IANR

Adopted September 13, 2005

Extension Educators

Competencies for 21st Century Extension Professionals

UNIVERSITY OF Nebraska Lincoln

Extension Educator Competencies for the 21st Century

Core Competencies (skills) - These are skills either present at hiring or are skills that the new hire has the capacity to develop soon after hiring	Transformational skills - These are skills that could be developed by individuals who wish to enhance their effectiveness in teaching or organizational roles. These skills would be negotiated between the unit administrator and the extension professional.

Successful Teacher - plans, designs, implements and evaluates extension educational programs

Conducts proactive needs assessments	Conducts formalized needs assessments
- Regularly uses informal needs assessment strategies such as verbal feedback from clientele, stakeholders, faculty and staff to identify educational opportunities.	- Routinely uses focus groups, surveys and other strategies to conduct formalized needs assessments. - Establishes a customer/clientele network or group to provide regular feedback on program needs, direction and impact.
Designs educational activities that meet the needs of local clientele	Designs educational programs that address major issues
- Designs educational events that address needs identified by clientele.	- Designs transformational educational programs that address major issues identified by clientele.
Understands effective educational strategies	Devises and implements innovative educational strategies
- Writes learner-based educational objectives and designs relevant and effective educational programs. - Searches all available curricula resources for adaptable and relevant teaching material.	- Uses multiple resources (professional development, teams, clientele input, consultants, etc.) to devise innovative methods to fully engage learners in the educational process.
Markets educational programs	Develops and implements marketing plans
- Uses appropriate media to market educational programs to target audience.	- Develops marketing plans for larger audiences and/or a larger segment of an Action Plan. Uses a team to market a product. Uses unique marketing methods (television, mailed CDs, email listserves, etc.).
Manages the logistical requirements of educational programs	Organizes and delivers large-scale educational programs
- Provides appropriate logistical support to implement an effective educational environment (facility, audio-visual or other supportive educational resources, experiential learning resources, etc.) to facilitate effective educational programs.	- Organizes, develops and delivers large-scale educational programs such as conferences or workshops.
Uses effective teaching skills, especially for one-on-one or small groups	Employs advanced teaching methods
- Employs a variety of teaching skills using one-on-one techniques, small group methods, experiential learning and larger group techniques. - Tailors the educational program to accommodate learner needs and differing learning styles.	- Explores, evaluates and implements innovative teaching methods. Teaches newly found methods to others in the system.
Employs KASA-level evaluation skills	Uses Logic Model for program evaluation
- Creates and uses evaluation tools that take advantage of a variety of techniques to measure knowledge gained, skills gained and behavior changed (KASA). Analyzes and interprets evaluation data and uses this information in program planning. - Routinely uses EARS system and is introduced to eARFA. Aware of Logic Model. - Regularly reports impact of educational programs to administration and decision-makers.	- Conducts program evaluation focused on behavior, practice, social or environmental change. - Routinely uses Logic Model in planning, delivering and evaluating extension education programs. - Devises strategies to enhance the value of Cooperative Extension accomplishments for UNL administration and local decision-makers.

Subject Matter Competent - mastery of discipline, understands research base, considered technically proficient and current

Functions as an expert in assigned focus area	Functions as an expert on a regional basis
- Finds and interprets research/science-based information for use by clientele. Uses educational resources and networks to find answers to questions or issues. - Develops and delivers educational programs in assigned focus area that are relevant to local clientele. - Selects and adapts appropriate educational curricula. - Carefully and fairly evaluates science-based information and societal values prior to taking an advocacy role on controversial issues. Recognizes that competing viewpoints are valuable and responds to the educational needs of those who may not share our perspective. - Prepares and delivers local media outputs (news columns, radio, etc.). - Develops an effective professional development plan tied to assigned focus area and educational programming opportunities.	- Compiles information and draws conclusions (discovery process). Devises or adapts technology for new uses. - Delivers programs in assigned focus area, outside of assigned region (define appropriate region, issue defines region/geography). - Develops or modifies curriculum & other educational materials. - Serves as a regional expert on controversial/high stakes issues. - Prepares and delivers outputs for regional, state or national outlets. - Views professional development as a long-term strategy to enhance educational effectiveness for clientele and to position program to adapt to change.
Participates in applied/adaptive research projects	Leads or co-leads applied/adaptive research - plot layout, etc.
- Assists Specialists in the conduct of applied/adaptive Research.	- Conducts discovery/applied research, generates new ideas or knowledge in consultation with Specialists.
Contributes to publication of program or research results in academic media	Disseminates program or research results in academic media
- Assists Specialists in the writing and submission of program or research results.	- Publishes applied research results or extension methodologies in peer-reviewed professional journals in coordination with Specialists. With guidance, prepares and presents program or research results in academic venues and prepares peer-reviewed extension publications (NebGuides, Extension Circulars, etc.).

Core Competencies (skills) - These are skills either present at hiring or are skills that the new hire has the capacity to develop soon after hiring	Transformational skills - These are skills that could be developed by individuals who wish to enhance their effectiveness in teaching or organizational roles. These skills would be negotiated between the unit administrator and the extension professional.

Skilled Communicator - excellent written and verbal skills and knowledge of supporting technology

Communicates effectively (written & verbal) - Practices effective verbal and written communication with co-workers, clientele, stakeholders, commissioners and board members. Uses technology to enhance communication - Uses a variety of tools (email, blackboard, satellite, web, polycom) to communicate with coworkers and clientele. - Becomes familiar with the latest communication modes (chat, blogging, etc.) to stay relevant to modern audience.	Explores and implements advanced technology as appropriate - Uses advanced technology (including evolving web technologies such as NU Skills or Blackboard) to deliver educational programs and connect clientele to appropriate informational resources.

Inclusiveness - aware of and committed to serving all members of community

Inclusive of all members of the community - Uses all reasonable efforts to engage a diverse audience in educational programming and facilitation.	Responsive to needs of diverse groups - Develops and delivers proactive programs to meet the educational needs of diverse groups.

Entrepreneurial - generates grants, fees, contracts to enhance programs

Acquires program enhancement resources - Generates revenue through program fees, grants and contributions. Uses these funds to build a solid resource base for future programming. - Secures in-kind resources (financial, expert, hands-on) to facilitate effective educational programs.	Acquires resources from competitive sources - Routinely applies for competitive grants or other funds to generate revenue or resources for program development and delivery. - Competes for regional and/or national grants to generate significant resources.

Collaborator/Team Player - creates partnerships and contributes to teams in response to significant issues

Functions effectively in a program team environment - Accepts responsibility for team roles and assignments and follows through. Interacts effectively with clientele groups - Understands networking and how to develop local partnerships. Effective member of coalitions - Participates in and contributes to local coalitions. Works well with office staff and peers - Develops professional relationships with office team and others. Contributes to Cooperative Extension teams.	Broadens team concept to enhance program impact - Actively participates in multi-disciplinary teams to develop educational programs or curricula. - Seeks participation in regional, national or international teams to develop educational programs or curricula. Interacts effectively with state-wide or national groups - Works effectively with state-wide or national groups appropriate for focus area. Builds coalitions - Builds coalitions by identifying important issues, gathering interested parties, developing a program agenda and facilitating program implementation. Models effective teamwork - Functions as a resource to enhance the effectiveness of office and peer teams.

Leadership - ability to engage a wide range of individuals and facilitate progress on projects or programs

Practices effective leadership with clientele, boards and volunteers - Takes appropriate leadership role with clientele. Can communicate the mission of the organization. Effectively manages volunteers - Identifies helpful volunteers and delegates program responsibilities appropriately. Embraces conflict as a growth process - Acknowledges conflict and acts to help resolve.	Develops advanced leadership skills - Provides leadership for Work Group, Action Team or team projects. Demonstrates ability to establish a shared vision for program direction. - Demonstrates regional, national or international leadership. Utilizes advanced volunteer development strategies - Identifies, recruits and develops volunteers to assume leadership roles. Uses conflict resolution skills and is certified - Resolves conflict in a variety of settings. - Resolves conflict, as the resource person. Develops Unit Leader skills - communication, marketing, staff interaction, - Accepts Unit Leader responsibilities and applies effective leadership skills. Functions as a mentor - Mentors newer employees or newly refocused employees.

Balance - optimizes work efficiency to balance professional/personal time

Invokes effective work habits - Uses effective time management, is able to juggle multiple projects, is involved in the community and makes personal and family time a priority. Manages time committed to service roles - Contributes appropriate time to fairs, service functions and organizational committees.	Plans and works proactively - Works in the present with the future in mind, i.e., addresses current relevant issues with an eye on evolving issues.

Change Manager - accepts change and is willing to deal with ambiguity

Willing risk-taker - Assesses programmatic opportunities and takes calculated risks. Models change - Accepts and adapts to change and is willing to deal with ambiguity. Functions as an effective change agent for clientele and our organization. - Conducts educational programs that bring about constructive change for clientele.	Adjusts assignment to benefit organization or clientele - Makes career change in program focus when an emerging issue aligns with organizational opportunities. Participates in appropriate professional development. Leads change - Facilitates groups to implement visionary change to position themselves for the future.

Professionalism - personal presentation and behavior appropriate to our role and responsibility

Behaves professionally - Dresses appropriately for the situation (one level better than clientele/participants). - Uses identifiers (pins, shirts, jackets, etc.) to acknowledge UNL Extension. - Maintains composure under all circumstances. - Loyal to peers and organization.	

Citizenship - contributes to the well-being of the organization

Knows UNL personnel and areas of expertise - Refers clients to expert resources when appropriate. Serves as an organizational citizen - Gets involved in some aspect of the organization. Participates on local, district or state-wide/university committees. - Promotes the university/organization. - Promotes a positive office image. Contributes to organizational strategic plan - Helps identify key issues or strategies for the organization's strategic plan. Considers the role of personal and work team contributions to the organization's strategic plan.	Serves in leadership capacities - Provides a leadership role on district or state-wide committees. - Implements public relations plans. Leads organizational strategic planning processes - Leads planning committees, task forces and other strategic planning processes.