agreed to be on a council means they care, so keeping up to date will help them be of greater value to you as a supporter and promoter. Let members know how their work has helped progress toward the Extension program goals.
- 10. Remove ineffective council members:** If unseating particular members becomes necessary, follow the policy or procedure that is specified in the council's bylaws in consultation with your supervisor (*Appendix II*).

The bottom line is that an advisory council needs a sense of purpose, doable tasks, a timeline, praise and recognition, and a belief that its input is valued. Members need regular guidance to be sure they are staying on task. With a little work, the advisory council can be a real asset to enhancing and sustaining your Extension program.

(Mentoring Resource Center, 2008; Stengel, 2003)

Appendix A: Outline for a Position Description

1. **Title** – This is a descriptive name for a position.
2. **Adviser** – Define who the supervisor is (the person to whom the volunteer is directly responsible) and other people the volunteer may need to keep informed or works with cooperatively.
3. **Purpose** – Answers the question, “Why do this job?” Relate the purpose to how the position furthers program goals.
4. **Benefits of the position** (to the volunteer) – This is important for recruitment and helps the volunteer feel rewarded by the position he or she is doing. List specific benefits to the volunteer.
5. **Major duties/responsibilities** – Provide an overview of the tasks to be done and the major areas of accountability. Help the volunteer understand his or her role and the pace of the position. The description discussing major duties/responsibilities should be concise and clear. The more complex the position, the more general this section will be, which allows the volunteer to be creative in developing the “how to” process.

If the position requires a lot of specifics (deadlines, certain people to contact, policies, etc.) these are best separated from the position description. Specifics become a helpful resource when included in a “how to” list or notebook. Notes and suggestions can be added to keep this a current and useful working tool. A notebook can serve as training and provide sufficient detail to avoid re-inventing the “how to” when someone else takes on the position, especially if the person is inexperienced.

6. **Skills needed/qualifications** – Define skills and experiences that are necessary or helpful (tell which) to accomplish the job.
7. **Term/time involved** – State the term the volunteer is expected to serve (for example, one or two years, renewable or not). Give an estimate of how much time accomplishing the task will take (for example, days or hours per week, number of months).
8. **Training** – List special or regular training the volunteer will need or that would be helpful. Identify consultant support available. If training is mandated, be specific.
9. **Support/resources** – Note privileges and/or support available from the office or other sources (for example, support staff, copying, printing) and any expenses that might be reimbursed.
10. **Expectations/success criteria** – These are the desired outcomes. Define expectations as a response to the statement, “Outcomes or results I would like to see” (from the perspective of the manager or as defined by the program goal). Identify what the final product or results of the position will look like. Use success criteria to measure and evaluate the results. Knowing the expectations is important for self-evaluation by the volunteer (so she or he knows what the position looks like when it is performed and knows how well it was done) and for any face-to-face discussions with the supervisor. Periodic feedback becomes the basis for making changes and revisions to the position and/or program.

11. Signature and date lines

(Wood, n.d.)

Appendix B: Position Description Template

Position: _____ **Advisers:** _____

Benefits of position: _____

Major goals: _____

For example: _____

Skills needed: _____

Term: _____ **Time involved:** _____

Training: _____

Office privileges: _____

Results expected: _____

Measures to determine accomplishment of goals: _____

Signed: _____ **Date:** _____

Appendix C: NDSU Extension <name of county> County Advisory Council Member Volunteer Position Description and Agreement

Benefits of Position

- Opportunity to give input and direction to county and state Extension programming
- Personal growth and chance to further develop and enhance personal leadership skills
- Opportunity to learn about public service and the NDSU Extension Service
- Occasion to network and meet other professionals from your county
- Chance to have a voice, help others learn, and broaden your own knowledge
- Opportunity to receive training in other skills
- Chance to make a difference
- Assist in making an impact toward positive change
- Work will help meet the needs of local citizens

Major Goals

- Participate in orientation and other educational opportunities concerning policies, programs, marketing, and support of NDSU Extension activities
- Attend regular meetings of the council
- Assist in analyzing local situations and identifying and prioritizing program objectives based on county needs
- Help NDSU Extension staff determine programs of secondary priority
- Provide feedback to Extension staff and assist with evaluating educational programs
- Ensure advisory council includes and gives representation to individuals from diverse groups
- Serve as an advocate for and promote understanding of NDSU Extension programs
- Assist in the recruitment, employment, and evaluation of Extension agents
- Understand the philosophy and purpose of the NDSU Extension Service
- Optional: Serve as an officer or member of a committee, such as the Public Awareness Team

Skills Needed

- Good communication skills (listening, speaking, etc.)
- Organizational skills
- Willingness to participate, be a team player
- Willingness to develop new skills
- Desire to learn and be involved
- Community connections (linkage to wide range of individuals)
- Passion for people/education
- Like challenges
- Interest in the community
- Willingness to serve
- Understanding of conflict management
- Knowledge of educational needs of county residents and ideas of how NDSU Extension can meet those needs
- Willingness to contact others about needs in the county

Term

Option of two- to three-year terms with altered rotation on the council

Time Involved

Four meetings per year to equal about eight hours per year, plus time spent outside of meetings advocating for NDSU Extension

Training

- New advisory council member orientation
- Effective meeting management training (model meeting organization, parliamentary procedure, etc.)
- “Snap Shot” of the NDSU Extension system and Extension updates

Office Privileges

- Use of equipment for advisory council work: LCD projector, copy machine, computer
- Limited secretarial services, news article in newsletter, access to Extension staff and supplies related to advisory council work

Results Expected

- Active Extension advocate and liaison
- Active involvement and commitment to council (attend meetings and offer feedback)
- Positive recommendations for programming in your area of expertise and others
- Meet goals or time tables set by advisory council
- Give input into a visioning and program planning process

Measures to Determine Accomplishment of Goals

- Verbal feedback and summary
- Written comments
- Completed vision plan for local Extension program
- Strong county Extension advisory council and Extension programs that meet local needs and show growth

The above-described work will be in compensable. This volunteer service does not confer the status of a NDSU employee.

I understand that I or NDSU Extension may cancel this agreement at any time by notifying the other party. I hereby volunteer my services as described above to assist NDSU Extension in its authorized work.

_____/_____/_____
Signature of Volunteer Date

_____/_____/_____
Signature of Extension Agent Date

Thanks to the NDSU Extension staff who assisted in developing this resource.

Appendix D: Identification and Selection

Finding a Committed and Enthusiastic Extension Advisory Council

Identifying a Pool of Possibilities

Now that you have a position description written, you need to approach possible candidates to fill those positions. Where do you start? Answer these questions to help identify the talent to get your council going.

1. At this time, within your county, where is the energy for NDSU Extension outside of Extension staff?

Organizations/Agencies	Most Powerful Leaders	“Rising Stars” Within This Organization	Former 4-H’ers/ Extension Supporters Within This Organization
Local businesses			
School systems			
Ag producers			
United Way			
Law enforcement (city, county)			
Social services/public health			
4-H Youth Development			
Other			

2. In your county, who are the “movers and shakers,” the organizations that have had strong success coordinating projects that involve multiple organizations and agencies?

Organizations That Coordinate Multiple Activities Within Multiple Groups	Most Powerful Leaders Within the Organizations	Strongest Advocate for NDSU Extension Within the Organization

3. In your county, who are the strongest effective **leaders** who function across political, religious, and cultural barriers?

Names	Employer/Agency

4. Review your resulting list of names. Circle names that are on two or more of the lists. This is your primary pool of potential advisory council members.

5. Identify how you can reach these candidates to recruit them for positions.

People With These Qualifications	Contacts (People who can help me reach these people)	Strategies (How can I best reach these people?)

6. Write a message to sell your recruit(s) on the job.

- a) Why should this job be done? What is the need for NDSU Extension in this county or community?
- b) What will the benefit be to NDSU Extension, this county and/or this community if this person’s job as advisory council member is done well? What will the work accomplish? What difference will it make?
- c) What will be the benefit to the advisory council member in doing the job (skills gained, community/county connections made, etc.) It’s the WIIFM (what’s in it for me) factor.

(Josephson Institute of Ethics, 2013)

Community Recruitment Worksheet for Advisory Councils

Community Group	Possible Name	Key Contacts
Law enforcement		
Large business		
Small business		
Newspaper		
Radio		
TV		
High schools		
Middle schools		
Elementary schools		
Alternative schools		
Preschools		
Child care		
Community Colleges/university		
Technical schools		
Parent groups		
Faith communities		
Civic groups		
Medical community		
Financial community		
Social services/public health		
Youth organizations		
People with disabilities		
Judicial system/legal		
Neighborhoods		
Nonprofit organizations		
Job development authority		
Youth sports organizations		
City government		
County government		
Chamber of commerce		
Student councils/youth		
Retirees		
Rancher		
Farmer		
Ag business sector		
Other		

These are some groups that you may want represented on your advisory council. You do not need to have representation from all areas, but a good cross section should be represented.

Selecting a Diverse Advisory Council

										Name
										Geographic Representation
										Ethnicity
										Gender
										Age
										Youth
										People with disabilities
										Income level
										Family status
										Extension program participant/4-H parent/leader
										Other adult with no prior association to Extension
										Media
										Financial management
										Public relations
										Education
										Childcare/parenting
										Counseling
										Business/industry
										Fundraising
										Chamber/community
										Youth groups
										Faith communities
										Government
										Other advisory members needed

EXPERTISE

Appendix E: Links to Exploring State and County Demographics

Headwater Economics: <http://headwaterseconomics.org/>

North Dakota Compass: www.ndcompass.org/

North Dakota Kids Count: www.ndkidscount.org/

U.S. Census data: www.census.gov/quickfacts/table/PST045215/38

Pew Research: www.pewresearch.org/



Appendix F: Reorganization of an Inactive Advisory Council

How to re-energize an inactive advisory council:

1. Become familiar with any **records** that exist regarding the operation of the council.
2. Identify as many of the **current** members of the advisory council as possible.
3. Discuss the problem of reactivating the council with fellow **agents** and your district director.
4. **Visit** with each of the advisory council members to discuss the future of the council and secure additional help in identifying and locating any members still among the unknown. Explain to each council member that you will call a meeting soon to consider what actions need to be taken.
5. Call a **meeting** of the remaining members. The agenda should include:
 - Introductions
 - A review of the current status of the council
 - A review of any bylaws used for council operation
 - A statement from the county Extension agents about the council's potential value to the program and what the agents would like to see happen
 - The replacement of nonactive members and/or changing of the membership

(New Mexico State University, 2008)

Appendix G: Places to Recruit Volunteers

Places to Recruit Volunteers

airplanes/airports	IRS employees
dental office	on the street/downtown
walk/run events	second-hand stores
pumpkin patch	VFW
weddings	banks
news media	college fraternities or sororities
restaurants	farmers markets
study groups	jail and prison staff
employment offices	parks
hotel employees	auto-racing
nutrition sites	volunteer stations/help desks
retired federal employees groups	barber shop
swimming pools/waterpark	community education classes
craft shows/classes	farm organizations
community centers	Job Development Authority
Extension office	parties
ice cream or frozen yogurt shops	breweries/wineries
shooting range	car shows
retired railroad workers	bingo parties
university/community college	Concerts/music festivals
museums	flea market
civic groups	laundries
fairs/carnivals/circus	Plays/musicals
insurance companies	quilting groups
on the job	radio
retirement communities	bloodmobile
Yellow Pages	conservation offices
golf course/mini golf	food pantry
coffee shops	library
family reunions	post-career groups

See more on next page.

school events
support groups
bowling alleys
convenience stores
food stamp locations
auctions
post office
schools
community social networking sites
bulletin boards
co-op/elevator
4-H and FFA clubs
low-income housing
potluck dinners
schools for blind
doctors' offices/hospitals
business community
military events
garage sales
Meals on Wheels
preretirement groups
senior dances
yoga
centennials
county website
garden clubs
zoo
pride groups
gas stations
youth organizations
centers for physically challenged
courthouse
job/health fair
mental health centers
professional meetings
shopping centers/food court
powwows
chambers of commerce
Special Olympics
grocery stores
ministerial councils
PTA/PTO
social media volunteer sites
community picnics
child-care centers
crises centers
hair and nail salons
movie theaters
Red Cross
Social Security office
parades
church/faith communities
Department of Motor Vehicles
wellness centers/fitness classes
newspapers
rehab centers
sporting events
neighborhood block parties
humane society/animal shelter

Appendix H: Sample Letter/Email to Prospective County Advisory Council Members

<Date>

Dear <Prospective Council Member>:

The North Dakota State University Extension Service is the educational outreach component of our land-grant university, NDSU. As such, it holds a three-way agreement in partnership with NDSU, the state of North Dakota, and the U.S. Department of Agriculture.

NDSU Extension provides programming and educational services to individuals and the communities of North Dakota. As part of Extension's organizational procedures, we seek and depend on the advice, support, and counsel of citizens in the community. These support groups are known as NDSU Extension county advisory councils. Advisory councils play a vital role in the success of the educational efforts of the NDSU Extension Service.

Each county Extension office works with an advisory council. Due to your expertise and skills, you have been chosen as a potential member of the Extension advisory council in _____ County. We invite you to become part of this group.

Membership consists of individuals who can advise and assist NDSU Extension in program planning, implementation, evaluation, and promotion.

Enclosed is an overview that gives more detail about the NDSU Extension Service. Should you have any questions, please contact: <County Office Information>.

We will contact you in the near future to discuss your interest and with the date and time of this year's meeting.

Sincerely,

Sincerely,

<Name>

Extension Agent/ _____ County

<Name>

Extension Agent/ _____ County

Appendix I: Sample Letter/Email to New County Advisory Council Members

Date _____

Dear _____:

We welcome you as a _____ County Extension Advisory Council member and NDSU Extension volunteer. You will be working with a dynamic and diverse council to advise and assist NDSU Extension in program planning, implementation, evaluation, and promotion.

The purpose of the NDSU Extension Service is to create learning partnerships that help adults and youth enhance their lives and communities. As a volunteer for North Dakota State University, you assume responsibilities essential for maintaining strong linkages with county residents.

Your responsibilities are outlined in the enclosed Advisory Council Position Description and Agreement. To assist you in your duties, NDSU Extension provides training, educational materials, and individual support and guidance to help you fulfill your volunteer role.

We are looking at meeting **<Day, Date, & Time>** here at the _____ County office of the Extension Service. We will provide coffee and a snack. Please check your calendar and email _____ by <Date> if you can attend. We will send you a follow-up note confirming the date.

What: _____ County Extension Advisory Council
When: <Day & Date>
Where: Conference Room (_____ County Courthouse)
Time: 7 – 8:30 p.m.
Purpose: Orientation/Organizational

Thank you in advance for assuming this important task of working with us to maintain strong linkages with North Dakota residents. We look forward to working with you on this Advisory Council. Please call or email us at _____ if you have any questions.

Sincerely,

Name _____
 _____ County Extension Agent

Name _____
 _____ County Extension Agent

Enclosure/Email Attachment: NDSU Extension County Advisory Council Member
 Position Description and Agreement

Appendix J: Sample Letter/Email of Appointment/Commitment

Dear Jim:

Thank you for agreeing to serve on the _____ County Extension Advisory Council. NDSU Extension's mission is to provide an educational system that links research, science, and technology to people of all ages. To do that, Extension is committed to being innovative, adaptable, and willing to listen to people's needs and concerns to create new ways of thinking, learning, and addressing issues of today and in the future.

We expect the following of our council members:

- Attendance policy: (add yours here)
- Our meetings are (list times, date and place) _____
- Your participation in the following events is expected (list special events, symposiums, etc., and the level of participation expected; e.g., bring a foursome to the 4-H golf tournament, participate in the Extension barbecue at the County Fair) _____
- The length of your term is _____
- We anticipate that serving on this council will take you approximately _____ hours (number of hours/ week, month or year) minimum.
- All council members are asked to serve on at least one committee. As we discussed, you will be on the _____ committee.
- To help with the orientation process and welcome you, your council mentor is _____ (include phone number and email).
- Should you have any questions about being able to fulfill your duties, please call/email _____ (include phone and email).

Please sign the enclosed two copies. Keep one and send in the other. (*Add your Extension office address here*)

Welcome aboard! We look forward to working with you to create learning partnerships that help adults and youth enhance their lives and communities.

Council Member's Extension Agent or Council President or Chair

Date _____

(Weisman, 2012)

Appendix K: NDSU Extension Advisory Council Members Annual Affirmation of Service

1. I continue to be fully supportive of Extension's mission, purpose, goals, and leadership.
2. I understand that council membership requires the equivalent of ___ days per year of my time, including preparation and meetings. I am able to give that time during the 12 months ahead, and I expect to attend all council and committee meetings unless I give the chair advance notice of my need to be absent for good cause.
3. I intend to contribute my service to the work of Extension during the year and will help open doors to friends who may be interested in contributing to Extension's work.
4. If anything should occur during the year that would not allow me to keep these intentions of being a positive contributor to our council, I will take the initiative to talk to the officers about a voluntary resignation to allow another individual to serve who is able to be fully involved.

Signed _____ Date ____/____/____

Please return the signed statement to the Advisory Council secretary in the envelope provided.

Thank you.

(Andringa & Engstrom, 2002)

Appendix L: Advisory Council Member Profile/Data Sheet

Name _____ Telephone (home) _____

Address _____ Telephone (work) _____

City _____ State ____ ZIP _____ Telephone (cell) _____

Are you able to open and see/read text messages that are sent as group texts? _____

Email _____

Which of the above means of contact/communication do you prefer? _____

Biographical Information:

Community involvement and/or leadership roles:

Skills, experiences, expertise, and special interests that you feel would help you carry out the mission of the Extension Service Advisory Council and Extension program in _____ County:

Term expires:

(Cass County Extension, 2017)

Appendix M: Term Limit Tracking Chart Example

Create a tracking chart to monitor council member term limits.

	Winter 20__ Through Summer 20__	Winter 20__ Through Summer 20__	Winter 20__ Through Summer 20__	Winter 20__ Through Summer 20__	Winter 20__ Through Summer 20__	Winter 20__ Through Summer 20__
DelRae Agronomy	X					
Kay Angus	X					
Judy Commissioner	X					
Scott Community	X					
Isabella Economics	X					
Abby Equine	-	X				
Eugene Ethnic	-	X				
Theresa Faith	-	X				
Whitney Farm	-	X				
Sara Finance	-	X				
Brenda Government	-	-	X			
Aaliyah Leader	-	-	X			
Randy Media	-	-	X			
Nikki Millennium	-	-	X			
Harriet Ranch	-	-	X			
Joni Schools	-	-	-	X		
Neil Single	-	-	-	X		
Jayden Town	-	-	-	X		
Catherine Young	-	-	-	X		
Juan Youth	-	-	-	X		

(Klapperich, 2017)

Appendix N: Example Sign for Advisory Council Meeting

WELCOME!

NDSU EXTENSION
SERVICE

<Your County Name> County
Extension Advisory Council

<Day and Date>

Tonight's meeting will be held in <Room>.

<Directions> Example: Straight ahead,
through the Commons Area, and down the hall.

Appendix O: Advisory Council Attendance Record

<County Name> County Attendance Record

Advisory Council Member	10/11/__	1/10/__	4/10/__	7/10/__	10/09/__
DelRae Agronomy	X				
Kay Angus					
Judy Commissioner	X				
Scott Community	X				
Isabella Economics	X				
Abby Equine	X				
Eugene Ethnic	X				
Theresa Faith	X				
Whitney Farm	X				
Sara Finance	X				
Brenda Government					
Aaliyah Leader	X				
Randy Media	X				
Nikki Millennium	X				
Harriet Ranch					
Joni Schools	X				
Neil Single	X				
Jayden Town	X				
Catherine Young	X				
Juan Youth	X				
Extension Staff					
Julie Educator	X				
Joe Agent	X				
Hollis Horticulture	X				
Jeffrey Economics					
Sheri Children	X				
Sharon Family	X				

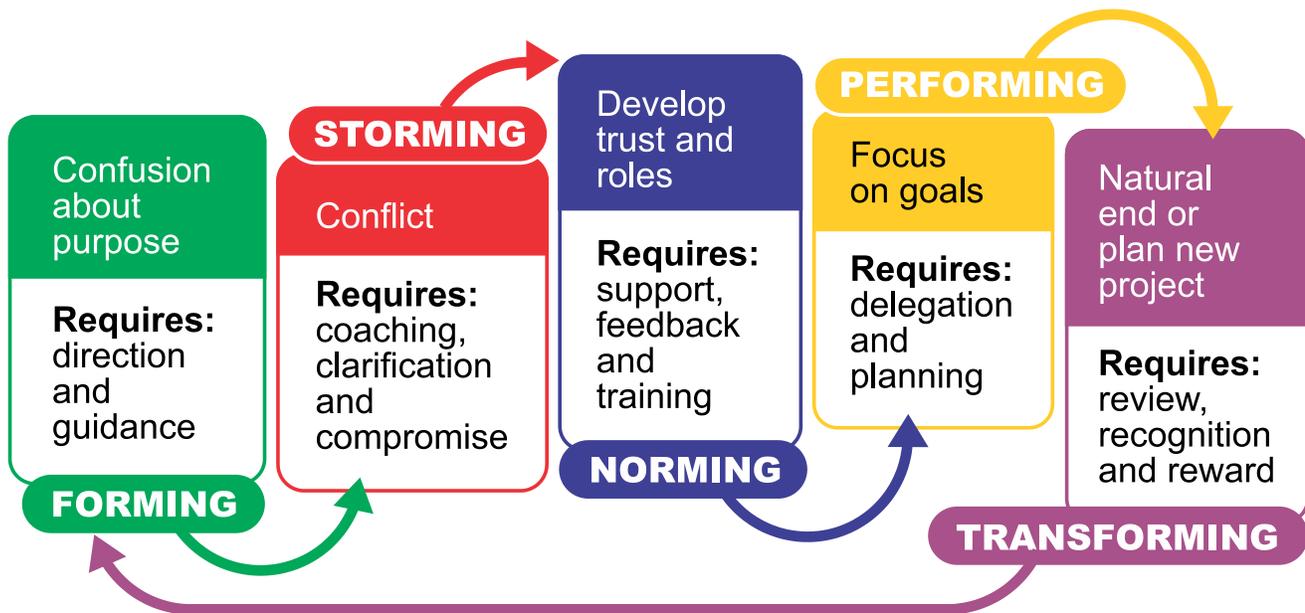
Appendix P: Understanding Groups and How to Lead Them: Stages of Group Development

Groups have a natural ebb and flow. They go through a series of phases called **forming**, **storming**, **norming**, **performing**, and **transforming**. Going through these phases is a normal part of being a group. When everyone in the group understands what can happen in each phase, members will know what to expect and can be more effective.

Developing an effective advisory council from a diverse group of members requires an understanding of group process. Also, each phase a group goes through requires the leader to exhibit a different leadership style for the group to be effective.

For a group to develop properly through the stages of group development, it first needs to do the following:

- Rotate the responsibility of group facilitation
- Make the purpose of the group clear to all members and periodically revisit it
- Establish and abide by ground rules (see Appendix X)
- Help group members understand that “conflict” is a normal and perhaps necessary part of group development
- Remind the group’s members to “listen” to each other
- Wrap up at the end of each session by making meaningful and constructive comments relative to group process
- Commit to having each member contribute and work to make the group a “learning team”



Stages of Group Development

Forming — *Orientation stage*

- “Enthusiastic Beginner”
 - ◆ Members exhibit guarded behavior, uncomfortable feelings, and uncertainty over roles and the group’s direction; they are willing to follow a leader to get things rolling.
 - ◆ The mood is upbeat and uptight because meeting new people can be exciting and nerve-wracking.
 - ◆ Anxiety and confusion may develop as the group begins to organize.
 - ◆ Members begin to define their roles, figure out how they will make decisions, and set goals.
- Leadership: **Directing**
 - ◆ Leader does all of the problem solving and decision making.
 - ◆ Close supervision.

Storming — *Conflict stage*

- “Disillusioned Learner”
 - ◆ Members begin to disclose information about themselves and form judgments of others.
 - ◆ Members work through cultural and personality differences, address power issues, and explore disagreements over basic direction and values.
 - ◆ Anxiety increases; group morale sinks. Conflict may occur, but this anxiety is common. Think of it as essential tension. It is energy the group can use.
 - ◆ Disagreeing is OK for group members. Voicing differences can benefit the group.
 - ◆ **Tip:** You can manage storming by generating ideas to solve problems. Ideas are the key to group creativity. The most important trait in helping groups move on to the next stage is the ability to listen.
- Leadership: **Coaching**
 - ◆ The leader provides a lot of direction but also attempts to hear members’ feelings and ideas.
 - ◆ Control over decision making remains with the leader using enthusiasm and motivation.

Norming — *Structure stage*

- “Reluctant Contributor”
 - ◆ The group begins to feel like a unified whole and begins to look for consensus in making decisions.
 - ◆ Mutual trust forms and individuals are more open.
 - ◆ The group has identity, clear expectations, and norms (informal rules) about group behavior.
 - ◆ The group has cohesion. Members like each other and want to stay in the group.
 - ◆ **Tip:** The group can keep its options open by airing doubts and exploring alternatives.
- Leadership: **Supporting**
 - ◆ The leader reaches a joint agreement on problems with members (shared decision making).
 - ◆ The leader and group members have two-way communication.
 - ◆ The leader provides recognition and actively listens to members.

Performing — *Work stage*

- “Peak Performer”
 - ◆ The group “gets down to business.”
 - ◆ Members recognize each other’s talents, strengths and weaknesses, and use this to delegate responsibility and effectively work together.
 - ◆ The group’s resources are fully mobilized to achieve a goal.
 - ◆ The overall goal is productivity through problem solving and work.
 - ◆ **Tip:** Be sure to give credit to those members who’ve done a good job.
- Leadership: **Delegating**
 - ◆ The leader delegates the decision-making process to members.
 - ◆ Members “run the show.”

Transforming — *Success stage*

- “Awesome Achiever”
 - ◆ Task behaviors and disengagement from relationships come to an end.
 - ◆ Groups may go back to earlier phases. They may regroup to tackle a new task.
 - ◆ Some members will leave the group; others may join.
 - ◆ For some groups, transforming is a time of sadness or loss. Members are disappointed that their goal has been achieved and the group may change.
 - ◆ For other groups, this is a satisfying time because members look forward to new activities.
 - ◆ **Tip:** When a group reorganizes, redefining group goals and roles is a good idea.
- Leadership: **Celebrating**
 - ◆ The leader should acknowledge accomplishments.
 - ◆ The leader should guide the re-grouping process.

Important:

- Groups can move back and forth among the phases/stages due to people turnover, term-limit member changes, and adjustments.
- Some groups do not reach all stages.
- Ideally, a group eventually will reach a point where members know each other well, have worked through the conflicts, and have become a highly productive team.

(Tuckman, 1965; Tuckman & Jensen, 1977; ISU Extension, n.d.)

Appendix Q: Managing Conflict: Five Methods to Address Conflict

Conflict is an inevitable part of life and exists when people do not agree on an issue, decision, or action. Some conflicts are minor and dealt with easily, while other conflicts can be major and require a significant amount of time and attention. Below are five methods to address conflict. For more information on managing conflict, download the full publication, “Managing Conflict,” (FS1563) at <http://tinyurl.com/HowtoManageConflict>.

Five Methods to Address Conflict

Five basic methods often are used to resolve conflict if it does arise in a group. These methods are avoidance, accommodation, competition, compromise, and collaboration.

Method	Definition	When Appropriate	When Inappropriate
Avoidance (denial)	Problem solved by denying it even exists.	Conflict is small and not worth the time to respond. More time is needed to gather information.	Issue is important. A decision is needed quickly and postponing will make matters worse.
Accommodation (smoothing over)	Differences in the group are suppressed. Everyone is asked to try to get along even though this may involve one person giving in to another.	Conflict is small and not worth the time to respond. Preserving relationships is important.	Issue needs to be addressed immediately.
Competition (exercise power)	Using personal power to make a point. This is a win/lose situation.	The method has been agreed upon beforehand. The group should accept that one party will win.	Those on the losing end cannot express their needs.
Compromise (negotiation)	Individuals seek middle ground. Each party must give up something.	Both parties are willing to reduce some demands. Compromise saves time and efforts.	Initial demands are too great. No one is committed to honoring the compromise.
Collaboration	No winner or loser but the emphasis is on a group solution.	Time is available for all parties to share their views. Members are willing to change their thinking.	Time is limited or not enough trust, respect, and communication exists in the group.

(Flage, 2011)

Appendix R: 10 Icebreakers for Meetings

Getting people comfortable in a group setting before a team meeting can be the best investment of 10 to 15 minutes that you can make. Icebreakers increase creativity, influence the exchange of ideas, establish team identity, and create a sense of community.

All of these factors are important in building an effective advisory council. To get individuals to participate and feel comfortable with an icebreaker, the activity should be associated with normal, day-to-day behaviors they encounter in their work setting.

Successful icebreakers for these types of groups generally consist of having members share memorable information with each other, by creating innovative ways to get people to introduce themselves or having group members collectively work on a problem where everyone has to contribute.

Icebreakers can help facilitate this exchange of information and comfort in doing so at the very start of the team-forging process (Forming). The following examples of icebreakers will help members feel relaxed and ready to focus on the agenda, as well as connect with others in the group. Choose the ones you feel fit your meeting and your group the best each time.

1. Nametags

Prepare nametags for each member and put them in a box. As people walk into the room, each person picks a nametag (not their own). When everyone is present, participants are told to find the person whose nametag they drew, introduce themselves, and say a few interesting things about themselves. When everyone has his/her own nametag, each person in the group will introduce the person whose nametag they initially selected and mention something of interest about that person.

This helps participants get to know and remember each other.

2. Brainstorm!

Break the meeting into teams of four or five individuals. Give each team a topic. Pick topics that are fun and simple, such as "What would you take on a trip to the desert?" or "Your favorite things about our county." Give your teams two minutes, no more, and tell them, "This is a contest and the team with the most items on their list wins." Encourage the teams to write down as many things as they can and not to discuss anything, just list things as quickly as possible. At the end of two minutes, the team with the most items on their list wins.

This helps people share ideas without fearing what other people will think.

3. Fact or Fiction

Have everyone write down three surprising things about him/herself, two of which are true and one of which is made up. Each person, in turn, reads his/her list and then the rest of the group votes on which "fact" they feel is the "false" one. If the group does not pick a person's made-up "fact" correctly, then that person wins. A group can have more than one winner. At the end, the whole group votes on which of the "winners" of the final round had the most deceiving "fact."

This helps people get to know and remember their group members.

4. Free Association

The goal of this icebreaker is to have small groups generate as many words or phrases as they can that are related to a particular topic that focuses on the objective of your meeting. Give the group or groups a key word you want them to associate with and then give them two minutes to list, as quickly as possible, as many words or thoughts that pop into their heads. For example, if your county is trying to decide on whether to reduce travel and increase the use of videoconferencing, you might use the word "videoconferencing" and have people list as many words or phrases as they can that they associate with the key word. For example they might say: "saves money," "saves time," "impersonal," "get distracted," "data quality."

This reveals what people are thinking, similarities in viewpoints, and possibly even problem areas or topics that need addressing or further discussion.

5. Desert Island

Group people in teams of four or five and tell them they will be stranded on a desert island. Give them 30 seconds to list all the things they think they should take. Each person has to contribute at least three items. At the end of 30 seconds, tell the teams they can take only three things. Have the person who suggested each item on the list tell why he/she suggested it and defend why his/her item should be one of the chosen three.

This helps the team learn about how each of them thinks, understand each other's values, and learn how each solves problems.

6. Commonality Plus

Group your meeting participants at tables. Ask each group to list 10 ways that everyone in the group is similar. Let them know that they cannot list body parts or clothing and that what they select cannot have anything to do with work. One person at the table should be tasked to make their list. At the end of your time limit, have each group share its list with all meeting members.

This is a great opportunity for your group members to learn about each other's hobbies, families, and common interests.

7. Line Up

As people enter your meeting, hand each one a piece of paper with a different number written on it. Ask the participants to arrange themselves in numeric order without using their voices or hands or showing their number.

This helps the team think of other ways to communicate with each other and work together to achieve a common goal.

8. Positive Event

Explain to your group that research has shown “positive” events at work occur three to five times more often than “negative” events. However, the “negative” events have five to 10 times the impact. Research indicates a strategy to decrease the negative impact: At the end of the day, take a couple of minutes to reflect on the day and identify three positives that occurred throughout the day and why they happened. Describe to your group that you are going to complete a “mini version” of this strategy. Have each person identify one positive event/experience from his/her day and tell the group about it and why it happened.

This helps the group develop positive energy and mindfulness.

9. Participant Bingo

Give each member a bingo sheet that has been tailored to your advisory council. Explain that each square contains a statement and that members must circulate among the people in the room and find someone who has the skill or experience or fits the description for each box. Have that person sign his/her name in the box. You might want to time this activity and give a prize to the person with the most signatures when you call time. See Sample on next page.

This helps people get to know and remember their group members.

10. When, Where and How

Have advisory council members select a partner. Have the partners discuss how they could share information about Extension Service opportunities at these locations. See Sample on next page.

This helps create a conversation about promoting Extension.

Participant Bingo – Sample

Has served on an advisory council in the past Name:	Speaks Spanish Name:	Was a 4-H member as a child Name:	Likes council meetings Name:
Won a blue ribbon at a county fair Name:	Can name the NDSU Extension director Name:	Likes to shop Name:	Has lived in this county for 25 years Name:
Has ridden a horse Name:	Can play an instrument Name:	Drove a vehicle on the highway before licensed Name:	Knows what NIFA stands for Name:
Has traveled outside the U.S. Name:	Can name the U.S. Secretary of Agriculture Name:	Attended the last North Dakota State Fair Name:	Is a college football fan Name:

I offered (or could offer) the Extension Service and its programs

1. Each person gets a copy of the tic-tac-toe grid.
2. They wander around the room getting other people to sign a space that lists a place where they have (or could) promote Extension and/or its programs.
3. You can give prizes for each tic-tac-toe (three in a row), for the number of spaces filled or just for trying.

Coffee shop, café, restaurant, bar or lounge	Faith community	Sporting event (football, basketball, volleyball, archery, etc.)
Workplace	Other	Retail store, bank or business office
Grain elevator or ag business	School concert, play, meeting	Family gathering

(Linely, 2007)

Appendix S: Awareness Survey: Initial Assessment of Extension Knowledge for New Advisory Council Members

Please edit and update programs to fit the needs of your county

Please indicate which best describes your response to the following:

Community Vitality	I am aware of this program area (If yes, please go to next column)	I have attended an Extension program in this area				
		Rarely	Sometimes	Regularly	Frequently	Not Applicable
Leadership and civic engagement	<input type="checkbox"/> No <input type="checkbox"/> Yes →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community development	<input type="checkbox"/> No <input type="checkbox"/> Yes →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strategic planning and facilitation	<input type="checkbox"/> No <input type="checkbox"/> Yes →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disaster management	<input type="checkbox"/> No <input type="checkbox"/> Yes →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Livestock Management	I am aware of this program area (If yes, please go to next column)	I have attended an Extension program in this area				
		Rarely	Sometimes	Regularly	Frequently	Not Applicable
Beef cow-calf management	<input type="checkbox"/> No <input type="checkbox"/> Yes →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sheep management	<input type="checkbox"/> No <input type="checkbox"/> Yes →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth livestock programs	<input type="checkbox"/> No <input type="checkbox"/> Yes →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedlot/backgrounding	<input type="checkbox"/> No <input type="checkbox"/> Yes →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Livestock nutrient management	<input type="checkbox"/> No <input type="checkbox"/> Yes →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Farm Business Management	I am aware of this program area (If yes, please go to next column)	I have attended an Extension program in this area				
		Rarely	Sometimes	Regularly	Frequently	Not Applicable
Crop and risk management	<input type="checkbox"/> No <input type="checkbox"/> Yes →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ag commodity marketing	<input type="checkbox"/> No <input type="checkbox"/> Yes →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Land economics	<input type="checkbox"/> No <input type="checkbox"/> Yes →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Livestock economics	<input type="checkbox"/> No <input type="checkbox"/> Yes →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bioproducts/bioenergy	<input type="checkbox"/> No <input type="checkbox"/> Yes →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Farm succession planning	<input type="checkbox"/> No <input type="checkbox"/> Yes →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Crop Management	I am aware of this program area (If yes, please go to next column)	I have attended an Extension program in this area				
		Rarely	Sometimes	Regularly	Frequently	Not Applicable
Agronomic issues: plant pathology and entomology	<input type="checkbox"/> No <input type="checkbox"/> Yes →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Soil and water	<input type="checkbox"/> No <input type="checkbox"/> Yes →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Weed science	<input type="checkbox"/> No <input type="checkbox"/> Yes →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Agriculture and biosystems engineering	<input type="checkbox"/> No <input type="checkbox"/> Yes →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Natural Resource Management	I am aware of this program area (If yes, please go to next column)	I have attended an Extension program in this area				
		Rarely	Sometimes	Regularly	Frequently	Not Applicable
Soil health	<input type="checkbox"/> No <input type="checkbox"/> Yes →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Weeds	<input type="checkbox"/> No <input type="checkbox"/> Yes →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Land reclamation and remediation	<input type="checkbox"/> No <input type="checkbox"/> Yes →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cover crops	<input type="checkbox"/> No <input type="checkbox"/> Yes →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Range and pasture management	<input type="checkbox"/> No <input type="checkbox"/> Yes →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Personal and Family Finance	I am aware of this program area (If yes, please go to next column)	I have attended an Extension program in this area				
		Rarely	Sometimes	Regularly	Frequently	Not Applicable
Farm and family succession planning	<input type="checkbox"/> No <input type="checkbox"/> Yes →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health insurance literacy	<input type="checkbox"/> No <input type="checkbox"/> Yes →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial literacy youth	<input type="checkbox"/> No <input type="checkbox"/> Yes →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial literacy adults	<input type="checkbox"/> No <input type="checkbox"/> Yes →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Human Development and Family Science	I am aware of this program area (If yes, please go to next column)	I have attended an Extension program in this area				
		Rarely	Sometimes	Regularly	Frequently	Not Applicable
Child development	<input type="checkbox"/> No <input type="checkbox"/> Yes →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parenting	<input type="checkbox"/> No <input type="checkbox"/> Yes →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family relationships	<input type="checkbox"/> No <input type="checkbox"/> Yes →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Late life development	<input type="checkbox"/> No <input type="checkbox"/> Yes →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4-H Youth Development	I am aware of this program area (If yes, please go to next column)	I have attended an Extension program in this area				
		Rarely	Sometimes	Regularly	Frequently	Not Applicable
Leadership and citizenship development	<input type="checkbox"/> No <input type="checkbox"/> Yes →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4-H science	<input type="checkbox"/> No <input type="checkbox"/> Yes →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outdoor skills	<input type="checkbox"/> No <input type="checkbox"/> Yes →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4-H program management	<input type="checkbox"/> No <input type="checkbox"/> Yes →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth development issues	<input type="checkbox"/> No <input type="checkbox"/> Yes →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family and consumer science	<input type="checkbox"/> No <input type="checkbox"/> Yes →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Animal science	<input type="checkbox"/> No <input type="checkbox"/> Yes →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plant science	<input type="checkbox"/> No <input type="checkbox"/> Yes →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication and creative arts	<input type="checkbox"/> No <input type="checkbox"/> Yes →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Healthy lifestyles	<input type="checkbox"/> No <input type="checkbox"/> Yes →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4-H camp	<input type="checkbox"/> No <input type="checkbox"/> Yes →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Nutrition, Food Safety and Health	I am aware of this program area (If yes, please go to next column)	I have attended an Extension program in this area				
		Rarely	Sometimes	Regularly	Frequently	Not Applicable
Youth health and nutrition	<input type="checkbox"/> No <input type="checkbox"/> Yes →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adult health and nutrition	<input type="checkbox"/> No <input type="checkbox"/> Yes →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food safety	<input type="checkbox"/> No <input type="checkbox"/> Yes →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food preservation	<input type="checkbox"/> No <input type="checkbox"/> Yes →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Horticulture and Forestry	I am aware of this program area (If yes, please go to next column)	I have attended an Extension program in this area				
		Rarely	Sometimes	Regularly	Frequently	Not Applicable
Master Gardener	<input type="checkbox"/> No <input type="checkbox"/> Yes →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Junior Master Gardener	<input type="checkbox"/> No <input type="checkbox"/> Yes →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tree planning and pruning	<input type="checkbox"/> No <input type="checkbox"/> Yes →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pollinators	<input type="checkbox"/> No <input type="checkbox"/> Yes →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gardening	<input type="checkbox"/> No <input type="checkbox"/> Yes →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Peterson, Flage, & Klapperich, 2017; Kelsey & Mariger, 2004; Cary & Wilkinson, 1995; Murari Suvedi, Lapinski, & Campo, 2000)

Appendix T: Possible Contents of an NDSU Extension Advisory Council Orientation Manual

- NDSU Extension mission/vision statements
- County goals and objectives
- Extension organizational fact sheet
- Extension county advisory council bylaws
- Extension structure chart
- NDSU Extension state plans of work for content areas – updated yearly and located at www.ag.ndsu.edu/programplanning/program-teams
- Advisory council plan of work for year
- Most recent county Extension budget
- Most recent county annual report
- Most recent NDSU Ag/Extension Annual Highlights and Human Development and Education annual report
- List of major donors: 4-H; Ag; Family and Consumer Sciences (FCS); Community Vitality
- Extension newsletters/brochures
- Minutes of last six advisory council meetings
- Description of programs/services (Ag, Community Vitality, FCS, 4-H)
- List of advisory council members
- Extension County staff roster
- Extension advisory council member job description
- List of committees and their responsibilities
- Extension agents' job descriptions for the county

(Weisman, 1998)

Appendix V: Involving Teens in the Extension Advisory Process

Remember to include teens in your Extension advisory councils. Even though the term conjures visions of energy, enthusiasm, optimism and creativity, this potential resource often goes untapped. Adolescents rarely are considered as possible partners for addressing community issues.

The energy, enthusiasm, commitment and perspective are only a few of the reasons to design programs *with* teens, as opposed to *for* them. The most significant reason is success. Youth participation works. It promotes ownership by allowing young people to participate in decisions that affect their lives and their communities.

William Lofquist, author of “The Technology of Prevention Workbook,” explains that society views youth in three different ways: as objects, recipients, and resources. When we view young people as objects to be worked upon, we only can guess how to reach them effectively. When we view them as recipients of our efforts, we only can guess about what they really need or want. But when we involve young people as resources – as partners in planning – they can offer a unique perspective with fresh ideas and enthusiasm. We get firsthand, “inside” knowledge, which helps make Extension programming successful.

Lofquist believes that the results of a program or, in this case, the effectiveness of your Extension advisory council, depend on how you involve young people.

When youth are viewed as objects:

- The adult is in control with no intention of youth involvement
- The objective: personal growth of young people
- The byproduct: conformity of young people and acceptance of the program as it is

When youth are viewed as recipients:

- The adult is in control and allows youth involvement
- The objective: personal growth of young people
- The byproduct: increased organizational effectiveness

When youth are viewed as resources:

- The youth and adults share control and a partnerships develops
- The objective: increased organizational effectiveness
- The byproduct: personal growth of young people and adults

When Teens are Viewed as Partners

Going one step beyond Lofquist’s findings, list three results you might expect from viewing your community’s teens as partners in the efforts you are undertaking as an Extension advisory council.

1. _____
2. _____
3. _____

How Do You View Teens?

- On a continuum of 0-10, with 0 representing a view of teens as objects and 10 representing a view of teens as partners, how does your community view teens? _____
- How do you think the teens in your community view themselves? How do their perceptions compare with the way they assume the community views them? (Ask the youth partners on your team).

- What percent of your programming is developed with full youth partnership in the decision-making?

Using your own experiences and observations, answer the following questions:

Why are young people often seen as the object of our efforts rather than as partners in addressing community concerns?

1. _____
2. _____
3. _____
4. _____
5. _____

Why should we view (and involve) teens as partners?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

In what ways can you include youth in this Extension advisory council's efforts?

1. _____
2. _____
3. _____
4. _____

(Josephson Institute of Ethics, 2013)

Appendix W: Diversity: Human Resources Civil Rights Presentation for New Advisory Council Members

www.ag.ndsu.edu/ext-employees/advisory-boards-councils-and-committees



Appendix X: Advisory Council Ground Rule Ideas

When you begin your advisory council, take time to brainstorm a list of rules members would like to live by at their meetings. Have them “make the rules their own” and ask them to be the ones to enforce the rules. This keeps the Extension agent in a neutral role. Here are some suggested rules:

- Start meetings on time.
- Follow the agreed-upon agenda.
- Help keep discussions on track by making relevant comments.
- Share disagreements with each other (do not have meetings after the meeting).
- Speak freely, but do not monopolize the conversation.
- Speak for yourself, not for others.
- Listen to others and try to understand.
- Restate what others have said for clarity.
- Be open to changing your mind.
- Demonstrate a willingness to compromise or seek consensus.
- Ensure what is said in the group stays in the group.
- Give everyone a chance to speak.
- Be examples of ethical leaders (be trustworthy, respectful, responsible, fair, caring, and a good citizen).
- Use parliamentary procedure as a guide.
- Accept and publicly demonstrate support for group decisions.
- Have fun!

Appendix Y: Advisory Council Members Guide and Bylaws Example

Introduction

Thanks for agreeing to serve as a member of the Extension Advisory Council for _____ County.

This guide is written for you. It answers many of the questions you may have about being a member of the Advisory Council, such as:

- What is it?
- What is its role?
- Why is it necessary?
- How long will I serve?
- How often will we meet?
- How will it function?
- What are my responsibilities?

If you have any questions after reviewing this guide, feel free to contact any member of the Extension staff.

NDSU Extension Service - _____ County

<Address>
<Address>
<Phone>
<Fax>
<Website>

Members of the Extension Staff in _____ County:

<Give name, title and email of each member included>

How Long Will I Serve?

The term of office is three years. Reappointment to a second three-year term is an option. The benefit of having one-third of the members change each year is that it provides for new ideas and a smooth operation of the council.

How Often Will We Meet?

A minimum of four times a year is suggested, with additional meetings determined by the council's program of work responsibilities.

How Will It Function?

An advisory council develops a program of work plan based on the needs of the program served. Outlined below are major functions the council may want to consider.

- Help identify needs of Extension's customers and communities.
- Suggest opportunities for educational programs for _____ County residents.
- Promote community awareness of Extension.
- Assist in promoting and marketing Extension programs.
- Review current program goals and objectives.
- Participate in program evaluation.
- Make recommendations for program improvement.
- Participate in and help promote special events.
- Promote support from county commissioners and legislators.
- Identify community resource people.

What is the Advisory Council?

The Extension Advisory Council is a representative group of _____ County citizens who volunteer their time, talent, and knowledge to help strengthen the service of the county Extension program and improve the life of county residents.

What is its Role?

The Extension Advisory Council has four major roles. Council members will:

- Work with Extension staff to assess and identify opportunities for the expansion of programming.
- Assist staff in gathering and analyzing data, planning Extension programming, and distributing information about programming opportunities to members of the county.
- Aid in supporting Extension programming to the public by educating county members and decision makers about the Extension Service and its programming opportunities.
- Advise Extension staff on current community needs, partnership opportunities, and community resources.

Why is it Necessary?

The North Dakota State University Extension Service exists to serve the residents of our state. Extension's role in _____ County is to help residents meet the challenges of today through educational experiences that meet the needs of our ever-changing society. You will be part of a shared responsibility with Extension staff in defining needs, assisting in establishing realistic community goals, and making appropriate recommendations for your community needs. Our partnership will allow Extension staff to prepare a timely response with valid, high-quality programming.

What Are My Responsibilities?

Council members have the responsibility to advise, assist, and support activities that are designed to strengthen Extension programming and community life.

Members should:

- Attend and participate in meetings.
- Suggest and develop agenda items with Extension staff prior to meetings.
- Help determine council goals and plan ways to achieve them.
- Respect the rights and opinions of other council members.
- Accept subcommittee assignments.
- Decline participation when a conflict of interest exists.
- Inform residents of Extension services.
- Seek input from community members.
- Be able to make impartial decisions.

Bylaws Example

Extension Advisory Council, _____ County

I. Statement of Purpose

The Extension Advisory Council for _____ County shall function in an advisory capacity, assisting the county Extension staff in identifying program opportunities and needs for development.

II. Organization

A. Membership

1. The council shall be made up of members who are willing to assist in improving county Extension programs and the relevance of such programs to the residents of the community.
2. The charter members of the council will serve a one-, two- or three-year term. Subsequent terms for all members will be three years.
3. Each council member will be eligible for a second consecutive term.
4. Replacement of council members:
 - a. Each year during the first meeting of the calendar year, the expired terms of the council members will be filled through an election. The members whose terms have expired shall act as a nominating committee to present the name of a willing replacement candidate to the council. Council members shall have an opportunity to submit names of other people who would be willing to serve if elected. Such names should be submitted to the county's Extension office no later than one week prior to the meeting.
 - i. The term for newly elected council members begins immediately following election.
 - b. Should a vacancy occur during the year because of death, resignation, or removal as provided hereafter, a replacement will be selected by the council at the next meeting to serve the unexpired portion of that term. The replacement council member shall have all the rights and responsibilities of any other duly elected council member.
 - c. Removal of council members.
 - i. A council member who missed two consecutive meetings may be subject to removal at the option of the council. A council member may be removed from membership by a two-thirds vote of those members present at any council meeting, provided a quorum is present.
 - d. Any council member may vacate his/her seat by notifying the county's Extension office.

5. Ex officio advisory council members

The following shall serve on the advisory council as nonvoting members:

- a. Extension staff for _____ County
- b. _____ County commissioner with Extension portfolio or designated commissioner

B. Officers

1. Officers shall be chairperson, vice chairperson, and secretary to be elected each year at the reorganization meeting.
2. The council shall elect a chairperson from those who have served at least one year. The term is to be one year and will be limited to two consecutive terms. Should this position become vacant for any reason, the council shall elect a new chairperson to serve the balance of the unexpired term. The vice chairperson automatically will be nominated for the position.
3. The council shall elect a vice chairperson, preferably from the first- or second-year members. This individual will assist the chairperson in directing the activities of the council and conduct the meetings in the absence of the chairperson.
4. The council shall elect a secretary to record the proceedings of each meeting.

C. Duties/Rights of Council Members

1. Attend quarterly meetings of the advisory council.
2. Serve on ad hoc committees at the discretion of the chairperson.
3. All council members shall have full voting rights.

III. Meeting Schedule

- A. The council will meet four times a year. Notification of the meeting date, time, and place will be sent to council members at least one week prior to the meeting. All meetings shall be conducted following Robert's Rules of Order.
- B. A quorum is defined as being more than 50 percent of the membership.

IV. Adoption and Amendment of Bylaws

- A. Proposed bylaw amendments must be submitted in writing to each council member at least 30 days prior to a regularly scheduled advisory council meeting. A two-thirds favorable vote of those in attendance, provided a quorum is present, constitutes adoption of a proposed amendment.
- B. The addition of bylaws will be considered amendments to the original set of bylaws.

(Richland and Sargent counties, 2017)

Appendix Z: Extension Advisory Council Sample Agendas

Agenda 1: Agenda for the First Meeting of a Newly Formed Council

Midwest County Extension Advisory Council
 Monday, Sept. 7, 20____
 5:30 to 7:30 p.m.
 Extension Conference Room

5:30 p.m. **Light meal** sponsored by the (4-H Leaders Council, local ag sponsor, bank, etc.)

Welcome by Extension agent — The Extension agent responsible for the council introduces him/herself as the temporary chair, distributes copies of the agenda, and appoints a temporary secretary.

Introductions and Team building/icebreakers — Use a quick “icebreaker” activity that helps council members get to know each other and how or why they got involved with the council. (**Appendix R**)

Example:

Resources in Our Midst — In 30 seconds or less, please share:

- Your name
- Your position
- I usually can answer a question about _____.
- I always have wanted to ask a question about _____.

Orientation and Education

The agent discusses the purpose of the council and its functions. Involve your district director if she or he is present.

- Discuss expectations and the job description of council members. Be realistic. (**Appendix A**)
- Describe the steps to be taken in setting up the operating structure of the council. Appoint a committee to review sample bylaws to bring to the next meeting. (**Appendix Y**)
- Review the mission and accomplishments of the NDSU Extension Service. Use your county's most recent impact reports and/or agent narratives. Involve other Extension agents and volunteers. (May want to use slides from the NDSU Extension “Who We are and What We Do” PowerPoint at www.ag.ndsu.edu/ext-employees/new-employees/whoweare/view.)

6:30 p.m. **Information/Input Gathering From Advisory Council Members:**

Carousel Activity

This is a facilitation method used to highlight what your county Extension office is doing well and to discuss one issue in each program area (Ag, FCS, 4-H and Community Vitality) that advisory council members “wish” your office would focus on in the future. (See instructions below)

7:15 p.m. **Identify major areas the council will address at future meetings.**

7:25 p.m. **Set the date, time, and place for the next meeting.**

Since the council is new, it will want to meet fairly soon to approve bylaws and elect officers.

7:30 p.m. **Commitment and adjourn: Post-it activity**

Have council members write down one thing they have learned about Extension that they will share with a neighbor, friend, decision maker, etc., and have them stick it on their new council folder. Have a few people share their idea. The temporary chair adjourns the meeting.

Prior to meeting, the email to council members should include:

- Draft agenda
- NDSU Extension brochure
- North Dakota Compass links and other data links for them to look at related to discussions
- NDSU Extension website
- North Dakota 4-H Youth Development website
- Any other websites relevant to your Extension work

***Please note:** The first meeting is scheduled for two hours to take into account the need for more time to review the roles of an advisory council member, complete orientation, and gather input from your council members. Future meetings should be one to 1½ hours long.

Carousel Activity Instructions

*Facilitator notes:

Supplies: flip charts, colored markers, tape, sticky dots, timer

Prior to meeting: Place four sets of flip charts around the room. On the first set of flip charts on one wall, write “Ag - Wish For” and on top of that, stack a flip chart that says “Ag - Doing Well.” On the next set, write one that says “FCS - Wish For” and on top of that, stack one that says, “FCS - Doing Well.” On the next set, write the same thing for 4-H. On the final set, write the same thing for Community Vitality.

***Note:** Starting with a positive list of things always is a good idea, then discuss what council members wish for in the future.

Instructions for Activity:

- Break the participants into four groups.
- Make sure each group has a different colored marker.
- Have each group go to one flip chart paper with an area of Extension on it. (The first time around, have groups discuss ***“What are we doing well in Extension programming in this area?”***)
- Nominate a recorder for each group.
- Tell participants that as a small group, they will have two minutes at each station to read the question and any ideas already written, and add their own answers to the sheet
- Also tell them the goal is to come up with as many ideas as they can, try not to criticize and **have fun!**
- The next time around, with a new set of flip charts with the areas of Extension on them, discuss: ***“What would you wish for around Extension programming in the future in this area?”***
- After the groups have finished rotating around and have posted what they wish for in each area of Extension, then use the nominal group process (voting dots) to prioritize the suggestions. Discuss what you, as a local county Extension office, realistically can focus on in the next year, example: (one ag issue, one 4-H/youth development issue, one FCS issue, one community vitality issue). Discuss that you can address other topics that came up in future years. Note: Progress on the four issues chosen should be shared at future advisory council meetings.

Agenda for the Second Meeting of the Newly Formed Advisory Council

1. Call to order by NDSU Extension agent, temporary chair
2. Introduction of members present and icebreaker
3. Temporary secretary reads minutes of first meeting
4. Review proposed bylaws as rules of operation; discuss and approve section by section
5. Appoint a nominating committee to present a slate of officers at the next meeting
6. Set dates, times, and places of future meetings and identify major topics to be addressed
7. Adjourn

Agenda for the Third Meeting of a Newly Formed Advisory Council

1. Call to order by NDSU Extension agent, temporary chair
 2. Introduction of members present and icebreaker
 3. Temporary secretary reads minutes of previous meeting
 4. Election of permanent officers
 5. Turn meeting over to new officers
 6. Continue with meeting agenda and educational programs (example, highlight the Master Gardener program and have each council member plant something to take home)
 7. Adjourn
-

Sample Meeting Agenda for an Established Advisory Council

_____ County
Extension Advisory Council

Monday, Oct. 27, 20__
 4:00 to 5:30 p.m.
 Extension Conference Room

- 4:00 p.m. Welcome, check-in, and team-building activity
- Review of mission and purpose of advisory council work. Are we on track?
 - Assess progress of committee work under way. Committee reports and discussion. Adjust program plans if needed.
 - Discussion of new issues that NDSU Extension should be addressing. What issues? How should they be addressed? Do we have new creative approaches we should be using to address these issues?
 - Evaluate advisory council meeting effectiveness and make decisions about needed changes in the way the meeting is conducted.
 - Summarize assignments for each member and/or committee.
 - Set the next meeting date, time, location.

5:30 p.m. Adjourn

Thank you for your attendance and participation!

“What we do for ourselves dies with us. What we do for others remains immortal.”
 - Albert Pike

Appendix AA: Advisory Council Agenda Item Ideas

- Try this with your advisory council or use some of the ideas listed for future meetings.
- Ask advisory council members to submit one idea each for an agenda item for a future advisory council meeting.
- Remember, the goal behind Extension advisory councils is “organized citizen input.”

Example Agenda Item Suggestions from Past Advisory Council Members

- “Ideas for informing area (_____ County) youth of what the Extension Service can offer them.”
- “Discussion on “new” farm-related legislation (state, federal) and future expected effects on North Dakota.”
- “If we, as a council, have set annual goals, having a progress report quarterly, or semiannually would be good. Assess if we are on track to meet the goals. Sometimes, we may have to limit topic discussions to keep meetings at 75 to 90 minutes.”
- “I think having one of the technology staff at NDSU give a presentation on how webinars are being used to deliver the Extension message would be interesting.”
- “Have a spokesperson from the 4-H Ambassadors come and talk about their work with the 4-H program.”
- “Update on legislative session items regarding the Extension budget.”
- “What are the Extension programs in _____ County? Who do they serve and how many people? To review, evaluate, promote, and identify clientele, we need to know the various programs and events.”

Format:

My idea for a future meeting agenda item is: _____

Appendix BB: Knowing Your Local Policymakers Quiz

Local: (county or municipality)

Name the president or chair of your county commission _____

Name your county commissioners (by district)

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

When does the commission meet? _____

Have you requested to be added to any communication regarding meeting dates and agendas? _____

Do you personally know the commissioner representing your home district? _____

Do you know the name of your commissioner's aide or secretary? _____

Who in your county is responsible for conducting elections? (name or office)

Personal History: Important things to know about your elected policymakers:

- Relationships with Extension: 4-H alum; graduate of NDSU or other land-grant university; Extension client; supporter of Extension funding; attends Extension activities
- Voting history: Do they tend to vote independently, vote as a party block, lean to the right or left on community issues, support areas serviced by Extension (agriculture, the environment, youth, social issues, education)?

How Do I Become Acquainted and How Do I Acquaint Them With My Programs?

- Do your homework - Compile a history. Introduce yourself. Have someone introduce you. Send a letter or email of introduction. Develop a personal relationship with their aide or secretary.
- Public relations - Get your elected policymakers and their aides involved in your program. Put them on the Extension newsletter mailing list. Invite them to special functions. Reward them for supporting your program. Educate them on the history, traditions, and contributions Extension has made in your community. Let them know they can get a quick and courteous response from your Extension organization (county office or university).

Appendix CC: Sample Initial Invitation to 4-H Officers

<Date>

«GreetingLine»

Would you like to participate in the Extension Advisory Council in _____ County as a 4-H club officer or county Ambassador? We value your opinions and want to have you join the council to provide input on behalf of _____ County's youth. You have shown excellent leadership in your 4-H club, and your participation on the council is another opportunity to further develop your leadership skills.

What is involved with being on the Extension Advisory Council?

- Four meetings a year
- The opportunity to interact with people from various occupations and age groups
- The chance to share your ideas about programs and resources needed in _____ County

Your active membership on the Extension Advisory Council for _____ County would look great on a resume or an award or scholarship application.

If you are willing to serve on the Extension Advisory Council, please join us at <Location> <Date> <Time>. We hope to see you at the meeting!

Sincerely,

Craig Askim,
Extension Agent/<Specialty>

Dena Kemmet,
Extension Agent/<Specialty>

(Kemmet & Askim, 2017)

Appendix DD: Sample Recruitment Follow-up Reminder

<Date>

To: NDSU Extension Advisory Council

Jim Davis	Tom Smith	Alliah Jackson	Bob Morris	Wayne Little Wolf
Lisa Carr	Tony Leung	George Wang	Warren Clark	Juan Carlineo

Dear Members of the _____ County Advisory Council:

Most of you have responded that <Day & Date> will accommodate your schedule. Please reserve that date for our Advisory Council meeting, which will start promptly at <time> here at the Extension office. I will have coffee and snacks ready prior to the meeting.

_____ **Advisory Council**
 <Day, Date, Year>
 <Time>
NDSU Extension Service Conference Room
5339 County Road 579 S.
Hometown, N.D.

Attached are two documents for your information and review:

1. A summary of the community forums that were held in 11 locations statewide earlier this fall. (The community forum in <Location & Date> was the one that was closest to us.)
2. An aggregation of the input that was received at the community forum that was held in <Location>.

If you cannot attend, please contact me prior to the meeting. **Thank you** for taking part in this important planning process.

Sincerely,

Julie Educator
 Extension Agent - <Title>
 NDSU Extension Service

(McKinney, 2005)

Appendix EE: Sample Thank You Letter/Email to Advisory Council Members

Thanks a Million!

<Date>

Dear Amy:

Thank you for your leadership at yesterday's Advisory Council meeting. Your commitment and enthusiasm are indeed contagious!

I am enclosing some additional reading materials that pertain to issues that we discussed during the meeting. Please let me know if you have any questions.

Please reserve <Date> for our next Advisory Council meeting. I will send you a reminder prior to the meeting.

Sincerely,

Joe Educator
Extension Agent - <Title>
NDSU Extension Service

P.S. Amy, I really appreciated your assistance in helping me set up the chairs.

Thanks!

(McKinney, 2005)

Appendix FF: Sample Letter/Email of Recognition for Advisory Council Members

<Date>

Dear Miguel:

In observance of National Volunteer Week, I thank you for your participation and help with Extension education in our community as an Extension Advisory Council member. We truly value your contributions to the program. I hope you enjoy this memento of your Extension activity.

Sincere *greetings* and *best wishes*,

Joe Educator
Extension Agent - <Title>
NDSU Extension Service

(McKinney, 2005)

Appendix GG: Sample Letter/Email of Congratulations to Advisory Council Members

Congratulations!

<Date>

Dear Jamie:

I was delighted to read that one of our very special Extension volunteers was named “Woman of the Year” by the North Dakota League of Women Voters. I am enclosing a clipping that appeared in the Bismarck Tribune for your family scrapbook.

We are all very proud of you and share in your celebration!

Sincerely,

Julie Educator
Extension Agent – <Title>
NDSU Extension Service/Knefla County

enc: Newspaper clipping

Appendix HH: Sample We Missed You Letter/Email

<Date>

Dear Jeff:

We missed you! I am enclosing the minutes of the <Previous Date> meeting of the Extension Advisory Council. As you can see from the minutes, you were selected to serve on the Long-range Steering Committee for <year-year>. We hope you will accept this appointment. If for any reason you cannot carry out this responsibility, please contact me as soon as possible.

We value your input, so please plan now to attend our next council meeting scheduled for <Day, Date>, starting at <Time>, at the Extension office on County Road 579. I will send you additional information prior to the meeting. Please contact me if you have any questions.

Sincerely,

Joe Educator
Extension Agent – <Title>
NDSU Extension Service

enc: Minutes of the <Previous Date> Extension Advisory Council meeting

(McKinney, 2005)

Appendix II: Sample Letter/Email of Dismissal

To: John Severson

<Date>

Dear John:

The Extension Advisory Council for Clover County has had a very productive year, and the planning process is in place to expand our program in <Year>. I realize your busy schedule has caused you to miss the last four meetings. Our bylaws require that I notify you regarding your position on the council. Please let me know if you wish to be replaced on the council with someone with a more flexible schedule.

We regret that you have not been able to take a more active role in the council, but I sincerely appreciate the earlier work you were able to contribute. If I don't hear from you by <Future date>, I will assume you wish to be replaced.

Please contact me at 744-5519, ext. 107, or email me at <email address> if you have any questions. Thank you for your interest and support of Extension education.

Sincerely,

Julie Educator
Extension Educator – <Title>
NDSU Extension Service

(McKinney, 2005)

Appendix JJ: News Release: Post-Advisory Council Meeting Example

Post-Advisory Council Meeting

CITY, Month, Day, Year — Fifteen people from _____ County and the surrounding area recently met with _____ County's NDSU Extension agents, <Name> and <Name>, and formed the _____ Extension Advisory Council for the county.

The group learned about the NDSU Extension Service, the history of land-grant institutions, and the philosophy and purpose of the NDSU Extension Service.

Going forward, the group's purpose will be to assist the Extension agents in analyzing local situations and identifying county needs, providing feedback to Extension staff, assisting in evaluating educational programs, and continuing to learn about NDSU Extension and its programs.

The group will meet four times each year. Advisory Council membership will be on a rotation basis of three-year terms.

[Photo]

We recommend you include a photo of the advisory council members and their names.



Appendix KK: Evaluation Form

Date: _____

Advisory Council Meeting Evaluation Form

Below is a guide for rating the effectiveness of the advisory council meeting.
Circle the number that best describes your feelings about each statement.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I feel knowledgeable about NDSU Extension and its programs.	1	2	3	4	5
<i>Comments</i>					
2. The members of this advisory council understand their role and responsibilities.	1	2	3	4	5
<i>Comments</i>					
3. I felt welcome to contribute to the agenda items discussed.	1	2	3	4	5
<i>Comments</i>					
4. The agenda/meeting was well-planned and organized.	1	2	3	4	5
<i>Comments</i>					
5. I clearly understood the agenda and knew what we were trying to accomplish at this meeting.	1	2	3	4	5
<i>Comments</i>					
6. This meeting helped empower me to be an advocate for the NDSU Extension Service and its programs.	1	2	3	4	5
<i>Comments</i>					
7. During this meeting, the opinions and feelings of the advisory council members were understood and accepted by the NDSU Extension Staff.	1	2	3	4	5
<i>Comments</i>					
8. I am satisfied with what the advisory council was able to accomplish during this meeting.	1	2	3	4	5
<i>Comments</i>					
9. During this meeting, I felt my time and efforts were well spent in serving as a member of this advisory council.	1	2	3	4	5
<i>Comments</i>					

Additional comments

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