Guide for Extension Agent In Training

Purdue University Cooperative Extension Service

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GUIDE

for Extension Agent

in Training

(Home Economics)

New Agent

Training in

County

Indiana

This guide contains a working outline for extension agents in home economics as they train. It is hoped the use of it will help you deepen and enrich your understanding of the work of an educator as an initiator, a planner, an organizer, a teacher, and an evaluator.

Part II is supplementary to the working outline, for further study.
WELCOME, NEWCOMER:

1. Write to Miss Goble's office the first morning you report for work to let her know you have begun as arranged.

2. Write frequently thereafter to let your supervisor know how you are progressing, what you have done, and what experiences you still need.

3. Discuss with your training agent what your background is. Plan to build up the weak spots, especially weaknesses in skills, as that requires time.

4. Your training agent was selected because she is recognized as a good extension agent. Observe the way she manages her job. Watch her relationships with people--how she is friendly but professional. Observe the ways she handles subject matter. Know her telephone voice, manner, and technique. She will be glad to discuss program and methods with you and help you learn.

SOME TOPICS TO DISCUSS FURTHER

(With trainer agent and/or supervisor)

1. Ways in which an educator works with people.

2. Philosophy of Extension in program development.

3. Adapting to community mores and standards.

4. Ethics in our profession.

5. Getting ideas across to others.

6. Relationship of the University with the county.

7. Helping the public know Extension--their "image" of our program.

8. Questions you have:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
KNOW YOUR COUNTY (This is an important first step)

Find out what newspapers are generally read in the county:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Read local newspapers to find out:

A. Who's who

1. Presidents of organizations
   a. Federation of Women's Clubs______________________________
   b. Business and Professional Women's Club__________________
   c. Ministerial Alliance____________________________________
   d. Chamber of Commerce__________________________________
   e. Junior Chamber of Commerce____________________________
   f. Rotary________________________________________________
   g. Kiwanis_______________________________________________
   h. County Medical Association_____________________________

What goals of these organizations are similar to some in Extension?

________________________________________________________________________
________________________________________________________________________

B. What is going on

1. Announcements of future events (What gets announced and how and in what part of the paper?) Give examples__________________________

________________________________________________________________________

2. Report of events
(What items are on front page. Does this reflect newspaper's policy of readers interest.)

3. Marriages, deaths, births, hospital admissions and dismissals. What does this tell about the people in the county?

________________________________________________________________________

4. Social events
   a. Who gets mentioned?
   b. What is mentioned?
   c. Are there any unusual social customs?
Study the newspaper for economic insights:

1. What mention of new building construction?

2. Any new Businesses?

3. Any business or factory shut-downs?

4. What do bank statements and tax statements show?

* * * * * * * *

Listen to the local radio to find out:

1. Who are the local advertisers? (may be the more important financially)

2. The taste in music of the radio listening audience

3. The kind of educational program sponsored by the station

4. The kind of religious programs broadcast

5. Frequency and kind of news broadcasts

* * * * * * * *

1. What family and community values do you observe in this county?

2. Do you find any conflict in those values with your own? If so, what?

* * * * * * * *

Visit the stores

1. What items are for sale and what do they tell you about people who buy them?
2. What seems to be a pattern of buying for people in the county.

3. What quality of merchandise do you find in the stores?

How is this related to the economic situation in the county?

Plan an interview

Arrange to talk with a worker in welfare, health or local community center to hear about their program. Later: Think of some ways Extension might work with this agency in a practical and effective way.

Study the Census for your training county

1. * What townships have the most young homemakers?

2. * Fertility ratio %
   Compared to other counties

3. * Residents 65 years and older %
   Compared to other counties

4. ** Young people 18 and older enrolled in school in 1960 %
   Compared to other counties

5. ** Median family income $
   Compared to other counties

6. ** Number of the total county population
   Moved 1959-60
   Moved 1950-1958 (inclusive)
   Compared to other counties
7. **Median years of school completed**
   
   Number 5 and 6 year olds enrolled in school_________________
   
   Number children under 5 years_________________
   
   Compared to other counties_________________

8. **Employment of both sexes**
   
   How many employed in manufacturing_________________
   
   Repair services_________________
   
   Eating and drinking places_________________
   
   Retail trade_________________
   
   Educational services_________________

9. **Housing**
   
   Number houses in towns in county
   built 1939 or earlier
   _____________________________
   _____________________________

   Number houses in towns built
   1955-60
   _____________________________
   _____________________________

   How many houses are deteriorating
   _____________________________
   _____________________________

10. What do these figures tell about your training county in terms of developing an educational program?
   
   ___________________________________________________
   
   ___________________________________________________
   
   ___________________________________________________
   
   ___________________________________________________
   
   ___________________________________________________

* US Census - Indiana: General Population Characteristics
** US Census - Indiana: General Social and Economic Characteristics
*** US Census - Indiana: Housing
The Extension Home Economist is a program administrator and coordinator. You are working with an expert.

Your trainer agent fits meetings into the context of the program. You can notice how she makes contacts, both planned and incidental, to create learning opportunities for those involved.

Simple examples which illustrate her skills in motivating, pointing out problems and building program while she is busy carrying out current activities: (She may ask)

"What did you learn?"

"That's a good question! Do you see a value in opening up this subject matter in our program next year? Is this a general need?"

"How much of a problem does this seem to be among homemakers?"

"How can we get this information to homemakers not in our clubs?"

"Perhaps you would like to have a bulletin to read more about this."

This cycle shows how program objectives and activities flow over a period of time:

```
Planning

Evaluation

Program

Carrying Out
```

Some examples you have observed of the agent helping people to recognize a problem or solve a problem:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
PLANNING

The program planning which I observed:

In the 4-H phase of program I observed: ________________________________

____________________________________________________________________

____________________________________________________________________

In the Home Demonstration program: ________________________________

____________________________________________________________________

____________________________________________________________________

In the agricultural phase of the program: ________________________________

____________________________________________________________________

____________________________________________________________________

The plan of work is the way in which the staff plans together. The objectives in the plan of work are:

1. ________________________________________________________________

2. ________________________________________________________________

3. ________________________________________________________________

Ask two agents in the office how they use the plan of work and record -- in a sentence or two.

1. ________________________________________________________________

2. ________________________________________________________________
THE EDUCATIONAL PROGRAM

You will need to know and understand the possible channels of extension education -- extending information and opportunities for people to learn and change.

1. Through organized adult clubs
   a. leader training
      1. subject matter leaders
      2. organizational leaders
   b. club lesson by agent

Activities: A. List 3 reasons for having leader training meetings

1. 
2. 
3. 

B. Why do agents give lessons in the clubs?

1. 
2. 

2. Through unorganized groups
   Special interest

Activity: Find in an annual plan of work or monthly report 3 examples of such meetings.

3. Through other adult organizations
   Example: PTA

Activity: List several other such organizations.
4. Through youth groups
   Activity: List some of these.

5. Through mass media
   Activity: List the ones you have used or are to use in training period.

6. Cooperation with other agencies
   Activity: List some you have seen one of the agents work with.

7. Teaching through personal contact
   Activity: List two and tell why you like or dislike each one.
   1.
   2.
MEETINGS

The work of an educator is to plan and to conduct meetings where learning and motivation occur. Effective meetings do not happen by chance but are carefully designed.

You have an opportunity to observe meetings and to analyze them.

Analyzing ___________________________ meeting. When held: ___________________________

I. For this meeting how would you state:
   a. The broad objective or purpose: ___________________________
   b. The specific lesson objectives: ___________________________

(See your Extension agent in home economics to determine these objectives. Don't guess.)

II. Who was the audience? ___________________________
    Why selected? ___________________________

III. How was the subject for this lesson determined? (Why, when, and by whom?)
    ___________________________
    ___________________________

IV. What arrangements were necessary to make this meeting a learning experience as well as satisfying for those attending?
   a. In advance:
   b. At the meeting itself:
   c. Who did these things?
V. How does this meeting fit into the general program in the county or relate to a sequence of learning?


VI. What participation or involvement was there of those in the meeting?


VII. Ask some of the people attending what they learned and how they felt about this meeting. What did they say?


VIII. Did the meeting reach its purpose?
   Why or why not?


XI. If this meeting were to be held again, what changes would you recommend to make it even more of a learning experience?


X. What follow-up is planned to carry on the purpose of this meeting?
OBSERVE THE TRAINER AGENT GIVING A LESSON

Type of meeting__________________________

Subject of lesson________________________

The planning I observed for this lesson was________________________________________

The teaching techniques she used that impressed me were______________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

OBSERVING A LEADER GIVING A LESSON

Type of meeting__________________________

Subject of lesson________________________

How she received training and/or information_______________________________________

She had planned_______________________________________________________________

____________________________________________________________________________

The teaching techniques she used that impressed me were____________________________

____________________________________________________________________________

____________________________________________________________________________

Additional help which could help her do even a better teaching job__________________

____________________________________________________________________________
As you observe and work with your trainer agent, ask yourself these questions and write down your observations.

1. How many different age levels are involved in the total program?
   (Name age group and specific program)

2. Can you estimate the different income levels involved in extension programs?

3. What different audiences are being taught by extension agents?
Examples where knowing policy counts!

A. The agent has been asked to judge in another county.
   1. What does he consider before deciding whether to accept?
      a. Justifying time spent: ______________________________________
      _____________________________________________________________
      b. Possible reverberations: ____________________________________
      _____________________________________________________________
      c. How is mileage to be paid for time spent in another county?
      _____________________________________________________________
      2. How is this reported? ______________________________________
      _____________________________________________________________
      3. What is the state policy regarding judging in one's own county? Why?
      _____________________________________________________________

B. The home agent wants to re-order a supply of bulletins on freezing to take care of the demand she knows will come during the season ahead.
   1. To whom does this order go? _________________________________
      _____________________________________________________________
   2. On what form? _____________________________________________
      _____________________________________________________________
   3. How may this tie in with other orders from the county? ________
      _____________________________________________________________
   4. What is policy about the number of copies? ____________________
      _____________________________________________________________
   5. When the specialist furnishes leaflets for a particular lesson, how should the agent plan for distribution? __________________
C. The agent considers vacation. This is a good idea for all of us -- at the right time. How will she know:

1. Times she cannot leave the county?

2. How much vacation time she has earned?

3. In planning it, what office communications would be necessary?

4. How and when does she file this time?

D. A business man drops in to compliment you on the fine organization of 4-H or home demonstration club leaders. He would like to use this mailing list to invite these people to a promotional meeting he plans. What is the agent's position?

E. One of the agents sprains an ankle while putting up an exhibit. What should be done?

THE OFFICE

1. What is the plan for the staff to communicate? ________________________________

2. What are the functions of these staff members? (Select function that fits staff members.)
   
   1. Administrator--County Agent
      a. Promoting young homemakers program.
      b. Mimeographing letters.
   2. Home Economics Agent
      c. Responsible for office meetings.
      d. Getting out news stories about 4-H events.
   3. Youth Agent
      e. Training leaders in Home Economics program.
      f. Making personal contacts about 4-H.
   4. Assistant Agent
      g. Handling mass media.
      h. Requesting assistance from director concerning budget.
   5. Secretary
      i. Calling meetings.
      j. Handling radio programs.

3. When is the staff conference held?
   
   Time of day? ______ Time of week? ______ What is length of conference? ________

   Who attends? ____________________________________________________________

   How was agenda planned? ________________________________________________

   How were decisions recorded? _____________________________________________

4. a. How are the office files organized?
   b. What filing system is used? As recommended in the Extension Workers' Manual or name other
   c. Plan for keeping up to date? __________________________________________

5. a. Here are several functions you expect an office to serve:
    ______ filing ______ interviews ______ answering questions
    ______ planning meetings ______ conferences ______ mimeographing
    ______ storage ______ maintaining good relationships
   
    b. Which functions do you feel this office serves well? (Rank according to degree each function serves.)

6. How are the 4-H materials stored? _______________________________________

   How is inventory kept? __________________________________________________

   a. Bulletins _____________________________________________________________

   b. Record books _________________________________________________________

   c. 4-H Records _________________________________________________________

7. How are the 4-H and HD report cards recorded when they come to the office?
   
   a. Where kept? ___________ b. Recorded by? ______________________________

   c. How used? __________________________________________________________
The planning schedule itinerary is the plan used for personal planning for the agents. It is a way of planning ahead. Experienced agents often staple enough blank forms together for the year and use this way of recording meetings and planning preparations. Duplicates each month can then be copied by your secretary and mailed to your supervisor at the A.E.S. Building, Purdue. Here is a sample planning schedule for your use:

<table>
<thead>
<tr>
<th>NAME</th>
<th>COUNTY</th>
<th>MONTH</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.M.</td>
<td>Office</td>
<td>29</td>
<td>Office</td>
<td>May 1</td>
<td>Field</td>
<td>2</td>
</tr>
<tr>
<td>P.M.</td>
<td>(Ext. org.)</td>
<td>HE Week Luncheon</td>
<td>Lesson prep.</td>
<td>(Home visits)</td>
<td>HD 4-H Comm.</td>
<td>Teachers Meeting</td>
</tr>
<tr>
<td>EVE.</td>
<td>Money Mgt. 2</td>
<td>Rural Youth</td>
<td>4-H Leaders</td>
<td>Fair Board</td>
<td>Class</td>
<td></td>
</tr>
<tr>
<td>A.M. 5</td>
<td>Office 6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>Office 11</td>
</tr>
<tr>
<td>P.M.</td>
<td>(Ext. org.)</td>
<td>Workshop</td>
<td>Leadership (HDA)</td>
<td>HD Pageant Comm.</td>
<td>HD Officers Train Comm.</td>
<td>Lesson prep.</td>
</tr>
<tr>
<td>EVE.</td>
<td>Money Mgt. 3</td>
<td></td>
<td></td>
<td>(Class)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A.M. 12</td>
<td>Office 13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>Office 17</td>
<td>Office 18</td>
</tr>
<tr>
<td>P.M.</td>
<td>(Ext. org.)</td>
<td>Adv. Comm. on Training</td>
<td>4-H Women Leaders</td>
<td>HDA meeting, South Bend</td>
<td>Lesson prep.</td>
<td>Lesson prep.</td>
</tr>
<tr>
<td>EVE.</td>
<td>Money Mgt. 4</td>
<td>Junior leaders</td>
<td>Homettes HD</td>
<td>4-H judging (Class)</td>
<td>County 4-H Electric</td>
<td></td>
</tr>
<tr>
<td>A.M. 19</td>
<td>Office 20</td>
<td>Office 21</td>
<td>Field 22</td>
<td>Field 23</td>
<td>IT lesson-Family Business Woman</td>
<td>Lesson prep.</td>
</tr>
<tr>
<td>P.M.</td>
<td>(Ext. org.)</td>
<td>Lesson Prep.</td>
<td>(Home calls)</td>
<td>(Home calls)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EVE.</td>
<td>Money Mgt. 5 &amp; 6</td>
<td></td>
<td>(Class)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A.M. 26</td>
<td>Clothing Clinic</td>
<td>Office 28</td>
<td>Field 29</td>
<td>Office closed</td>
<td>Office 31</td>
<td>Office June 1</td>
</tr>
<tr>
<td>P.M.</td>
<td>for 4-H ldrs. &amp; girls</td>
<td>Lesson prep.</td>
<td>(Home calls)</td>
<td>Office</td>
<td>Lesson prep.</td>
<td>Lesson prep.</td>
</tr>
<tr>
<td>EVE.</td>
<td>Rural Youth</td>
<td></td>
<td></td>
<td></td>
<td>1st year 4-H meeting</td>
<td></td>
</tr>
<tr>
<td>A.M. 2</td>
<td>Office 3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>Office 7</td>
<td>Office 8</td>
</tr>
<tr>
<td>P.M.</td>
<td>(Ext. org.)</td>
<td>4-H Roundup at Purdue</td>
<td></td>
<td>Lesson prep.</td>
<td></td>
<td></td>
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<tr>
<td>EVE.</td>
<td></td>
<td></td>
<td></td>
<td>Class?</td>
<td>1st year 4-H meeting</td>
<td></td>
</tr>
</tbody>
</table>
SUMMARY OF EXPERIENCE WITH METHODS

Methods: Ways of working with people. Certain methods accomplish certain objectives. In deciding on "method" to use, consider the purpose and objective to be reached.

You will influence people to make changes in practices and behavior in proportion to the extent and number of contacts you use. The degree to which people are exposed to extension information through your meetings, demonstrations, bulletins, news stories, radio talks, personal contacts, by telephone and visiting, and other teaching aids will directly influence their learning.

In your training it will be helpful to read and study, observe and practice the following methods.

<table>
<thead>
<tr>
<th>Method</th>
<th>Observed</th>
<th>Participated</th>
<th>What I Learned (Comments)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Meeting</td>
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<tr>
<td>HD Council Committee</td>
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<tr>
<td>4-H Council Leader Training Community</td>
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<tr>
<td>Other</td>
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<tr>
<td>The Tour</td>
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<td></td>
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<tr>
<td>The Educational Exhibit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-H Exhibit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HD Display</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Telephone</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Letter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>News</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Announce meeting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Circular</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>The News Story</td>
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<td></td>
<td></td>
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<tr>
<td>Report of meeting</td>
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<td></td>
<td></td>
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<tr>
<td>Announcing 4-H winners</td>
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<tr>
<td>The Radio</td>
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<td></td>
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<tr>
<td>Subject matter</td>
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<tr>
<td>TV Demonstrations</td>
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<td></td>
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<tr>
<td>Methods</td>
<td>Observed</td>
<td>Participated</td>
<td>What I Learned (Comments)</td>
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<tr>
<td>An Illustrated Talk</td>
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<tr>
<td>Flap chart</td>
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<td>Flannel graph</td>
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<tr>
<td>Other</td>
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<td></td>
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<tr>
<td>A Discussion Group</td>
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<td></td>
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<tr>
<td>Open discussion</td>
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<td></td>
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<td>Buzz group</td>
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<tr>
<td>Home Visits</td>
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<tr>
<td>Young Homemakers Program</td>
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<tr>
<td>Training leaders</td>
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<tr>
<td>Interviews</td>
<td></td>
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<td>Series</td>
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<td>Evaluation</td>
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<tr>
<td>B.F.B.L.</td>
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<tr>
<td>Meetings on setting family goals</td>
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<tr>
<td>Counselling with families</td>
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<tr>
<td>Organizing a Club</td>
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</tbody>
</table>

Some Methods and Techniques for Teaching and Learning (by Anita Dickson)  
Your Opportunity As a Committee Member, HE-355  
BFBL Memo of Understanding, BFBL Hand-out Leaflet  
BFBL Handbook, Policy and Procedure. BFBL-3  
Young Homemaker Materials
<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>1. Dependability</td>
<td></td>
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<tr>
<td>Do you follow-up what you say?</td>
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<tr>
<td>Word can be depended upon</td>
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<tr>
<td>2. Technical knowledge</td>
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<td></td>
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<tr>
<td>Knows own field</td>
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<tr>
<td>Knows related fields</td>
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<td>3. Practical knowledge</td>
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<tr>
<td>Can apply in practical manner</td>
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<td>4. Cooperation</td>
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<td>With co-workers</td>
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<td>With adults</td>
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<td>With young people</td>
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<td>With other organizations</td>
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<td>5. Vision</td>
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<td>Seeing program in perspective</td>
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<td>(needs of people)</td>
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<td>Dedication to program</td>
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<td>6. Management of work</td>
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<td>Management of club program</td>
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<td>Knowing how to organize</td>
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<td>7. Leadership</td>
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<td>Accepts leadership in others</td>
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<td>Recognizes leadership in others</td>
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<td>Stimulates efforts in others</td>
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<td>Manages group activities</td>
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<td>8. Public Relations</td>
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<td>Is esteemed by the community</td>
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<td>Keeps public informed of purposes and progress of the program</td>
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<td>9. Personal Appearance</td>
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<td>Appropriate dress</td>
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<td>Neatly groomed</td>
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"Would You Say a Few Words?"

A new agent is interested in observing meetings to become acquainted with people and program. From the presentation meeting and several weeks afterwards, she will frequently be singled out in meetings as a new agent.

When asked for "a few words" in such cases--what shall she say?

While judgment and taste will temper the remarks to suit the occasion, it is wise to have some appropriate remarks "up your sleeve" in order that a first impression may be favorable. Besides, here is another opportunity to clarify your work or program!

A few guideposts might help you decide what to say:

1. Does it point out the educational opportunities of the program? (Perhaps without using the word education)

2. Can you phrase the subject matter content to make it more than cooking and sewing? (Emphasize the home, the family and the community, although you may use examples.)

3. Does it sound broad enough to encompass many audiences--club families and others in the county who have needs?

4. Can it indicate a program for all ages?

5. Does it recognize the role of leadership?

6. Is it brief?

EXERCISE: Select two occasions in which you might be invited to "say a few words" in your new county:

1. ______________________________________

2. ______________________________________

Write out some remarks you might make and discuss these with your trainer agent.

__________________________________________

Of course how one says this would be just as important as what.

What manner is important in this?__________________________

References: Scope Report--Extension: New Directions in Home Economics, AHEA