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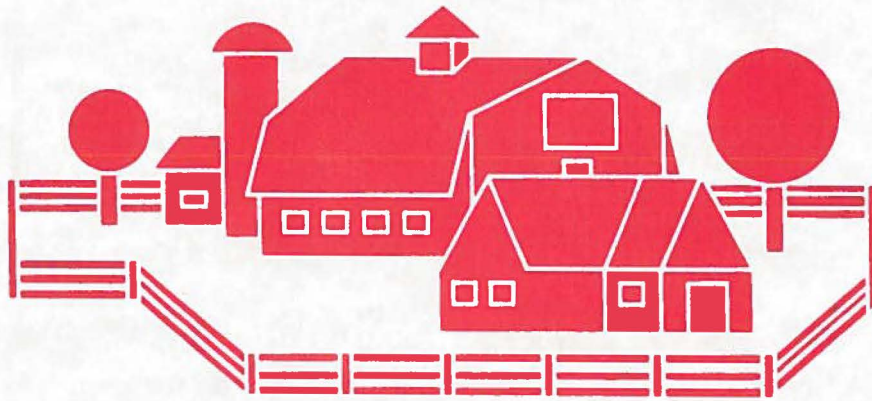
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FARM MANAGEMENT: CHALLENGES AND RESPONSIBILITIES FOR A NEW AGE



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The Creative Development and Delivery of Extension Programs

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Introduction

Thanks for the challenging opportunity of speaking to your group on "The Creative Development and Delivery of Extension Programs." It is an honor and the development of this presentation has been a distinct challenge. Marketing programs is not an area of specialty for me, so this paper has required lots of thought. Basically, I plan to share some of my ideas, failures and successes with you. Most of my insights have been learned in the "laboratory of experience."

Before I proceed with my subject, however, I want to say a few things about this area and campus. Welcome to my home town and to the University of Illinois. In case you haven't noticed, we are located in the "heart of the grain desert." But don't let that bother you. Instead, while you are here, learn from your opportunities. Do as I always insist that my relatives do when they come from the South -- go see a round barn. They are fascinating. We even have one which has been converted into a restaurant. Next, visit the "Morrow Plots -- America's oldest agricultural experimental field." Notice the library next door is built underground! Why? Because the plots must not be shaded! See the Krannert Center, the Krannert Art Museum, the Assembly Hall, Memorial Stadium, and the Quad. Learn we have some culture here. Lastly, visit the Anderson Grain Elevator west of Champaign where 24 elevator bins can handle 12 million bushels of grain. There you will discover why grain and agriculture are important to Illinois.

Assumptions

As I begin my formal presentation, I want to mention four basic assumptions which support it. First, I shall be discussing the development and delivery of educational materials ... Why materials should be prepared in multiple formats ... And, I shall assume that no one medium is always best, that learners need a variety of educational materials.

Second, I shall assume that no one outreach effort is always best. Multiple efforts and approaches are required.

Third, I shall assume you and I have something to deliver ... that we have relevant knowledge and information which people need and that we want to deliver.

Fourth, many of our clients don't act on the information we give them. Why is motivation a problem? We need to be careful when we say our potential clients aren't motivated. Why? Because all behavior is motivated. We must not make value judgements and say people aren't motivated when their behavior is different from our goals. Instead of viewing motivation from

social perspective, we must consider it from a scientific perspective. There are situational and psychological determinants of behavior which are relevant forces, influencing and shaping our clients' behavior (see Figure 1). The creative development and delivery of Extension programs require that one anticipate these forces.

Let's be careful when assuming that our clients aren't motivated. People don't do what we want them to do because they get rewards doing otherwise. Friends, neighbors, spouses and our competitors give them rewards for acting out different behavior. Sometimes people may be punished if they act as we wish. For example, a spouse may ridicule your client for attending an all-day Extension meeting and leaving them at home to do the chores alone.

Frequently we blame apathy as a reason why our clients don't act as we wish. Apathy is a valid assumption for many late adopters. They simply don't care. Lack of concern impedes behavior which we think is more appropriate.

Also, physical obstacles may interfere with what we regard as desirable behavior. Lack of money, schedule conflicts, distance, or competing efforts for free time limit participation in some of our programs. We need to carefully consider all of these hindrances as we develop and deliver educational programs. Also, we should realize our teaching styles and our materials contribute to effective outreach or failure.

After considering and reflecting on these assumptions, I have divided this presentation into five parts:

1. Ten reasons why we need to improve and update our delivery systems.
2. Twenty-two rules of thumb which I follow in marketing Extension outreach efforts.
3. Since part of delivery is the development of quality program materials, I shall discuss several basic principles for making learning materials stimulating, practical and enjoyable.
4. Fourth, I would ask you to reflect with me on your previous and present efforts in program development and outreach. You will complete a worksheet to learn how frequently you use different methods of outreach; and,
5. We will end with a discussion of implications for the future.

Part I. Ten Reasons for Updating Extension Delivery Systems

1. Some of our clients are hard to reach. Those who need our programs most are frequently absent from meetings or don't read our educational materials. We spend lots of our time "preaching to the choir."

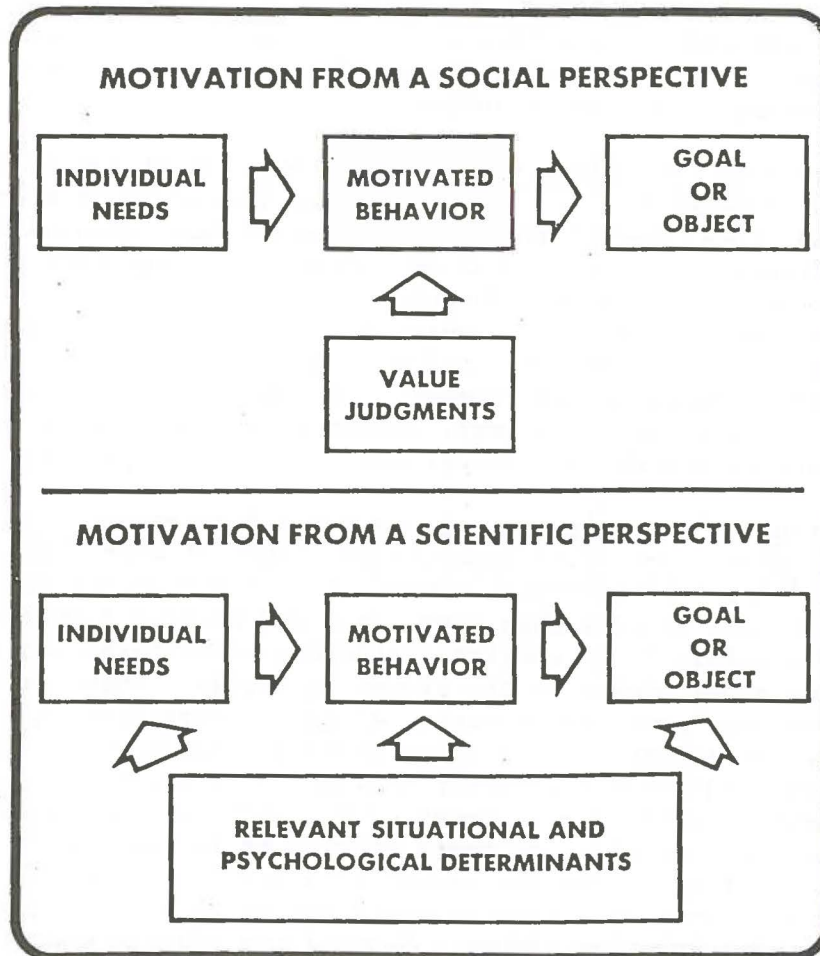
Why is it that our clients aren't "motivated" to act in accordance with information given? How can we become stimuli relevant to the needs and goals of our clients? Technically, behavior is internally activated, but it can be modified by external conditions. Motivated behavior is directed toward some goal and our goals depend on our learnings, the context of our previous experiences and the expectations of others. Thus, you and I can become stimuli which motivate client behavior if we can learn to see the world from the situational and psychological perspective of our clients instead of making casual value judgments.

2. More than technology has changed. We talk of the agricultural technological revolution ... It appears that no end is in sight; and, we seem to forget that rural social and cultural systems have changed too. Rural values are changing. Today, rural and urban values are very similar when one compares persons of equal education and income levels. "Country hicks and city slickers" are vanishing stereotypes. Many commercial farmers are well educated, and many are sophisticated business executives who just happen to drive tractors. Behavior has changed, too. Many farmers travel extensively, read widely and they expect prompt, expert advice on complex problems. They won't tolerate slipshod educational materials or ill-prepared speakers.

3. Extension's mission is more than the dissemination of information (technology) about commercial agriculture. Much of what comes from USDA and some Land Grant Universities sounds totally production oriented. CES has a mission much broader than corn, cows and helping farmers count money. It has a responsibility to cooking, children, communities and interpersonal communication among people in the groups it serves. Farm families and rural organizations have problems in human relations, organizational management and personnel management. This human problem demands a different educational framework than educational programs designed to transfer technical information about production agriculture. There is no quick fix for leadership skills, farmer stress or obesity -- as there usually is for an insect infestation. Educational programs in the social and behavioral sciences must be presented with long time frames and learning exercises which promote positive reinforcement for behavior change. Many of our clients want to change bad habits. They need tools to change behavior and experiences designed to reinforce their learning. The emphasis must be humanistic, behavioral and technological.

4. Family farms have never had intergenerational economic health. Farming has always been cyclical. It has always been an economic struggle; limping along from generation to generation. In fact, in many respects the family farm is a myth ... not the farm family, but the family farm. For example, many family farms aren't managed by the family, they are run by one person. They have always had an autocratic management style. In historical perspective, farm women have generally been liberated women when it comes to work on the farm; but few have been liberated when it comes to management. Also, frequently fathers and sons conflict because of different management styles.

Many family farmers are chosen solely by heredity, not by vocational choice, psychological profiles, etc. Many people who detest risk taking are farming. Sons or daughters enter the farm family partnership because they



Two contrasting views of motivation. (Fig. 1)

are expected to. This is a poor way to choose a vocation. No wonder there is disappointment, conflict and stress among some farm families. In summary, while many farm families are very healthy emotionally and physically, their farms are in poor health from an economic perspective. The current farm crisis demands that we put forth our best efforts to serve clients with problems and inform potential farmers of the risks in agriculture. We need to teach farm management skills to farm wives and farm husbands.

5. Extension, as most bureaucracies, has much inertia which causes it to resist change. It may seem comfortable to continue doing what we have done in the past, even if it hasn't been very successful. Also, risk takers may make waves and become subjects of ridicule. Those who shy away from introducing change fail to see that all bureaucracies have a point-winning system and an active "rumor mill." We frequently talk about the "Extension grapevine" and how fast it works. My experience has been that this "grapevine" works very fast in positive ways. In fact, I'm certain my career has been aided and stimulated because of positive benefits through informal communication. When you do exceptional work on critical issues, word always gets back to administrators. Don't be afraid to take a creative risk -- they are required in today's adult educational environment. Extension needs a nudge once in awhile. It needs to develop openness and have diversity in programs and personnel if its programs are going to be creative. Risk takers should help develop that diversity and openness.

6. Most of the problems our clients experience are complex and information from several disciplines is required for effective solutions. Many, but not enough, specialists in Extension are recognizing the need to work with professionals in other disciplines. Since solutions require integrated input from several disciplines, our programs, especially educational meetings and workshops, will be more relevant if they can be packaged in a multidisciplinary format.

7. Many of our clients aren't rational decision makers. For example, look at the number of farmers who paid \$3,000 or more per acre for farmland during 1978-80. That's not a rational decision. You can't pay \$3,000 for land raising corn or beans. Why did they buy the land? Emotional issues were included. Promoting all Extension programs with bland postcards was never very effective.

Since emotions are an important part of decision making, we Extension specialists need to develop strategies for marketing (promoting) our programs using advertising and marketing theory. Madison Avenue techniques work with rural Americans. They have needs for approval, love, achievement, fulfillment, and even sex. However, I haven't concluded that an advertisement promoting an Extension program with a sex appeal is appropriate.

8. Our financial and human resources are limited, and it appears that more belt tightening will occur in the near future. Waste and duplication of efforts need to be eliminated. Excessive travel and mailing can be reduced. We can be more efficient in program development and delivery if we are willing to look critically at our separate efforts. For example,

many of the basic principles of farm financial management and family financial management are similar. Couldn't agriculture and home economics specialists cooperate and deliver programs to family farmers which are more relevant with less effort?

9. The time for effective delivery of Extension programs, especially in farm management, is now. Much is being written about the family farm financial crisis. The test of an organization's spunk and a measure of its stature is its ability to respond to a crisis. The Illinois Rural Route Program and related programs in other states are examples of program response to critical needs. However, the farm problem will not go away. In fact, it may worsen. The number of families exiting mid-size family farms is likely to increase drastically during the next 15 years. I believe that the percentage of farmers leaving mid-size farms between now and 2000 will be close to the same proportion who left farming between 1935 and 1950. Take dairying as an example ... we are likely to see a drop of over 50 percent in the number of dairy farms during the next 15 years. Such a change will be dramatic and traumatic for the Midwest, especially Wisconsin. I'm afraid our clients are going to be faced with many new, complex problems which require major vocational, lifestyle and behavioral changes. Technological advances in agriculture will have vast and cutting impact on the hearts and souls of many family farmers. The time to help people prepare for change is now. There can be life after farming if people are prepared for it.

10. There are many organizations competing with Extension for farmers' attention, attendance and dollars. Numerous private organizations are offering expert advice to farmers on farm management, weed and insect control, livestock management and marketing decisions. Some commodity groups and associations employ their own "specialists." Other organizations, including the Farm Bureau, appear to be developing their own "Extension Service." Many of the programs developed by private groups have a vested interest in profits and advocacy. It's difficult for special interest groups to conduct value-free education.

With fewer, more sophisticated farmers as our clients, farmers who are likely to belong to and participate in several commodity and special interest groups, Extension faces a new and difficult challenge. We must shape up, motivate, and develop creative programs relevant to our clients' needs. If we do not, they will go somewhere else for answers.

Part II. Rules of Thumb in Marketing Extension Programs

These "Rules of Thumb" are based on informed Extension folklore, common sense, practical experience, hunches, successes, failures, gut feelings, gumption, palm reading, star gazing, a few scientific studies and client reaction to outreach efforts by the author.

1. If your Extension program is relevant and practical, say so!
2. If it is a bargain, explain why!

3. If it is new, revised, and/or updated, shout it! New is the most powerful word in advertising!
4. If you know it is good, tell'em! However, be careful not to sound egotistical by using testimonies from your clients.
5. If you have confidence in your product, act like it!
6. If your clients brag on your program, publicize it! Everyone needs a hero. Don't hesitate to quote prominent people who say good things about your work. People enjoy seeing their names in print when they say intelligent things.
7. If it is fun, smile and act alive as you write and teach!
8. If your program saves people money, explain how much with charts, diagrams and pictures. Develop a marketing pre-test about money which will stimulate interest in your subject. For example, ten things you can do to save money raising pigs. If your clients flunk, they will want to take your course. If they pass, they may not need it.
9. If hard work is required in your course be energetic and persistent yourself. People need effective role models. Don't be discouraged when students have trouble with your content. Remember Ogden Nash - "persistence and perseverance made a bishop of his reverence." Keep at it.
10. If you are afraid to go it alone, hook up with someone else! Several years ago Professor Fay Sims, in our Department of Agricultural Economics, noticed that many farm families were inadequately prepared for retirement. They needed sociological, psychological, educational, physical and financial training to help them prepare for this life adjustment. He sought input from persons across the nation and on our campus in all the above fields. He cooperated with home economists, county staff, farm families having difficulty in retirement and others who were doing well. Many specialists were eager to help him. Today he has a highly effective program because he was able to obtain input and cooperation from others, especially farmers who were having problems after retirement. Most problems are complex, several points of view are needed and we might learn from those with the problem.
11. If your communication staff doesn't have time or understand how to help you develop your marketing plan, be patient. Remember, very few agricultural journalists have degrees in advertising or marketing. If you don't have an education in marketing, you have to use your brains. You may be better off to develop the first draft yourself! Don't skimp as you plan promotional and advertising efforts. Work with your communications staff to develop a thorough package. Ask a colleague who specializes in advertising to critique your program. Pilot test your package in one county before you implement it statewide. Do everything you can to make promotion easy for the county staff and consistent across the state.

12. If a county agent doesn't want to cooperate in sponsoring your program, persuade the entire county staff to! Spell out in writing what they are to do in a step-by-step fashion to publicize your program. Develop outreach packets for the county staff to use -- letters and cards for direct mail, flyers, brochures, posters, radio tapes, enrollment letters, prework and homework assignments, news releases for before and after the course, evaluation questionnaires, and follow-up letters. Explain how the county staff can obtain multiple sponsorship of your program from interested agencies and increase participation with less work.
13. If one meeting won't get the job done, do two, three, or even four or more. You don't make cucumbers into pickles by squirting vinegar on them, you have to let them soak awhile!
14. If you are afraid to go after the little fish, go after the big ones! Ask the president of a local bank or the Farm Bureau to endorse the course and to encourage others to participate. Ask ten top farmer families to help promote the program.
15. If you think one method will work for everyone, you are wrong! Try something new, different for each client group. You may be surprised at the outcome.
16. If phone calls and letters fail, gently twist a few arms as you bend ears! Cows don't let down their milk in response to letters and phone calls, you have to sit down beside them and use a gentle squeeze to get the job done.
17. If you are modest, learn to be proud of your handiwork! God is! Dizzy Dean said, "It ain't braggin if I did it!" Help your county staff by giving them good quotes to use in advertising.
18. If you are afraid, take some risks! We learn as much, maybe more, from our failures as from our successes.
19. If you don't have the money you need, ask your administration for help, or charge your clients for the program! If it's good, people will pay, contrary to what some county agents may think. If all else fails, develop some materials at your personal expense. If the materials are good, you will get a salary increase, or better yet, someone in another organization or state may want to buy them and you may make a few dollars.
20. If you don't know who your audience is, pass out a sign-up sheet and get names, occupations, phone numbers, and addresses. Put the information in your computer! Develop a mailing list which can be used in each county. Also, do some tracking next year.
21. If you lack confidence, remember the ten most important two-letter words in the English language:
"If it is to be, it is up to me!"

22. If you don't enjoy evaluation, ask "Why?" Are you afraid of feedback about impact on behavior change? We should evaluate solely because we want to do a better job of outreach and teaching, not for accountability. Too much of our evaluation emphasis in Extension has been for accountability. Never evaluate simply so you can give positive feedback to Washington. Instead, evaluate to measure how well you are doing as an educator. What impact does your course have on your clients' behavior?

The attached questionnaire (Appendix A.) is an example of how we can do simple evaluation of program impact on behavior. It is mailed to participants in an envelope which they address to themselves during the last workshop session. The questionnaires and envelopes are given to the county agent. Participants are told, "The questionnaires are coming in 90 days - look for the envelope which you addressed to yourself." In our last workshop 19 participants checked 172 behavior prescriptions. We will check follow up efforts in six weeks. Usually over fifty percent of the new behaviors have been internalized. We obtain about 80 percent response with many positive comments and data on behavior impact. Notice the questionnaires ask for names and addresses of references for next year's program.

Part III. Principles for Making Learning Stimulating, Practical and Enjoyable.

The educational materials I develop are written from the person as an actor, or behavioral framework, and contain a series of learner activities which lead to mastering a particular job skill or role expectation. For example, in stress management the learner is taught a set of steps or behavior guidelines to manage worry or learn to relax.* After demonstrating knowledge and understanding of these skills, the learner develops a set of behavioral prescriptions on when and how to practice the skills. For example, in stress and wellness lifestyle improvements. (See Appendix A.) This new definition of "proper" behavior becomes a role expectation for a new life scene. Each a set of cues to remind him/her to practice. After a few days of deliberate behavioral experimentation, the learner evaluates achievement with a learning partner, discusses any problems and sets goals for continued achievement. After completing all the activities, including goal-setting and prescribed follow-up, a learner is able to successfully demonstrate role competency. Each activity in every learning module can be distinguished by the skill level the learner is expected to demonstrate to fulfill the role expectations in a particular scene. Such activities provide reinforcement to the learner and make learning fun and stimulating.

Too many educational programs are conducted as if people learn only by reading, or by listening to the teacher. They assume that if people have the knowledge, they will act out the behavior. For example, many Extension

*See Jerry W. Robinson, Jr. Stress and How to Live With It: Home Study Kit. Successful Farming, Meredith Corp., Des Moines, IA, 1982.

programs assume if family members know what good nutrition is, they will eat balanced, moderate diets; or they assume if a farmer knows sophisticated farm financial management techniques he will use them. Experiential learning is neglected in too many Extension programs. This pitfall can be avoided by magnifying the benefits of active learner participation. Use of worksheets, inventories, case studies and spread sheets will stimulate learner interest in farm financial management.

In the social and psychological sciences, skill practice is not only desirable, it is usually essential. For example, learners need to assess the influence of stress or family conflict on eating and drinking behaviors and on interpersonal communication in the family. They ask, "How do I feel and act under pressure?" First, learners need to practice relaxation techniques, or temper management techniques in a safe workshop learning environment. Then they are encouraged to practice these behaviors at home. Unhealthy behaviors such as overeating or chronic temper tantrums are learned and they can and must be unlearned and replaced with wellness behavior. However, individual involvement in activities such as goal setting, behavioral experimentation, keeping records of behavior and evaluation of skill practice sessions are required. These same principles apply to money management, too.

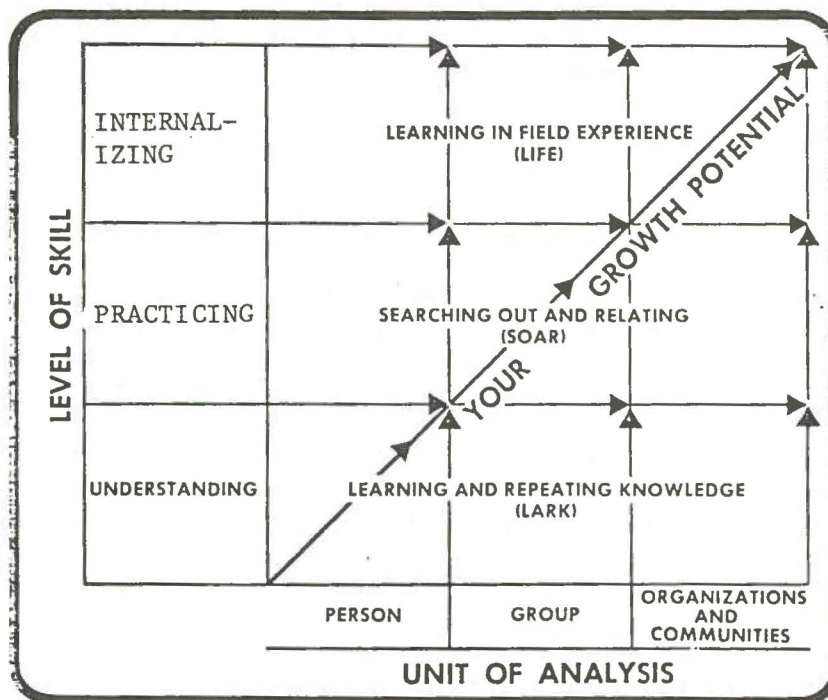
The following framework, developed in 1972, is used to facilitate experiential skill assessment and behavior practice in all of the Extension education programs. It explains how learner skill level is related to applying knowledge and practical follow-up after a course of study is completed. Three basic types of learner exercises (LARK, SOAR and LIFE) are used in every learning module. A learning module is a learner material programmed instructional unit. It includes text, a set of educational objectives, a hierarchy of learning exercises, goal setting activities, techniques for monitoring follow-up and evaluation. Usually a leader's guide is developed for each module. It contains instructions on how to teach the unit, a slide tape set, a sample lecturer script, and all of the material in the participant packet. (See Figure 2.)

LARK -- Learn and Repeat Knowledge

Certain job-role competencies require cognitive content knowledge. For example, a farmer needs to understand soil pH and why it is important. Information may best be presented in a text, class lecture or discussions initiated by an instructor. Competency, or a level of understanding the information, can be demonstrated on a written test or some other traditional report or feedback assessment procedure. Learning exercises that indicate a basic understanding of sociological concepts are called LARK -- Learn and Repeat Knowledge.

SOAR -- Search Out and Relate

Learners need to relate sociological knowledge and techniques to practical problems in family, work and community organizations. For example, a farmer needs to know how to test the soil pH and what to do to bring it to the appropriate level. Also, as a Soil and Water



Process skills are defined as "skills in understanding, practicing and internalizing" personal, group, and organizational behavior.

Figure 2. Process skills and learner activities, your growth potential.

Conservation District Director he may need organizational management skills to help convince his friends and neighbors to practice soil conservation. The integration of content and process is required.

It is not easy to relate content to problem solving to behavioral problems, especially in group settings. It may be difficult for some to interact effectively with people from different cultural or social backgrounds. Therefore, many learning activities have been developed which simulate farm family, rural and organizational problems.* These exercises require comprehending and applying content and process skills before reaching a solution. These activities are called SOAR -- Search Out and Relate. SOAR activities include: 1) case studies, 2) behavioral inventories, 3) demonstration and 4) videotaped role plays.

SOAR activities culminate in simulated practice demonstrations of on-the-job or on-the-farm role expectations. Real world performance is simulated in a workshop and evaluated objectively by the learners, the teacher and peers. Peer ratings, instructor ratings and personal checklists measure effectiveness and help the learner set goals for personal growth and development. This technique makes the workshop interesting, fun and inherently beneficial to the learners. When learners are involved in solving practical problems, they participate without reluctance.

LIFE -- Learning in Field Experience

Some process and behavioral skills cannot be demonstrated until learners perform in the field, working with family members, clients, employees or peers. Each unit in our Organization Development and Human Relations series, and in the Stress and Wellness home study course includes at least one LARK, SOAR and LIFE learning exercise. But LIFE activities are the most important because they are defined as Learn in the Field Experience. Learners complete practical follow-up activities which require them to apply the information taught in a workshop in a practical situation on-the-job or in the family.

Evaluation of learner needs for achievement, as identified in LARK and SOAR activities, is best measured by performance in real-life situations after a learning event. For example, are content and process skills synthesized into behavior? LIFE activities enable the learner to test behavior against personal and organizational goals and problems. LARK and SOAR activities culminate in development skills for LIFE. The learner feels achievement and reward from the learning experience where he or she successfully applies the new information or skill to a real life problem. Thus, experiential learning is more stimulating, practical and easier to evaluate and it makes for creative involvement of the learner in the educational process.

*See Jerry W. Robinson, Jr. and John Van Es. Organizational Management Skills for Soil and Water Conservation District Directors, Cooperative Extension Service, University of Illinois, Urbana, Illinois, 1984.

Part IV. Reflections on Our Methods

Now, I want to take a different tactic. You have a worksheet titled "Specialist Use of Types of Delivery Systems: Past, Present and Future." You will note over 20 types of delivery systems. I want each of you to complete the worksheet indicating how frequently you have used or expect to use each method. In each column enter the letter for each response category: "N" - never, "R" - rarely, "O" - often, "U" - usually, and "A" - always. Are there any questions about the instructions? ... Let's stop and complete the worksheet. This is Step A.

Step A. Time out for class exercise. Complete worksheet.

Step B. Next, I want you to form groups of 4 to 6 persons and discuss your responses to future methods of outreach. Then obtain a team response to each question for the future column - What does your group think is the "best" response to each method of delivery? How frequently will you be using each method in the future?

Step C. Tabulation of results. Figure 3 contains the responses obtained from the participants during the workshop. Every participant did not respond to every item on the worksheet.

Several trends emerge from responses to use of different types of delivery methods. Those where shifts are occurring or are expected have been shaded in Figure 3. A summary of the response appears to indicate that farm management specialists are moving away from the one-shot county meeting format. They expect to use Extension type courses much more frequently in the future. Accompanying this shift is a growing trend to more frequent use of educational programs using video tapes, closed circuit television, and audio tapes, slides and study guides. As would be expected, a drastic shift is noticed in the uses of interactive video disc-learning units for microcomputers. While 49 of the participants are not presently using this format only 7 said they would "never" use this method in the future.

When comparing "present" with "future" columns one observes a number of major shifts from the "never" and "rarely" responses to "often" and "usually" in delivery systems with educational software other than Extension bulletins. Specialists appear to plan to combine hi-tech with hi-touch, because many expect to continue personal face-to-face counseling. When future responses are compared for the "self" columns and the "workshop group" columns, one notes the expectation of a more rapid shift toward the adoption of hi-tech methods in development and delivery of Extension programs.

The number of frequency in the "workshop group" column is lower than the self column because of time constraints during the workshop session. All groups did not reply to all items. While this constraint limits the data, it appears that individual expectations were reinforced by the group

Specialists' Use of Types of Delivery Systems: Past, Present, Future
 (N) = Never; (R) = Rarely; (O) = Often; (U) = Usually; (A) = Always

Method	Past					Present					Future									
	N	R	O	U	A	N	R	O	U	A	Self					Workshop Group				
	N	R	O	U	A	N	R	O	U	A	N	R	O	U	A	N	R	O	U	A
1. Personal counseling	2	12	27	12	1	2	15	32	3	1	1	18	28	7	1	0	28	20	1	0
2. County meetings (one shot)	2	2	20	23	4	2	13	20	9	4	1	25	23	4	3	2	22	21	0	0
3. Extension circulars	6	11	21	10	4	4	13	20	12	4	2	8	23	18	4	0	1	20	20	8
4. Articles for newspapers and trade magazines	4	18	20	6	5	3	16	22	7	6	2	10	23	14	6	2	2	25	17	0
5. Extension bulletins	5	16	16	8	5	4	17	16	10	5	2	15	20	12	5	0	9	21	8	7
6. Radio spots	3	24	13	10	2	6	23	16	6	3	2	21	20	10	2	0	13	30	8	0
7. Radio talk shows	20	23	5	2	0	25	22	4	2	0	16	31	5	2	0	9	33	3	0	0
8. County workshops (at least 3 hrs/subject)	0	11	31	6	3	1	16	34	8	4	1	3	35	12	3	0	0	32	2	10
9. TV spots	17	26	5	3	0	14	30	16	3	0	8	31	13	3	0	1	34	9	0	0
10. Extension courses - with text/homework, etc.	27	19	7	2	0	18	20	13	1	1	4	20	24	6	1	1	9	29	0	4
11. Demonstration projects	27	17	4	1	2	28	20	3	1	1	24	23	6	2	1	17	21	5	0	0
12. Audio cassette tapes	29	19	4	0	0	29	24	1	0	0	8	25	20	0	0	2	20	18	2	0
13. Bulletins, audio tapes, slides, and study guides	20	23	4	2	2	15	25	11	1	2	6	21	23	4	0	3	11	17	7	2
14. Closed circuit telephone	25	18	7	1	0	20	19	14	1	0	8	21	21	2	1	4	13	17	6	0
15. Instructional TV (mass)	34	16	1	1	0	35	15	3	1	0	11	34	8	1	0	5	22	10	1	0
16. Video cassette courses	43	9	0	0	0	38	16	0	0	0	10	28	15	1	0	0	17	20	1	0
17. Computer assisted instruction	16	15	8	2	1	22	16	10	4	1	3	15	26	8	1	0	4	34	4	2
18. Closed circuit TV	43	9	1	0	0	43	10	2	0	0	15	29	7	1	0	6	26	8	0	0
19. Electronic blackboards	45	3	30	0	0	43	6	5	0	0	22	21	7	2	0	15	22	4	0	0
20. Teacher guides with kits on how to teach content	27	18	5	1	0	23	24	6	0	0	5	26	19	4	0	0	21	16	0	0
21. Interactive video disc-learning units for microcomputers	49	1	0	0	0	48	3	1	0	0	7	28	13	3	0	2	23	8	2	0
22. Other: (specify)																				
Telephone Counseling	0	1	0	0	1	0	0	1	0	1	0	0	1	0	1	0	0	0	0	0
Letters	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0

(N) = Notes shifts and trends

discussion and expectations. It is safe to assume that North Central Regional Extension Specialists in Farm Management expect to be much more dependent upon multi-media methods in the delivery of Extension programs in the future.

Part V. Implication for the Future

Let's do a little star gazing -- a little reflecting about the future. These are my convictions - you may not agree with me. For this reason I wrote the following poem --

To reflect
or not to reflect,
that is the question
for I suspect
my reflection,
is viewed with suspicion.

Perhaps, perhaps not. Let's see.

First, it seems obvious there will be fewer farmers to serve and these clients will be demanding higher quality and more specialized service. They will desire more interaction with top-notch Extension specialists who are also researchers. The most successful farm management specialists will be able to interpret highly technical research on farm problems in practical terms. Also, specialists must understand the implications of technological advances on the family farm and farm family from economic and social psychological perspectives. Some technological advances may have social consequences which are so severe that change may be unacceptable to many family farmers. For example, increased profits from large scale farming may not be viewed as good if it replaces a way of life.

Second, with fewer farmers to serve some of you may want to turn part of your attention to small business management in addition to farm management. Many generic principles of farm management apply to small businesses. The current crisis in American agriculture is having a devastating effect on many small communities. One of our major problems is the domino effect. The infrastructure of rural America is threatened. Many hardware, grocery and drug stores, along with feed, seed, and fertilizer dealers are struggling. Small rural businesses need help, too.

Farmers are looking for off the farm employment and the jobs aren't available in rural America. In the Midwest, the decline of jobs in agribusiness manufacturing has placed a burden on many part-time farm families and on urban communities, too. If the economic chain of reaction continues, it will reach every small community in the nation. Thus, today's challenge to those of us with an economic, social and psychological orientation is to provide educational programs which will help equip farm families, leaders in farm organizations, agribusinesses and communities more effectively. A healthy agriculture and a strong rural America is vital to all of America even in the Department of Defense. How long can a nuclear power submarine stay under water? Until the food supply is exhausted.

Third, we must learn to be better teachers, writers and creative promoters. Creative programs of top quality come from quality people. We must develop our human relations, intellectual, and technical skills. High tech is important, but so is high touch. Read William Zinsser's two books: On Writing Well, and Writing With a Word Processor. Learn to type so you can use the personal computer in your Extension programs. I suspect all Extension specialists will be required to type in less than 10 years. It will be a required skill for employment. But personally, my support staff will be very disappointed when I learn word processing, depriving them of the thrill of decoding my hand-writing and the ecstasy of Freudian slips.

Join the American Society of Training Directors (ASTD) and read their journals. Go to some of their seminars on how to promote, organize and conduct better workshops. Learn how to develop interactive learning/teaching material. When you join ASTD you will get on lots of mailing lists and receive loads of "junk mail." Read every piece of it for six to eight months and you will learn much about how to package and promote educational programs in a very competitive market.

Fourth, I'm saying we need to learn, from private consultants and our competitors, like Professional Farmers of America. Our Extension world has and is changing. It's not going to be a "warm comfortable nest" in the future. There is going to be more, not less, competition for the tax dollar and the private dollar. We must do our best, to do less is to fail our clients, our organization and ourselves.

Finally, I am trying to challenge you to develop and deliver your programs more creatively and effectively. A poem which I find helpful in motivating me to do my best is called "The Barnyard Duck."

"I think of myself as a barnyard duck
 Scratching around in barnyard muck.
 Fat and lazy with useless wings,
 But sometimes when the Northwind sings,
 And the wild ones hurtle overhead,
 I remember something lost and dead.
 While upward casting a bewildered eye,
 I make a feeble attempt to fly.
 I'm fairly content with the shape I'm in;
 But, I'm not the duck I might have been!"

***STRESS AND WELLNESS WORKSHOP EVALUATION**

Your Name _____

Address _____

Phone _____

Listed below are all items in your Wellness Lifestyle Contract. Please complete Parts I and II about your goals and your progress. Then complete the backside of this page.

Part I. Check each Behavior Prescription you agreed to develop on your "Wellness Lifestyle Contract."

Part II. How are you progressing? Check the appropriate box for each item.

	Each Day	4 Times Per Week	3 Times Per Week	Once A Week	None
___ (1) Accept personal responsibility for my physical fitness.					
___ (2) Accept personal responsibility for the way I respond to the stress of my life.					
___ (3) Develop plans to manage worry.					
___ (4) Learn relaxation skills.					
___ (5) Eat a balanced, moderate diet.					
___ (6) Develop and maintain my physical fitness.					
___ (7) Carryout a weight reduction program.					
___ (8) Stop smoking.					
___ (9) Reduce my intake of all drugs unless prescribed by my doctor (coffee, tea, alcohol and over-the-counter medicines.)					
___ (10) Strengthen my social support systems.					
___ (11) Participate in more recreational activities with my family.					
___ (12) Become more involved in my church					
___ (13) Learn how to talk out my worries with others.					
___ Other (list) _____					

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Part III.

1. What are the five most significant changes you have made in your behavior since you attended the workshop?
- (1) _____
- (2) _____
- (3) _____
- (4) _____
- (5) _____
2. If you have lost weight, how many pounds have you lost? _____
3. If you have started an exercise program, how much total time (hours and minutes) per week do you exercise? _____ hours and _____ minutes per week.
4. If you listen regularly to your "Relaxation Tape", how many times per week do you listen to it? _____
5. If applicable, did you quit smoking? _____ Yes _____ No
6. The major problems you have had in your effort to reach your goals are:
- (1) _____
- (2) _____
- How can we help you further?
- (1) _____
- (2) _____
7. You may list friends that we can contact about attending this course next year.
- (1) _____
- | | |
|------|---------|
| Name | Address |
|------|---------|
- (2) _____
- | | |
|------|---------|
| Name | Address |
|------|---------|
- (3) _____
- | | |
|------|---------|
| Name | Address |
|------|---------|

Thanks for your cooperation. Please return this questionnaire to our office today.