



1905-2005

The Prairie Professional

A Newsletter for KAE4-HA Members

January 2006

MESSAGE FROM THE PRESIDENT



Rod Buchele

As I was pondering what to write in this short message and stalling before getting started I read the Word from the Associate Director. The message is on teamwork which resonated with me as I have been reading about teamwork in the book *Overcoming the Five Dysfunctions of a Team A Field Guide* by Patrick Lencioni. This excellent book is a follow up to his book from a few years ago titled *The Five Dysfunctions of a Team*.

His point in both books is teamwork is the way we get things done now and since that is not the way we naturally work there are some inherent barriers to teamwork. I will share from his book in a moment, but want to challenge each of us to look at the teams we work with and see how they may be affected by the Five Dysfunctions and how we might help the teams to overcome them. Also, I want each of us to do a behavior check to see if we are part of the problem or part of the solution.

Following is a short synopsis of the book. What do you see that looks and sounds familiar? How can you help the teams you work with overcome these dysfunctions? How will that improve the results that the team achieves. How will that help you accomplish more?

If you would like to talk about these concepts, please feel free to contact me.

The Five Dysfunctions of a Team

The underlining cause of team “dysfunction,” Lencioni says, is lack of trust. When the team cannot fully trust one another, members hold back conclusions, feelings, and information (for many reasons including fear they will be taken advantage of or won’t get credit). When team members hold back, one result is members avoid conflict rather than resolving it (dysfunction number two). They might do this because they haven’t committed fully to the goals of the team or feel there is no reason to resolve the conflict as their will not be any positive payback.

MESSAGE FROM THE PRESIDENT

(continued)



NATIONAL AWARD WINNERS

When they then fail to work out their differences, team members often end up not committing to group decisions (they never listened to or understood my objections, or they don't care about my input or they never listen, so why should I bother!). This lack of commitment to team decisions (dysfunction number three) makes it impossible for the team members to hold each other accountable to the team or to each other or even to one's self (dysfunction number four). When the team lets accountability slide, the all too human tendency is for team members to then lose their attention to results (dysfunction number five) and focus more on their own egos or protecting their department.

A function of the dysfunction three, four and five can be the failure of team members to communicate the team decisions to their broader audience. The result of this can be organizational disarray as things are not consistent across the organization which results in a weaker organization and lots of unhappy people.



Congratulations to NAE4-HA Award Winners from Kansas!

Distinguished Service Award

Lori Shoemaker, Rice County Extension Agent
Nancy Honig, Stevens County Extension Agent

Achievement in Service Award

Michelle Perez, Butler County Extension Agent
Aliesa Woods, Post Rock District Extension Agent

Meritorious Service Award

Crystal Coffman, Coffey County Extension Agent

National Communicator Award for News Story

Phyllis Kreisel, Cherokee County Extension Agent

Watch for information about the 2006 NAE4-HA Award Applications coming soon to an email server near you!



RESOURCES FROM THE



2005 NAE4-HA NATIONAL CONFERENCE

Seattle,
Washington

October 31 to
November 3, 2005

Sex Offenders Map

This is an online resource that you can use to find sex offenders in your area that might be helpful with the VIP process. Just type in your city and state and a map pops up with markings of where sex offenders live. If you click on the marking, a picture will pop up so you know what the person looks like.

The site is located at <http://www.mapsexoffender.com>.



Parliamentary Procedure Activity “Order of Business”

By Kirk Astroth, Montana 4-H Center for Youth Development

- Purpose:** Ice breaker Activity
To assess what your audience knows about business meetings
As a lead in to discuss meeting agendas
- Materials:** Pre-printed cards/paper with possible business meeting agenda items. Print on cards/paper should be large.
Space to spread out such as the front of a classroom.
- Process:** Have 10 or more participants each take a card (make sure you do not pass them out in order). Ask the participants to work as a group to put the business meeting agenda together from start to finish. Participants may talk to each other.
- Meeting Agenda Items:**
- | | |
|-----------------------------|-------------------------|
| Call to Order | Pledges |
| Reading/Approval of Minutes | Roll Call |
| Communications | Reports from Officers |
| Reports from Committees | Unfinished/Old Business |
| New Business | Announcements |
| Adjourn | |
- Questions:** After the group believes they have the correct order, go through it and explain if any items are out of order. For further discussion, use the following questions:
- How did the group decide the order of business?
 - Was it difficult to determine the order of business?
 - Does your 4-H group use a meeting agenda?
 - How does an agenda help the group conduct business?
 - How might a business agenda be different in 4-H?

*Ginger Kopfer
Geary County Extension Agent, 4-H Youth Development*



Blue Ribbon- A Short Story

A teacher in New York decided to honor each of her seniors in high school by telling them the difference each of them had made. She called each student to the front of the class, one at a time.

First, she told each of them how they had made a difference to her, and the class. Then she presented each of them with a blue ribbon, imprinted with gold letters, which read, "Who I Am Makes a Difference." Afterwards, the teacher decided to do a class project, to see what kind of impact recognition would have on a Community. She gave each of the students three more blue ribbons, and instructed them to go out and spread this acknowledgment ceremony. Then they were to follow up on the results, see who honored whom, and report back to the class in about a week.

One of the boys in the class went to a junior executive in a nearby Company, and honored him for helping him with his career planning. He gave him a blue ribbon, and put it on his shirt. Then he gave him two extra ribbons and said, "We're doing a class project on recognition, and we'd like for you to go out, find somebody to honor, give them a blue ribbon, then give them the extra blue ribbon so they can acknowledge a third person, to keep this acknowledgment ceremony going. Then please report back to me and tell me what happened."

Later that day, the junior executive went in to see his boss, who had been noted, by the way, as being kind of a grouchy fellow. He sat his boss down, and he told him that he deeply admired him for being a creative genius.

The boss seemed very surprised. The junior executive asked him if he would accept the gift of the blue ribbon, and would he give him permission to put it on him.

His surprised boss said, "Well, sure." The junior executive took the blue ribbon and placed it right on his boss's jacket, above his heart.

As he gave him the last extra ribbon, he said, "Would you take this extra ribbon, and pass it on by honoring somebody else. The young boy who first gave me the ribbons is doing a project in school, and we want to keep this recognition ceremony going and find out how it affects people."

That night, the boss came home to his 14-year-old son, and sat him down. He said, "The most incredible thing happened to me today. I was in my office, and one of the junior executives came in and told me he admired me, and gave me a blue ribbon for being a creative genius. Imagine! He thinks I'm a creative genius! Then he put this blue ribbon that says, "Who I Am Makes a Difference", on my jacket above my heart. He gave me an extra ribbon and asked me to find somebody else to honor. As I was driving home tonight, I started thinking about whom I would honor with this ribbon, and I thought about you. I want to honor you. My days are really hectic and when I come home, I don't pay a



BLUE

RIBBON

A Short Story

QBQ The Question Behind the Question

by John G Miller

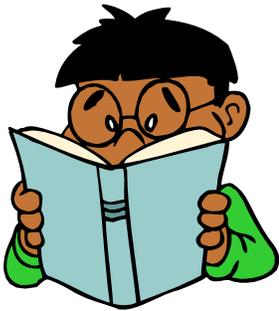
In QBQ, The Question Behind the Question, John Miller revealed how personal accountability helps us create opportunity, overcome obstacles, and achieve goals. The book focuses on changing "Me", because that is really the only person you can change. Have you heard questions like "When are they going to train me?", "Who dropped the ball?", "Why can't they communicate better?"

If so then QBQ is for you! QBQ teaches you to ask questions that contain "what" or "how", focus on an action, and contain "I". Example: "What can I do to solve the problem?" or "How can I better understand you?" QBQ is a quick read and will add lots to your professional life.

Robyn R. Deines

Walnut Creek District Extension Agent

BOOK



REVIEWS

Keys to Finding Your Genius

by Jim Rohn

Get the Right Knowledge. Words--if they are not true--are meaningless. I hear children say, "I read it in a book." But is it true? Just because someone says it or writes it, doesn't mean it is true. As learners, we want to get the right knowledge, not just information or opinions. It is our job to seek out information and knowledge and then run it through our minds to see if it is true, and if it can be rightfully applied to our lives to make them better and help us succeed. We need to weigh and measure what we learn to gain the right knowledge. And when we do, we will be unlocking the potential of our mind!

Become Passionate about Learning. This will take some work, but the only way to do it is to begin learning about things that have an immediate impact in your life. When you learn about a new financial concept that helps you earn money or get out of debt, that will get you fired up. When you learn about a way to communicate that helps you sell more product, that will energize you. When you learn about how to interact with your family in a healthy way and your relationships get better, that will inspire you! Become passionate about learning. And when you do, you will be unlocking the potential of your mind!

Discipline Yourself Through the Hard Work of Study. Learning will take work. Until someone comes up with modules that can plug into your mind and give you instant access to knowledge, you are on your own, and that takes work. The process of learning is a long one. Yes, we can speed it up, but it is still a process of reading, listening, reviewing, repetition, applying the knowledge, experiencing the outcomes, readjusting, etc. Simply put, that takes time. Slowly but surely, when you discipline yourself, you gain knowledge and learn. And when you do, you will be unlocking the potential of your mind!



Appropriate Methods To Teach About Native American Peoples

From Ableza Native American Arts and Media Institute in San Jose, CA.

<http://www.ableza.org/dodont.html>

A MESSAGE FROM THE

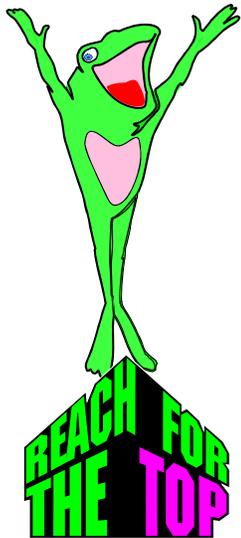


KAE4-HA DIVERSITY COMMITTEE

- Understand the term "Native American" includes all peoples indigenous to the Western Hemisphere.
- Present Native American Peoples as appropriate role models to children.
- Native American students should not be singled out and asked to describe their families' traditions or their peoples' culture(s).
- Avoid the assumption there are no Native American students in your class.
- Use books and materials which are written and illustrated by Native American people as primary source materials: speeches, songs, poems, and writings, which show the linguistic skill of a people who have come from an oral tradition.
- When teaching ABC's, avoid "I is for Indian" and "E is for Eskimo."
- Avoid rhymes or songs that use Native Americans as counting devices, i.e. "One little, two little, three little..."
- Research the traditions and histories, oral and written, of Native Americans before attempting to teach these.
- Avoid referring to or using materials which depict Native Americans as "savages," "primitives," "The Noble Savage," "Red Man," "Red Race," "simple," or "extinct."
- Present Native American Peoples as having unique, separate, and distinct cultures, languages, beliefs, traditions, and customs.
- Avoid materials which use non-Native Americans or other characters dressed as "Indians."
- Avoid craft activities which trivialize Native American dress, dance, and beliefs, i.e. toilet-paper roll kachinas or "Indian dolls", paper bag and construction paper costumes and headdresses.
- Research authentic methods and have the proper materials. Realize that many songs, dances, legends, and ceremonies of Native American Peoples are considered sacred and should not be "invented" or portrayed as an activity.
- If your educational institution employs images or references to Native American peoples as mascots, i.e. "Redskins", "Indians," "Chiefs," "Braves," etc. urge your administration to abandon these offensive names.
- Correct and guide children when they "war whoop," use "jaw-breaker" jargon, or employ any other stereotypical mannerisms.
- Depict Native American peoples, past and present, as heroes who are defending their people, rights, and lands.
- Avoid manipulative phrases and wording such as "massacre," "victory," and "conquest" which distort facts and history.
- Teach Native American history as a regular part of American History and discuss what went wrong or right.
- Avoid materials and texts which illustrate Native American heroes as only those who helped Europeans and Euro-Americans, i.e. Thanksgiving.
- Most of all, teach children about Native Americans in a manner that you would like used to depict YOUR culture and racial/ethnic origin.



GET A JUMPSTART



**2006
NAE4-HA
CONFERENCE**
October 22-26, 2006
Milwaukee, Wisconsin

From "Denis Waitley's Ezine - Issue No. 50"

Begin each day with this question: "What am I going to do today that will make the best use of my time and energy, and lead me a step closer to reaching my goals?"

During the day, each time you are faced with a decision, ask yourself: "Does this action substantially help me toward achieving my goals?"

Before you leave your workplace or before you go to sleep at night, make a list of your most urgent priorities for the following day in order of their importance. You might consider dividing your activities into A, B, and C lists:

- A is for action immediately
- B is before the end of the day
- C is can wait until tomorrow

Become aware of interruptions and distractions that block your success. Constant telephone calls are the most common. Spending too much time reading and answering personal e-mails is another problem. Chatting with co-workers eats up more time. Messy files, disorganized scheduling and cluttered desks are roadblocks. Take an objective look at your routines and habits. And then take action!

Until next week, keep following your A, B and C's!

*Phyllis Kriesel
Cherokee County Extension Agent*



Quick. .. get out your calendars right now and mark off the dates of October 22-26, 2006 and plan to join your colleagues from KS and across the country at the NAE4-HA conference in Wisconsin. Whether you fly or enjoy a road-trip with your buddies, attending these professional development conferences is the boost to keep you going.

Yes - it requires time out of your office, and some financial sacrifices (some boards are more generous than others, depending on your county situation); but think of it as an investment in yourself. You won't regret it. I've only missed once since 1984 :) so plan on joining me in 2006.

*Phyllis Kriesel
Cherokee County Extension Agent*



NATIONAL



4-H HALL OF FAME

KAE4-HA OFFICER TEAM



2005-06

Congratulations to two of Kansas' National 4-H Hall of Fame inductees, Merle Eyestone and Glenn Bussett. Both would enjoy hearing from those who are doing 4-H work across the state, so please take time to write or email them with your congratulations.

Merle Eyestone has a new address:

Merle Eyestone
Meadowlark Hills
2123 Meadowbrook Lane
Apt. 147
Manhattan, KS 66502
Home Phone 785-539-6856
email is: mwclover@oz-online.net

Glenn Bussett turns 90 years old on January 6, 2006.

Glenn and Rosemary Bussett
316 Summit
Manhattan, KS 66502
Home Phone 785-537-7267



L-R: Rod Buchele, Jim Adams, Beth Hecht, Jeremy Nelson, Ginger Kopfer, Robyn Deines, Phyllis Kriesel, Shawna Mitchell, Al Davis, Pam Van Horn, Beth Drescher.

TEAMWORK



AND LEADER- SHIP

CONGRATU- LATIONS AND BEST WISHES!

Team Depot: A Warehouse of Over 585 Tools to Reassess, Rejuvenate, and Rehabilitate Your Team

by G. Parker

"We spend so much time on the leadership roles we forget about the role of meeting participant. Team members can increase the effectiveness of their team meetings by:

-Doing Homework. Review the agenda, be clear about the items to be discussed, prepare opinions on the agenda items, read the require materials, and complete action items.

-Being on Time! Enough said except perhaps: Arrive early to talk with your teammates and get focused on this meeting.

-Participating. Ask questions, seek clarification, offer opinions, share knowledge of the subject, challenge assumptions, actively listen to other points of view, and help resolve conflicts.

-Taking Notes. Don't wait for and depend on the formal meeting minutes. Use the agenda as an outline for taking notes. Take down all decisions and action items, especially your own action items.

-Helping the Leader or Facilitator. Think of the meeting as your meeting, a meeting that you want to be successful. Let's face it. You don't want to waste your time. So, help the team stay on the agenda, get others involved by asking questions, look for common ground when differences arise, and summarize key ideas and decisions.

-Not Being a Problem. Don't monopolize the discussions, engage in side conversations, be unnecessarily argumentative, attack other members, or do other work during the meeting.

-Being There. Stay focused on this meeting and the topic under discussion. Try not to let your mind stray.

Jim Adams

Associate Professor, 4-H Youth Development



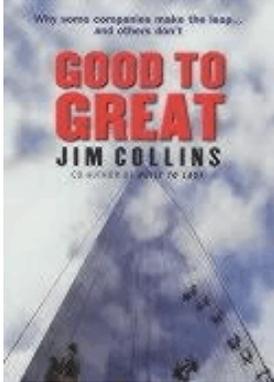
Congratulations to Walter Barker who will be taking a new position in Las Vegas at the end of January, 2006.

Congratulations to Jeremy and Averie Nelson, married December 10, 2005



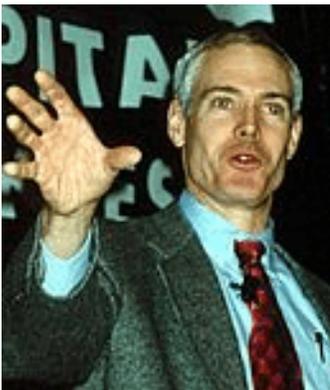
A Good to Great Second Act

Excerpts from an article in the December 12, 2005 issue
of *Newsweek Magazine*
by Daniel McGinn



“In the social sectors, money is only an input, and not a measure of greatness.”

- Jim Collins



Jim Collins was already a superstar among the MBA set thanks to “built to Last”, the 1994 book that had spent years on best-seller lists. But in 2001 he was due to release his next book, “Good to Great”. He knew it’d get plenty of attention from business junkies. But what he really hoped for, he told Newsweek before the title hit the bookstores, was that it’d be read by school principals and church pastors. After years of helping businesses boost profits, Collins hoped to teach America’s do-gooders to do even better.

“Good to Great” remains a fixture on best-seller lists more than 4 years after publication. But more important, it’s found an audience among folks who rarely buy business books. Today Collins estimates that nearly half of his speaking invitations are from the non-profit sector. Many have had trouble applying his wisdom to their ventures, which can’t measure success by stock prices or offer big raises to motivate employees. So last month Collins self-published a 35-page booklet, available for under \$10 through online booksellers like Amazon called “Good to Great in the Social Sectors”.

In the new booklet, Collins explains how non-profits can adapt his principles. Drawing on examples such as the Girl Scouts and the Cleveland orchestra, he explains tactics to cajole rather than boss around a low-paid volunteer work force. Teach for America, for instance, uses a highly selective application process to give its program cachet despite low pay. He explains how clearly articulated goals and formal measurement can replace financial metrics. Example: the NYPD’s obsessive tracking of crime statistics to measure its performance.

There will be no glitzy media tour to sell it– if people want it, he figures they’ll know where to find it. “His job is not to promote himself–his job in life is to see people better themselves through his assistance” says Wharton Professor Michael Useem. Last week the new title already ranked among the 200 fastest sellers on Amazon.

*Gary Gerhard
Professor and Extension Specialist
4-H Youth Development*

