Leadership and Communication

Sheri Dorn
Extension Horticulturist, Consumer Ornamentals
State Coordinator, Georgia Master Gardener Extension
Volunteer Program

WHO CONSIDERS THEMSELF TO BE A LEADER?

“WHO CONSIDERS THEMSELF TO BE A LEADER?

WHO CONSIDERS THEMSELF TO BE A LEADER?”

WHAT MAKES A GOOD LEADER?

Values
Work ethic
Expertise
Skill
Decision-making ability
More?

“What makes a good leader?”

Values
Work ethic
Expertise
Skill
Decision-making ability
More?

THE HISTORY OF LEADERSHIP THEORY STARTED WITH AN EMPHASIS ON TRAITS—THE NOTION THAT IT IS THE MAKE-UP OF THE LEADER THAT MAKES ALL THE DIFFERENCE. THIS APPROACH DOMINATED RESEARCH UP TO THE LATE 1940’S. CURRENT RESEARCH SUGGESTS THAT OUR ADMIREDB LEADERS TODAY ARE HONEST, INSPIRING, SELF-CONFIDENT, AND ADAPTIVE. BUT TRAITS DO NOT ALWAYS PREDICT LEADERSHIP EFFECTIVENESS, AND SO RESEARCHERS HAVE SHIFTED TO LOOK AT THE BEHAVIOR OR STYLE OF THE LEADER.”

Source: Leadership in an Age of Uncertainty, by Deborah Ancona, Seley Distinguished Professor of Management, MIT Sloan School of Management, Faculty Director of the MIT Leadership Center

WHAT IS LEADERSHIP?

“WHAT IS LEADERSHIP?”

Strengthening the capacities of individuals, organizations, and communities to act on their shared visions and challenges

Building the structures that allow people to build their capability to understand complexity, clarify vision, and improve shared understanding – Peter Senge (The Fifth Discipline, The Art and Practice of the Learning Organization)

An activity... the activity of a citizen from any walk of life mobilizing people to do something – Ronald Heifetz, Harvard University’s Kennedy School Leadership Education project

PRACTICAL EXPERIENCE AND SOCIAL SCIENTISTS SAY -

Leaders are not born
Leadership can be learned
Leadership varies with specific situations

“THE HISTORY OF LEADERSHIP THEORY STARTED WITH AN EMPHASIS ON TRAITS—THE NOTION THAT IT IS THE MAKE-UP OF THE LEADER THAT MAKES ALL THE DIFFERENCE. THIS APPROACH DOMINATED RESEARCH UP TO THE LATE 1940’S. CURRENT RESEARCH SUGGESTS THAT OUR ADMIREDB LEADERS TODAY ARE HONEST, INSPIRING, SELF-CONFIDENT, AND ADAPTIVE. BUT TRAITS DO NOT ALWAYS PREDICT LEADERSHIP EFFECTIVENESS, AND SO RESEARCHERS HAVE SHIFTED TO LOOK AT THE BEHAVIOR OR STYLE OF THE LEADER.”

Source: Leadership in an Age of Uncertainty, by Deborah Ancona, Seley Distinguished Professor of Management, MIT Sloan School of Management, Faculty Director of the MIT Leadership Center

WHAT IS LEADERSHIP?

Strengthening the capacities of individuals, organizations, and communities to act on their shared visions and challenges

Building the structures that allow people to build their capability to understand complexity, clarify vision, and improve shared understanding – Peter Senge (The Fifth Discipline, The Art and Practice of the Learning Organization)

An activity... the activity of a citizen from any walk of life mobilizing people to do something – Ronald Heifetz, Harvard University’s Kennedy School Leadership Education project

PRACTICAL EXPERIENCE AND SOCIAL SCIENTISTS SAY -

Leaders are not born
Leadership can be learned
Leadership varies with specific situations
LEADERSHIP: A DEFINITION

Leadership is an interpersonal influence process in a situation within which the leader attempts to gain group support to achieve a specified goal or goals.

WHO ARE LEADERS?

Designers, stewards, and teachers -- Peter Senge (The Fifth Discipline, The Art and Practice of the Learning Organization)

Effective community leaders and change agents

People who can influence the community to face the complex problems and be part of their solution -- Ronald Heifetz, Harvard University’s Kennedy School Leadership Education project

Opportunists -- People who can mobilize people to learn new ways of defining and confronting the problems they face, often by helping us to see our own contradictory beliefs (Heifetz)

HOW DO WE BUILD LEADERS?

Leadership development builds the knowledge and skills required to function as effective community leaders and change agents and focuses on both the practice of leadership and the context in which it occurs

(http://www.uky.edu/Ag/CLD)

"Through learning we re-create ourselves. Through learning we become able to do something we never were able to do. Through learning we re-perceive the world and our relationship to it. Through learning we extend our capacity to create, to be part of the generative process of life. There is within each one of us a deep hunger for this type of learning" (Fifth Discipline, p.14)

WHAT DOES LEADERSHIP LOOK LIKE FOR MGEVs?

WHAT SKILLS DO MGEVs NEED?

Communication
Decision-making and problem-solving
Coaching
Directing
Conflict resolution
Motivational
Advocating
Coalition building

LEADERSHIP BENCHMARKS FOR MGEVs

First-year Trainee
Second Year
Third Year
Fourth Year
Beyond
FIRST YEAR – TRAINEE

- Complete required training
- Complete required volunteer time, typically in support roles for projects
- Gain experience on core projects, such as Help Desk, Plant Clinics, and Speakers’ Bureau, preferably paired with veteran MGEVs
- Attend planning meetings regularly; stay informed

SECOND YEAR

- Fill teaching positions or other front-line volunteer roles
- Serve as understudy for project coordinators
- Seek continuing education opportunities
- Plan a recreational activity for other MGEVs

THIRD YEAR

- Mentor new trainees
- Recruit new trainees
- Serve as project coordinators and team leaders
- Propose projects for MGEV delivery
- Seek continuing education opportunities

FOURTH YEAR

- Provide administrative leadership support to Agent
- Mentor rising second- and third-year leaders
- Serve on ELS
- Publicly speak for the local MGEV program and its projects, with Agent direction
- Seek continuing education opportunities

AND BEYOND

- Provide programmatic planning support to Agent
- Contribute to state-level projects
- Serve on MGEV Advisory Panel at state level
- Mentor newer MGEVs and trainees
- Seek continuing education opportunities

MGEVs AS COMMUNITY LEADERS

- Team players
- Communicators
- Participators
- Decision-makers
- Coalition-builders
- Passionate
- Energetic
- Have many life experiences
TRANSLATING LOVE OF GARDENING INTO COMMUNITY EDUCATION

Vision
Action Plan
Communicating
Relationships

VISION

Everyone comes to the MGEV program with ideas
Challenge is to develop a common focus that is aligned with the Extension mission and local issues and needs
Everyone should understand what the focus is, what the group is working on

STATE INITIATIVES

Environmental Stewardship
Gardening with Youth
Home Food Production
Value of Landscaping
Health Benefits of Gardening

ENVIRONMENTAL STEWARDSHIP

Teach citizens to protect and enhance the environment through use of sustainable landscape management practices. (Most MG work is in this area.)

GARDENING WITH YOUTH

Use horticulture and landscaping to change attitude, behavior, knowledge, and skills of youth. (ANR and 4-H)

VALUE OF LANDSCAPING

Utilize horticulture and landscaping to enhance community development and economic growth (ANR)
HOME FOOD PRODUCTION

Produce food in private and community gardens to improve nutrition and food security (ANR and FCS)

HEALTH BENEFITS OF GARDENING

Use horticulture to improve human health, well-being, and quality of life, such as through horticultural therapy and horticultural activities. (ANR and FACS)

How you would like your community to look in 10 years?

Write down at least three gardening or horticulture-related things in your community that you have a vision to see changed.

VISION TO ACTION

Once the focus has been determined, an action plan needs to be created.
Meetings will be necessary to work through this action plan and its supporting projects.
Clearly designate individuals who will coordinate those meetings.

SUCCESSFUL PROGRAMS

Local Extension Agent
Team-based organizational structure
SUCCESSFUL PROGRAMS

Seek the direction of the local Extension Agent
• guides and directs the educational programming conducted by MGEVs
• approves all projects to be conducted under the auspices of Cooperative Extension

SUCCESSFUL PROGRAMS

Make the most of a team-based organizational structure
• have regularly scheduled planning sessions with Agent and team leaders for communication, decision-making, and project approval
• Take advantage of Advanced Training opportunities to build skills of team leaders and members
• Delegate and share tasks among supporting team members
• Conduct periodic review of projects and programming to ensure that they continue to meet local issues and needs and can be served by the existing volunteer corps

PLAN! BRAINSTORM! PARTICIPATE!

When there are opportunities to discuss projects or overall educational programming, GO TO THE MEETING AND SHARE YOUR THOUGHTS!
Stay informed and connected

EXTENSION APPROVAL

Before beginning a project, complete the Project Proposal Form
Submit to Extension Agent for review and approval
Determine what you are going to accomplish with this project, what educational goals are set

CONDUCTING A MEETING

Determine the need for the meeting and what is to be accomplished by its conclusion
Create an agenda ahead of time
Distribute the agenda in advance of the meeting
Set a time frame for the meeting and HONOR IT
Plan the process for each part of the meeting
Have a strategy for keeping the agenda on task
• Do we agree to abide by these time frames?
• If we start running over, do I have your permission to break in and move us along?

RESULTS OF A MEETING

Share what happens in the meeting
Make the information useful, not just a play-by-play of the meeting
Summarize subsequent actions to be taken, person responsible, and the timeframe for completion
Distribute or post where others can see it
GROUP INTERACTIONS

Icebreakers – opportunities to get to know each other in a nonthreatening manner. Make them fun and related to what you hope to accomplish in the meeting.

Ground Rules – use group input to decide ahead of time how the group will operate. Post the rules for everyone or include on the back of the agenda as a reminder. Keep a respectful meeting environment.

Stay On Track – follow the agenda. Stay focused on the work that needs to happen.

Remain punctual – Begin on time, end on time. Respect everyone’s time.

WORKING WITH OTHER PARTNERS

Strengthen projects and efforts by connecting with other community partners

“Collaboration is a process of participation through which people, groups and organizations work together to achieve desired results.”

critical that all parties share the same vision and purpose

a serious problem or crisis may initially bring the groups together, but subsequent effort must move from “problem driven” to “vision driven” with defined relationships and expected outcomes

VISION TO ACTION

With your neighbor, brainstorm a list of community projects that could bring about the vision you outlined.

Who could you partner with and how can you work together?

What do you need to implement this vision?

What do you want to do?

What do you already have?

KEEPING A GROUP FOCUSED

Agree to produce a useful result

Define the results that you want

Use agendas

Keep a record of your work, including agreements and actions

Remind people of the time they have to complete their work

NETWORKING EFFECTIVELY

Become a participant

Go where the action is – participate in committees and professional groups. Find a network that fits you and your organization’s need.

Develop a plan

The more specific you are about what you want to do, the easier it becomes to develop a strategy to accomplish it.

Do your homework

Figure out what interests the people in your group. When you meet them, discuss something about them that shows them you are interested in them as individuals.

Be generous

Provide a positive experience for the contact. Generosity and sincerity are the most important elements when establishing new relationships.

Make the first move

The best first step can be a simple “hello.”

Nurture the relationships

Personal skills and phone calls are good for close contacts, but writing is effective for more distant contacts. Email makes the job quick and easy, but a handwritten note is more personal.

Don’t give up easily

Successful networkers must work hard to maintain good relationships and continue building new ones.


DID YOU JUST...
...Get to know your neighbor and what they bring to the table?
...Listen to what the other person was saying?
...Outline a plan and some steps to make the vision a reality?
...Encourage someone to try something new?

...THEN YOU JUST MIGHT BE A LEADER!

HOW DO MGEVs BUILD LEADERSHIP SKILLS?

“I am now convinced that the essential for continuing effectiveness as a leader is a personal commitment to continuous learning, and as important, leaders need a commitment to foster continuous learning of those they lead.”

Gerry Campbell, Professor Emeritus at University of Wisconsin/Madison, Extension

MGs AS COMMUNITY AND ORGANIZATIONAL LEADERS

Model the way – Lead by example. Is your horticultural house in order?
Inspire a vision – Do you have a passion for your community? Can horticulture make your community a better place to live?
Challenge the process – What is your community asking for? Try something different.
Enable others to act – Foster collaboration, build trust.
Encourage the heart – Appreciate and celebrate one another.

WITH WHOM DO MGEVS COMMUNICATE?

With other MGEVs
With other Extension offices
With the general public
WHY DO MGEVS COMMUNICATE?

To plan and organize
To learn more or solve a problem
To teach or educate the public

A FEW GUIDELINES

Representation
Content
Format

REPRESENTATION
Clearly state who you are representing in your communication

What hat are you wearing?
- UGA Cooperative Extension as a Master Gardener Extension Volunteer
- Your MG Association?
- Your own as a private citizen?

Make sure you have the authority to speak for that group

AS A CITIZEN
As an individual, you may do anything allowed by law
It is part of the democratic process for any citizen to give money to a campaign and volunteer for passage of the funding measure
As long as you do not represent MGEVs or UGA Cooperative Extension in any official capacity, your conduct is only limited by federal and state laws
Adapted from
http://www.oregonmastergardeners.org/docs/StrategicPlanning/CommunicationsToolKit_6_16.pdf

AS A REPRESENTATIVE OF UGA
State employees are prohibited from campaigning using public resources
Employees may not speak in support of the measure while working
Employees may provide public information about the measure
The difference between “public information” and “political activity” is pretty clear: public information is objective and fact-based; political activity aims to get voters to act in a certain way.

REPRESENTING UGA
Follow University guidelines for logo and trademark use
ALWAYS have the Extension Agent or Sponsor review the work prior to release to public or media
**CONTENT**

Extension promotes unbiased, research-based information

It is appropriate to reference other states' Extension publications BUT NOT PESTICIDE RECOMMENDATIONS

---

**HOW DO MGEVS COMMUNICATE?**

Verbal

Written

Nonverbal

---

**COMMUNICATION GUIDELINES**

Clarify who you want to reach

Determine how you want the target audience to respond

Hone your message

Determine most effective communication tools (conventional media, social media, etc.)

List skills useful for communicating your message

Search for volunteers who possess these skills

Assess results for effectiveness

Adjust tools and/or message based on assessment

Adapted from http://www.oregonmastergardeners.org/docs/StrategicPlanning/CommunicationsToolkit_6-16.pdf

---

**CONNECTING WITH EXTENSION**

When volunteering as a MGEV on approved Extension projects, you are representing UGA Extension

Use of Extension logos creates name recognition, lends credibility

Follow guidelines for use of the Extension and MGEV program logo

---

**EXTENSION LOGOS**

http://www.caes.uga.edu/unit/octs/resources/logos/Extension.html

---

**USE OF LOGOS**

Logos must always be reproduced from authorized original artwork suitable for reproduction.

Logos cannot be altered in any way, including slanting, distorting, drop shadows, covering with other graphics or words, or use of colors that are not official CAES/UGA colors.

Logos can be resized but MUST be resized proportionally. Don't stretch the logo out of its original shape.
**ADDING THE MGEV LOGO**

Other logos can be featured as sponsors or partners but should not appear as part of the UGA Extension logo.

If UGA Extension is the lead institution or organization, its logo should be placed above or to the left of others and may appear larger.

If it is not the lead institution or organization, its logo should appear the same size as others.

---

**USE OF UGA LOGOS**


UGA registered trademarks must bear the “Circle R” registered trademark symbol.

UGA-recognized groups may use the name “University of Georgia” or “UGA” in the name of their account or page, but may not use UGA’s logo or the athletic logo without the permission of the UGA Athletic Association.

---

**STATIONARY**

No competing departmental, school, college, or other logos or symbols may appear on official University of Georgia letterhead or stationery items.

The words “The University of Georgia” must appear on the front cover of all University publications, and one of the logos must appear on or within each publication, preferably on front or back or title page.

This logo system is recommended for all visual representations of the University—for signs, video productions, exhibit materials, vehicles, and the like, in addition to printed publications and Web sites.


---

**PROVIDING FOR CLIENTELE NEEDS**

Extension personnel are required by law to accommodate people with disabilities, both employees and clients.

In order to assist clientele it is important to find out what their needs are ahead of time (wheelchair access, hearing, vision assistance).

A suggested statement that can be used in program promotion materials:

“We want to help: Special arrangements for people with disabilities will be made if requested in advance. For these arrangements or more information call the ______ County Extension office at ______.”

This statement must be included on registration sites, flyers and other items advertising the program to the public.

---

**WHEN ANSWERING THE PHONE**

County Office: “University of Georgia Cooperative Extension, _______ County”

Suggest adding:

“This is Master Gardener Extension Volunteer, (insert your name), how may I help you?”

NAME Badge

Always wear your Georgia MGEV nametag whenever you are representing UGA Extension.

A FEW WORDS ABOUT SOCIAL MEDIA

UGA Policies and Guidelines
https://www.externalaffairs.uga.edu/policies/nodes/view/442/Social-Media-Guidelines

If you create a social media site on behalf of the university or a unit thereof, use simple graphics that represent the UGA brand.

SOCIAL MEDIA

Before creating any pages or accounts to conduct university business, secure the approval of your Agent or sponsor in writing (project proposal form) and work closely with him/her to determine how this medium will be used in line with your existing role duties. When launching a new social site, you should fill the site with at least 10 good posts prior to announcing the site to anyone.

IS THE CONTENT APPROPRIATE?

If the content of your message would not be acceptable for face-to-face conversation, over the telephone, or in another medium, it will not be acceptable for a social networking site. Ask yourself, would I want to see this published in the newspaper or posted on a billboard tomorrow or 10 years from now?

GROUP WORK

Divide into 5 groups
- Facebook page
- Website
- Newspaper article series
- Plant clinic team
- Speakers’ Bureau

WORKSHEET

Who do you want to reach?
How you want the target audience to respond?
What is your message?
Determine most effective communication tools (conventional media, social media, etc.) – YOUR GROUPS ARE ALREADY ASSIGNED A TOOL.
List skills useful for communicating your message
Search for volunteers who possess these skills
Assess results for effectiveness
Adjust tools and/or message based on assessment
1. A NEW INSECT HAS BEEN DISCOVERED IN GEORGIA. HOW MIGHT WE SHARE THE INFORMATION WITH GEORGIA CITIZENS?

2. THE LOCAL MGEV ASSOCIATION IS HAVING A MEMBERSHIP MEETING. HOW SHOULD THE MEETING BE PROMOTED?

3. THE LOCAL BOARD OF SUPERVISORS IS VOTING THE ANNUAL BUDGET. THE PROPOSED BUDGET INCLUDES DEBILITATING CUTS FOR EXTENSION. WHAT IS EXTENSION’S ROLE? WHAT IS THE APPROPRIATE EXTENSION RESPONSE? WHAT CAN YOU DO?

WHAT DID YOU LEARN?

1. A NEW INSECT DISCOVERED...

2. MG ASSOCIATION MEETING...
3. LOCAL BUDGET IMPLICATIONS

SUMMARY

UGA Cooperative Extension volunteer educators
Trained community educators
Using horticulture to improve environment, health, and quality of life in Georgia communities

SHERI DORN
COORDINATOR,
GEORGIA MASTER GARDENER
EXTENSION VOLUNTEER PROGRAM
WWW.GAMASTERGARDENER.ORG
sdorn@uga.edu
770-228-7243