Training New Extension Staff: An Orientation Model Combining Adult Learning Theory and
Organizational Socialization

Masters Project

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Abstract

Within the past year, a new onboarding process has been rolled out to Ohio State University Extension (OSUE). However, there has been little progress in formal orientation practices between a new hire's first day and onboarding, which could be months depending on when a new hire begins. There are several reasons why implementing a formal orientation program will benefit OSUE. Ultimately, new staff will get a better start to their careers, setting them up for success down the road (Bauer, 2010). The research supports formal orientation programs, developing competencies, adult learning, and socialization. By combining each of these into a comprehensive plan, staff can be better positioned within their first four months on the job until they can attend in-person or virtual onboarding. Because it is critical for new staff to start off strong with the tools and support they need, providing this structure can benefit all of OSUE in the long run.

Section 1: Introduction

The concepts and theories behind training and teaching adult learners is not new and has been researched by many (Knowles, Swanson, & Holton, 2005; Ota, DiCarlo, Burts, Laird, & Gioe, 2006). However, over the past decade, it has been difficult to consistently and effectively onboard new Ohio State University Extension (OSUE) staff, which is not a problem unique to the state (Harder, Zelaya, & Roberts, 2016). According to the Society for Human Resource Management, "Onboarding is the process of helping new hires adjust to social and performance aspects of their new jobs quickly and smoothly" (Bauer, 2010, p.1). There is a plethora of research on implementing effective new employee trainings which OSUE can use to develop a new, impactful process for onboarding their new employees. Many successful companies have a formal onboarding process, and Extension organizations across the country have begun to follow suit. It has certainly been a hot topic amongst the National Association of Extension Program and Staff Development Professionals (NAEPSDP). States are beginning to better connect to share resources and experiences while implementing their own onboarding programs. This project was undertaken to create an orientation process for new Ohio State University Extension staff by examining some of that existing research and compiling the best resources.

Background Information

Over the past decade, Ohio State University Extension has had a difficult time finding a consistent method to onboard new staff (T. Williams, L. Barlage, personal communication, May 20, 2020). Although there was an organizational model where district specialists would train new staff, budget cuts were made around 2008. At that time, staff who were dedicated to training new employees had new position descriptions and training needs fell onto supervisors who likely had

higher priorities (T. Williams, L. Barlage, personal communication, May 20, 2020). As a result, new staff did not get sufficient training and had less assistance getting acquainted with their new Extension positions. A needs assessment was conducted by OSUE Human Resources in 2012, and results indicated that there was much to be desired in the area of new staff training (K. Argabright, personal communication, May 7, 2020). Since then, a variety of methods had been implemented to try and fill those needs, but multiple supervisors had stated and evaluation data had shown that none of them had consistent success (Argabright K., New Educator Workshop Evaluation, 2017; L. Barlage T. Williams, personal communication, May 20, 2020). There was a complete handbook for a while, but it did not incorporate adult learning principles and was also outdated quickly as job components changed (Domokos, et al., 2017).

The New Employee Welcome Fest was created and held starting in 2014, but that only lasted about a year even though the feedback was largely positive (K. Argabright, personal communication, May 7, 2020). In 2015, Human Resources piloted the first and last New Employee Welcome Day, but the entire day only consisted of policy presentations without much two-way interaction; the feedback was largely negative (J. Morrison, personal communication, May 21, 2020). A new educator retreat was implemented in 2016, but it was so expensive it was not sustainable and was only held the one time. Various attempts at a mentor program were used for many years, but those also dissolved when the organization restructured in 2017. When DesignExt (which provided yet another approach to onboarding) was implemented at that time, the training and mentoring of new staff was inconsistent and was left up to each supervisor's discretion. Since then, some people have had mentors and some have not. Some new staff have received training support from their supervisors and some have not.

That most recent restructure also came the creation of the Learning and Organizational Development (LOD) unit, which has since worked to create consistent onboarding practices. In 2020, a new onboarding program was piloted by the department. While the newly created eight-week series is thorough in content, it is only being held twice a year so the information is not as timely as it could be. Potentially waiting months for some critical information like role clarity and reporting procedures could be detrimental, so I am proposing an orientation process to accompany that existing program. The goal of this orientation process aims to fill in those gaps and create additional basic resources that are housed virtually. What has been sustainable over the years is a Day 1 orientation where new staff come together on campus their very first day of employment to meet and learn the essentials of the organization. That Day 1 has changed shape and format over the years but has been the only real consistent training for new staff.

Need for the Project

Starting out in a new job is never easy, as there is so much to learn, from people and policies to processes and goals. According to multiple OSUE employees, the sheer amount of content a new employee is expected to comprehend can be met with information overload, quickly leaving staff feeling uneasy and overwhelmed (M. Hill, personal communication, May 26, 2020; T. Williams, personal communication, May 20, 2020). Organizations that leave their new employees to sink or swim once they are hired are doing a disservice to everyone when they equip them with little to no formal job training (Bauer, 2010; Stein & Christiansen, 2010). When Extension staff are not properly onboarded, they do not have the tools and information necessary to do their jobs and anyone who encounters new staff could be negatively impacted. The potential for failure, low morale, disengagement, and voluntary turnover are likely to occur (Brodeur, Higgins, Galindo-Gonzalez, Craig, & Haile, 2011). Over time, these effects can be

extremely costly for the organization (Vonnegut & Bradt, 2009). There are not only financial costs that can be detriments, but "There is also loss of human and social capital that accompanies an employee's resignation" (Brodeur, Higgins, Galindo-Gonzalez, Craig, & Haile, 2011, pg.2). Particularly in Extension, relationships with partners, stakeholders, community members, and even staff across the state can be damaged (Safrit & Owen, 2010). Because our organization's staff members are such vital resources to delivering high-quality programming and based on the above citations, it seems they should be provided with the skills and training that leads them to making successful impacts as quickly as possible.

When new employees begin their first day of work, they should feel welcomed and valued (Lawson, 2015). Motivating employees and increasing their sense of self-efficacy is crucial to their success and helping them navigate their new positions (Bauer, 2010). Staff need a support system to share the common language and politics of the organization that is largely unwritten (Korte, 2007). Currently, new OSUE staff do not have mentors when they start working, but having that point person will help employees become more knowledgeable about all of those ins and outs of the organization (Bauer, 2010). Because organizational socialization is such a crucial component to employee success, a structured new staff onboarding should incorporate continuous mentorship guidance and contain socialization strategies (L. Barlage, T. Williams, personal communication, May 20, 2020; Stein & Christiansen, 2010). By establishing relationships with the state office, program area, and county-level staff, new employees would have additional networking and socialization opportunities.

Purpose and Objectives

The purpose of this project is to create an orientation process and timeline that equips new OSU Extension staff with the tools and resources they need in order to be successful in their

new roles, while also socially integrating them into the culture of the organization. Included in the project is a Day 1 orientation curriculum lesson and evaluation, socialization plan, and series of five targeted introductory emails. The process utilizes mixed learning methods, is timely, relevant, hands-on, reflective, and social, which will help increase employee satisfaction and also address skills in core competencies while helping participants retain the knowledge gained (Ota, DiCarlo, Burts, Laird, & Gioe, 2006). Overall objectives of the project include:

1. Develop a Day 1 orientation lesson and learning management system in Carmen
2. Create an evaluation tool for the program
3. Create a socialization plan that includes mentoring
4. Develop a series of five email communication messages that introduce online trainings and videos addressing core competencies along with critical skills

Section 2: Literature Review

A review of the existing onboarding literature focuses not only on adult learning theory, but also on organizational socialization, job embeddedness theory, as well as competency research in Extension. There has also been much unpublished research of past OSUE orientation practices that can prove to be useful in moving a new program forward.

Adult Learning Theory

Malcolm Knowles, who introduced andragogy in the 1970's, claimed adult learners have special needs and learn in a variety of ways. His research showed that there were six assumptions to adult learning including need to know, self-concept, experience, readiness to learn, learning orientation, and motivation to learn (Knowles, Swanson, & Holton, 2005). "By using combinations of adult learner techniques and strategies, Extension educators can create training

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experiences that will enhance the learning of participants" (Ota, DiCarlo, Burts, Laird, & Gioe, 2006, para. 1). By using more than just lectures, but including problem-based learning, case studies, educational games, role play, and discussion, new staff are more likely to retain and apply what they have learned in their work environments (Ota, DiCarlo, Burts, Laird, & Gioe, 2006).

Dialogue approaches to learning based on *From Telling to Teaching* have already been successfully implemented in Extension organizations by engaging learners and incorporating a variety of teaching methods, leading to reinforced learning (Norris, 2003). OSUE's community nutrition staff have been using this dialogue approach and the 4A (Anchor, Add, Apply, and Away) format in their new staff training for over a decade. Discussions with many colleagues and supervisors over this time period have indicated that the approach has been successful. Not only does the Anchor, Add, Apply, and Away structure provide participants with the opportunity to develop their skills in a variety of content areas, but it also gives staff an opportunity to apply what they have learned immediately with other new staff.

Organizational Socialization

Organizational socialization is the key to making new employees feel embedded and connected in their roles in the organization, thereby decreasing turnover from staff that have been newly hired (Allen, 2006). In a study of 30 specific onboarding practices, it was concluded that the greater amount of practices that occurred, the higher the correlation with socialization (Klein, Polin, & Sutton, 2015). Bauer's Research-Based Model of Onboarding also indicates social integration as a critical component, and combined with self-efficacy, role clarity, and knowledge of culture leads to successful onboarding (2010). Not only will focusing on socialization with onboarding lead to better short-term outcomes, but will also result in higher

overall engagement and quality of performance (Cable, Staats, & Gino, 2013). Higher retention rates, better work performance, and more engaged employees should be the ultimate goals for many organizations to be successful. This can be done specifically with assistance from orientation and onboarding "by making relatively small investments in socialization practices" (Cable, Staats, & Gino, 2013, p.1). These practices can assist in expanding staff networks along with connecting and forming relationships (Allen, 2006). Even in the new educator workshops implemented by OSUE in 2017, evaluation results showed a majority of participants' favorite part of the series of training was the opportunity to network (Argabright K. , New Educator Workshop Evaluation, 2017). Providing staff the opportunity to connect with others in similar situations as well as those from administration and other departments proved to be more valuable than any of the content and hard skills training.

Job Embeddedness

The ways in which new staff "Become enmeshed in a web of relationships" is described as embeddedness (Allen, 2006, p. 243). Previous research shows that examining onboarding through job embeddedness theory has been significantly measured by personal characteristics, job satisfaction, organizational commitment, job alternatives, job search behavior index, intentions to leave, and voluntary turnover. It claims being embedded into an organization will decrease an individual's desire to leave from early on (Mitchell, Holton, Lee, Sablynski, & Erez, 2001). If a new orientation approach can be implemented that addresses these components, it can be used as a first line of defense of turnover (Brodeur, Higgins, Galindo-Gonzalez, Craig, & Haile, 2011). The claim has also been made that "Organizations that engage in formal onboarding by implementing step-by-step programs for new employees to teach them what their roles are, what the norms of the company are and how they are to behave are more effective than

those that do not" (Bauer, 2010, p. 2). Connecting new staff with the organizational culture can also be a good way to help them form a better understanding of the behaviors, norms, language (Bradt & Vonnegut, 2009).

OSUE is positioned to embed new staff into the organization by incorporating these elements into its orientation. Demonstrating that the organization also leads by example in their mission, vision, and values may be able to make employees feel more comfortable in their new roles. The organization values flexibility and adaptability, so showing new staff some specific examples of how these valued are carried out can provide support. Because OSUE's mission focuses on improving social, economic, and environmental conditions which are ever-evolving, the organization can emphasize the fact that the only constant in Extension is change (OSU Extension). Discussing the importance of having a plan A, plan B, and plan C can assist staff with understanding how some of these values can be applied. When providing examples of how the organization values partnerships and teamwork, it can be shared that staff and departments are discouraged to work alone in their silos.

Competency Research

Specifically in Extension, much of the research revolving around new hire training has been focused on core competencies (Argabright, et al., 2019; Berven, Franck, & Hastings, 2020; Brodeur, Higgins, Galindo-Gonzalez, Craig, & Haile, 2011; Cochran, 2009; Diaz, Jayaratne, & Chaudhary, 2020; Lakai, Jayaratne, Moore, & Kistler, 2012; Lakai, Jayaratne, Moore, & Kistler, 2014; Scheer, Cochran, Harder, & Place, 2011). These core competencies that have been identified are meant to help drive educational outcomes and influence educational efforts in Extension (Scheer, Cochran, Harder, & Place, 2011). There are a variety of different skills that are critical for educators to develop as they navigate their Extension careers, and as priorities

have changed, so have these competencies (Berven, Franck, & Hastings, 2020). More recent literature has placed an emphasis on emotional intelligence, which "Describes ability, capacity, skill, or self-perceived ability to identify, assess, and manage the emotions of one's self, of others, and of groups" (Serrat, 2017, pg. 330). Having a high level of emotional intelligence can "Inspire commitment, motivate others, and build lasting relationships" (Argabright, King, Cochran, & Chen, 2013, para. 1). These would all be strengths to help build core competencies even further. In a study of Extension professionals, the topic was considered even more important than communication or technical and content-related skills (Bruce & Anderson, 2012). Some of these crucial skills include emotional self-awareness, self-actualization, empathy, flexibility, impulse control, and even optimism (Bar-On, 2004). While many competencies are divided into categories like leadership, evaluation, emotional intelligence, or professionalism, the research has also prioritized which are most important for new Extension educators (Berven, Franck, & Hastings, 2020; Brodeur, Higgins, Galindo-Gonzalez, Craig, & Haile, 2011; Lakai, Jayaratne, Moore, & Kistler, 2014; Scheer, Cochran, Harder, & Place, 2011). This competency research all provides a baseline for determining what topics and skills should be introduced during onboarding and other professional development opportunities for new staff.
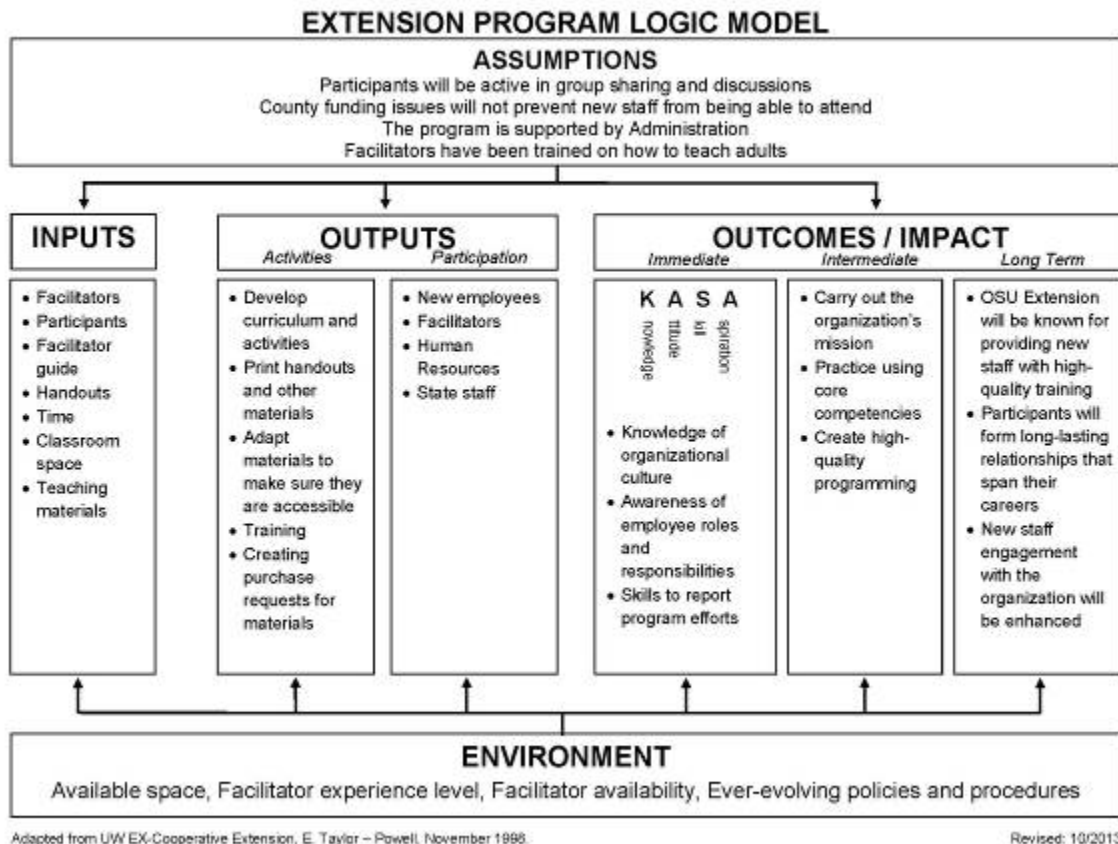
Evaluation Tool

In order to make positive changes to the orientation program and assess its outcomes, an evaluation tool should be used as evidence to support those future changes (Newcomer, Hatry, & Wholey, 2015). To first determine what type of evaluation to use, research questions and objectives need to be solidified (Newcomer, Hatry, & Wholey, 2015). A quantitative 5-point Likert scale is commonly used to measure the statistical data, and can be useful in reporting impact numbers, while open-ended qualitative questions can be used to describe the numbers

(Johnson & Christensen, 2014). Using mixed methods and capturing both quantitative and qualitative data will allow for a more complete overall picture of the program (Creswell, 2014). The specific questions are being designed based on what Newcomer recommends, and by aligning the evaluation objectives with the illustrative questions (2015).

In order to assess participants' knowledge, attitudes, skills, and aspirations, the KASA (Knowledge, Attitude, Skill, Aspiration) level of Bennett's hierarchy will also be used (Radhakrishna & Bowen, 2010). The OSU Extension Orientation Logic Model depicted in Figure 1 indicates some of the immediate, intermediate, and long-term outcomes that will be measured as well. Creating a logic model is a useful strategy in determining outcomes, which should be assessed (Newcomer, Hatry, & Wholey, 2015).

Figure 1: *OSU Extension Orientation Logic Model*

EXTENSION PROGRAM LOGIC MODEL

ASSUMPTIONS
Participants will be active in group sharing and discussions
County funding issues will not prevent new staff from being able to attend
The program is supported by Administration
Facilitators have been trained on how to teach adults

INPUTS	**OUTPUTS**		**OUTCOMES / IMPACT**		
	Activities	*Participation*	*Immediate*	*Intermediate*	*Long Term*
• Facilitators • Participants • Facilitator guide • Handouts • Time • Classroom space • Teaching materials	• Develop curriculum and activities • Print handouts and other materials • Adapt materials to make sure they are accessible • Training • Creating purchase requests for materials	• New employees • Facilitators • Human Resources • State staff	K A S A knowledge attitude skill aspiration • Knowledge of organizational culture • Awareness of employee roles and responsibilities • Skills to report program efforts	• Carry out the organization's mission • Practice using core competencies • Create high-quality programming	• OSU Extension will be known for providing new staff with high-quality training • Participants will form long-lasting relationships that span their careers • New staff engagement with the organization will be enhanced

ENVIRONMENT
Available space, Facilitator experience level, Facilitator availability, Ever-evolving policies and procedures

Adapted from UW EX-Cooperative Extension, E. Taylor – Powell, November 1998.   Revised: 10/2013

Because participants will all be spread across the state by the end of their orientation and in order to save costs, the best method to measure the outcomes would be via an electronic survey. It will need to be sent multiple times to ensure the response rate is high, and having individualized links will also help increase those chances (Newcomer, Hatry, & Wholey, 2015).

Communication via Email

Ask many Extension employees and they will tell you their email inboxes are overflowing. Messages go unread, unorganized, and get lost in a sea of other conversations (Deziel, 2004). The truth is that "Email remains one of the most popular forms of computer-mediated communication, used constantly at work and at home" (Wainer, Dabbish, & Kraut, 2011, p. 3439). It allows for geographically distant workers to feel closer and prevent feelings of isolation (Sivunen & Laitinen, 2019). It comes as no surprise that it is used so much in Extension since staff are spread all over the state. Further benefits include fewer phone calls, the opportunity to respond to diverse issues, messages are saved, ease of transferring information and files, more efficient communication with conflicting schedules, it can reach many people at once, and it cuts down on the amount of travel (Deziel, 2004). On the other hand, excessive email can also create issues as a result of the constant connectivity. Societal norms can place pressure for people to respond immediately (Sivunen & Laitinen, 2019).

When people have too much of anything, they are forced to prioritize. As to how people prioritize what emails to read, one research study found that the more unclear a subject line was, the more inclined people were to open and read the email (Wainer, Dabbish, & Kraut, 2011). This was an interesting find, as intuition would lead one to believe that providing more information would be more beneficial. It is important to keep in mind that since some people do receive an overwhelming amount of emails, only send what is necessary, and do not add additional information or paragraphs that are not relevant (Reed & Terminello, 2002). A study of email use with Extension staff reported that 50% of participants responded to an email if it was personalized to them, and not a mass message to a group (Deziel, 2004). Other helpful tips for effective email communication include keeping standards with formatting, and also using clear, concise, and complete language (Reed & Terminello, 2002). A final recommendation that will be

followed is to send emails when people are most likely to read them, not on Friday afternoons or weekends (Newcomer, Hatry, & Wholey, 2015).

Section 3: Procedures

The procedures used for putting together the new orientation process follow not only existing resources and literature, but also incorporate feedback from multiple interviews. In addition, this work builds upon and continues the planning that Karen Argabright started in 2012 as a graduate student in The College of Food, Agriculture, and Environmental Sciences (Argabright & Cochran, 2014).

The topic areas and methods that were selected to design this orientation process address the overall program objectives, which are to:

- Affirm new employees are a good fit with the organization

- Equip new employees with knowledge they need to excel

- Increase new employee confidence by helping them adjust to their new positions

- Enhance new employee engagement with the organization

- Assist new employees with forming lasting relationships

Existing Resources

Aside from the published research and literature, there are a number of other documents and evaluations that have been used to inform the proposed orientation process. Over the past decade there have been efforts to implement a variety of OSUE orientation strategies and incorporating reports about their effectiveness have been crucial to methods of adopting a new practice.

In Argabright's 2012 needs assessment of the organization, orientation and onboarding were indicated as the primary critical needs (Argabright K., personal communication, May 7, 2020). During her time with OSUE, she worked on implementing a Day 1 orientation with HR, completed research on core competencies, and also started working on plans for a new staff online training with modules in Carmen. She even had OSUE Administration's support to begin the project, however, administration shifted focus and eventually left the organization (Argabright, K., personal communication, May 7, 2020). Since her departure, a new onboarding process has been rolled out to the organization. However, there has been little progress in formal orientation practices between a new hire's first day and onboarding, which could be months depending on when a new hire begins. In an evaluation of OSUE's onboarding practices Argabright conducted, there were a variety of lessons learned that should be considered. For orientation, not only does the program need to be sustainable over time, but it needs to be regularly evaluated and improved, using a team mentality to assist in its organization (Argabright & Cochran, 2014). Working consistently and communicating effectively with HR is also a critical piece of an effective orientation. Because HR manages the background check and new hire paperwork procedures as well as benefits, they should continue to be involved in communications about new staff orientation (Argabright K., personal communication, May 7, 2020).

The Day 1 on-campus orientation structure was selected because it did not pull new staff away from their offices for significant amounts of time, allowed employees to meet a variety of departmental staff on the Columbus campus, get their BuckIDs (official employee identification card), and adopted a cohort model (Argabright K., personal communication, May 7, 2020). Each of these aspects allow for different socialization and networking opportunities from Day 1and are

not cost-prohibitive to county travel budgets. This format also allows for staff to enhance

engagement with the organization by introducing them to a variety of state-level staff so that

they may feel more comfortable reaching out or interacting with them in the future. Following

this orientation day with a series of strategically timed email communications will hopefully

provide new staff with the information they need, dosed out in a more appropriate timeframe. If

too much content is provided on Day 1 or even in the first week, new employees can feel

overwhelmed with a sense of information overload (Hill, M., personal communication, May 26,

2020; Schlagheck, K., personal communication, May 19, 2020). It is important to also emphasize

that orienting new staff should not just stop at Day 1 and that continuing to provide resources

after that time will pay off in the long run (Bradt & Vonnegut, 2009). This method will also

provide some consistency across the state as to what, how, and when new staff receive the

information.

Selecting the Content

In order to affirm new employees are a good fit, they need to know how well their

personal values overlap with those of the organization (Mitchell, Holton, Lee, Sablynski, & Erez,

2001). From Day 1, they should also learn how to actively engage in the organization's mission

to create for a smooth transition (Lawson, 2015). Mission, vision, and values are also topic areas

that ranked highly in a 2018 evaluation of OSUE county director and area leader new staff needs

(Rennekamp, 2018), and are also included in the Program Personnel Onboarding Process Outline

for New Employees (Domokos, et al., 2017). By including and starting with this topic, staff also

work on developing one of OSUE's core competencies, Knowledge of Extension (OSU

Extension, 2020).

Equipping new employees with knowledge they need to excel involves providing training, information, support, and resources on all job components. In order to prioritize the material, the 2018 needs assessment survey was utilized. Reviewing responsibilities and office procedures were the top two needs indicated by supervisors. One hundred percent of respondents said those were either moderately or extremely important in the first week. Other needs from the survey that everyone indicated were slightly, moderately, or extremely important included setting up university email, professionalism, expectations, benefits, mentorship, and learning how roles fit into the bigger picture (Rennekamp, 2018). OSUE core competencies that would be developed with this content include but are not limited to Communication, Customer Service, Interpersonal Relationships, Professionalism, Self-Direction, as well as Teamwork and Leadership (OSU Extension, 2020).

Other, less urgent but critical topics identified were those that had to do with further developing core competencies, including program evaluation. Though necessary to share program impact to partners and funders, this is a topic that many early career educators struggle with across the country. If sufficient training is not provided it leads to frustrations down the road along with a lack of understanding of some of the most fundamental evaluation practices (Diaz, Jayaratne, & Chaudhary, 2020).

According to the Onboarding JCEP document, there are a number of other job components that should be addressed further down the road, but still within a new employee's first six months of employment (Domokos, et al., 2017). Those that lend themselves well to a virtual platform, are consistent among the state, already had a webinar or video created, or topics where learning should be formally evaluated were also included into this orientation plan. Housing this content in a learning management system can not only help organize the content,

but also allow supervisors with access to check progress on trainings as well as survey their learning development consistently.

Selecting the Delivery Formats

The next step in creating a new orientation process was to determine which methods of delivery and which facilitators were best suited for each priority topic. Items that would be best explained in an interactive manner or in-person by the state team took priority to be included in Day 1 orientation. Topics like mission, vision, values, culture, and organizational structure were determined to best be addressed by state level personnel, which 89% of county supervisors considered to be moderately or extremely important for an employee to learn in his or her first week (Rennekamp, 2018). Since those topics are closely linked to whether staff feel like they are a good fit with the organization, they became high on the priority list for including during Day 1 orientation (Mitchell, Holton, Lee, Sablynski, & Erez, 2001). Another topic including benefits selection was also included in the Day 1 orientation, so staff would have the opportunity ask HR professionals questions live.

Topics like job roles, responsibilities, and office policies and norms, which were also ranked highly on the list (Rennekamp, 2018), would not be best addressed by state staff during Day 1 orientation. Since those aspects can vary greatly between positions and office locations, others would be best suited to train new staff in those areas. While job responsibilities can be sufficiently clarified by a supervisor, training for office procedures should be done by someone in a new employee's local office. Regardless of who facilitates these training components, all methods and staff members play into the socialization process that will assist new employees in getting to know others and expanding their networks (Klein, Polin, & Sutton, 2015).

Since OSUE's community nutrition group had so much success using the 4A adult learning format described on page 8 that was created by Cornell, (Zubieta, A., personal communication, June 1, 2020), that approach was taken for creating a majority of the Day 1 orientation lesson. Sections have an Anchor to get learners engaged in the topic, an Add where a bulk of the content is taught, an Apply where learners have opportunities to immediately apply the information they learn, and an Away in which participants consider and write down how what they learn would be used in their jobs when they go into their office (Norris, 2003) . This format centered around adult learning theory gives participants the opportunity to engage in meaningful dialogue about the given topic and apply their own experiences, using a variety of teaching methods including scenarios, case studies, videos, educational games, and role playing (Norris, 2003).

For content areas that are less urgent and may be weeks or months down the road to learning, sending carefully-written, timed, sequential emails will assist in keeping training opportunities consistent for all staff (Bauer, 2010). While content delivery and timing will follow the New Program Personnel Onboarding document, the information will also be housed in an online learning management system that can be accessed asynchronously. Online platforms, webinars, and other "Learning technologies can and should play a role in adapting workshops" (Lawson, 2015, Leveraging Technology to Maximize and Support Design and Delivery, para. 1). By designing trainings this way, topics can be identified in the manual's checklist, reiterated by another staff member through the socialization process, and reinforced again by email reminders and the learning modules. According to Karen Lawson, "Most behavior change does not happen in a classroom but through multiple points of reinforcement," so having a variety of methods to

learn and apply core training topics will be most beneficial (2015, Leveraging Technology to Maximize and Support Design and Delivery, para. 25).

The Socialization Process

Ensuring employees are not left to fend for themselves after a formal Day 1 orientation calls for an ongoing support system. Since the process of socializing new staff is so critical to their success, it has been interwoven into each component of the project. During Day 1, staff get to meet and know state level staff as well as HR personnel. Our goal also includes creating the opportunity for them to form lasting relationships with colleagues they start with on Day 1.

After Day 1 when staff meet with their supervisors, they should be assigned a mentor and get trained on their specific roles, responsibilities, and office procedures. Meeting with supervisors in the first week is critical because they provide "A pivotal relational source for newcomer adjustment" (Sluss & Thompson, 2012, p.122). Similarly, having a mentor is instrumental to the initiation and socialization of a new employee (Payne & Huffman, 2005). Regular, frequent contact is critical in early mentoring relationships in order for both parties to be able to engage on a deeper level (Ghosh, Shuck, Cumberland, & D'Mello, 2018).

While some new staff have had excellent mentoring relationships over the past decade, others have not. Some new staff have also received more communication, training, and information from their supervisors as well. (Hill, M., personal communication, May 23, 2020; Schlagheck, K., personal communication, May 10, 2020; Williams, T., personal communication, May 10, 2020). Having regularly scheduled supervisory and mentoring meetings will be another way of providing more consistent resources for new staff. In addition, using a fixed socialization process that indicates the timing of specific stages can help "Reduce uncertainty and anxiety and

may help newcomers develop a sense of control over their new environment" (Allen, 2006, p. 240).

Conclusion

Weaving a timeline and socialization process into these already-existing trainings will further enhance the orientation process and give new staff additional methods of support. Organizing trainings through a Learning Management system will also assist in content prioritization. By using these methods to build a new program, outcomes and objectives will hopefully be reached in order to achieve success. New staff will also continue to develop their core competencies with each training throughout the orientation process.

Section 4: Project Content

The final project content consists of a Day 1 Orientation Lesson Plan which includes activities, handouts, facilitator comments, and an agenda. These items can be found in Appendices A-L.

Orientation training videos have been added to Carmen modules that new staff should access in order to develop their core competencies. Modules 1-6 become available once the previous module has been completed. Modules are to be completed at or near the specified times. Detailed content can be found in Appendices M-R. Each module contains virtual trainings, worksheets, and activities as well as quizzes and open discussion for any comments they may have regarding the training. Doing this will help determine whether trainings are being provided at the appropriate times, and can be used for making future adjustments. This format could also be used as an opportunity to provide less formal feedback on module content.

Example emails that would be sent to participants, prompting them to visit the Carmen page and complete the modules can be found in Appendices S-X. These are timed to be sent at the end of weeks 1, 2, 4, 12, and 16 in order to space communication and convey information and relevant trainings that are more timely.

Evaluation

To evaluate the new orientation program, a tool was developed which uses mixed methods and is to be distributed digitally at the end of the orientation process, around week 16. Refer to Appendix Y. The evaluation includes statements about Day 1 Orientation, the Carmen modules, and the program's overall objectives. The survey indicators will provide evidence as to whether or not these goals and objectives are being met. Specific statements about Day 1 will will give a good indication of what changes if any need to be made in the future. Other statements will help assess some of those more immediate outcomes that are included in the Logic Model on page 11. Each section has a quantitative section as well as an open-ended qualitative question to help explain any additional comments. If there are any suggested changes to the Carmen content or logistics, those can be taken into consideration to make the program more effective. In the end, the evaluation indicators will provide a good overall story about the program to share with stakeholders. The evaluation, which is managed in Qualtrics, will appear in Carmen after every module has been completed. A reminder is included in the final week's email, and if new staff need prompted again in order to complete it, the evaluation will be re-sent with a more personalized message.

Around a year into their new positions, it will also be beneficial to conduct interviews or focus groups with staff to see to what extent the orientation process helped them adjust to those positions. Having the opportunity to hear about participants' experiences in their first year on the

job can further provide information as to what may need included or adjusted in the orientation process.

Section 5: Conclusion and Recommendations

There are several reasons why implementing a formal orientation program will benefit OSUE. Ultimately, new staff will get a better start to their careers, setting them up for success down the road (Bauer, 2010). The research supports formal orientation programs, developing competencies, adult learning, and socialization. By combining each of these into a comprehensive plan, staff can be better positioned within their first four months on the job until they can attend in-person or virtual onboarding. Because it is critical for new staff to start off strong with the tools and support they need, providing this structure can benefit all of OSUE in the long run.

Recommendations for Replication

Because there have been multiple previous attempts to implement formal orientation and onboarding programs, this project takes into consideration lessons learned from each of those. All recommendations are the result of the research, which includes the successes and failures from the past. In putting this process together, it has become clear that implementing a new orientation program requires effort from not only facilitators and training staff, but also support from administration and supervisors. For this to be successful, supervisors, mentors, and state staff need to be involved and encourage new staff to participate in the trainings. Without buy-in and reinforcement from leadership, the program could exist in a bubble and languish. If supervisors do not check in on staff progress during the appropriate times and hold staff accountable for completing modules, this program/approach could end up being another

unutilized resource. Since orienting new employees is such a critical task, it should be taken seriously by everyone in the organization.

If proven successful based on the evaluation results, this orientation model could be replicated and utilized in Extension organizations across the county. Apart from a single day of travel to and from Columbus, the entire program is free of cost to participants, so it could be particularly useful if budgets are an issue. Although some of the trainings like fiscal policies and VITA reporting are specific to Ohio, many of the videos and activities are relevant to developing core competencies for all new Extension staff including those in other states. Modules can be easily adapted to each state's individual needs, but this outline, or one adapted from it, would give everyone a strong and meaningful starting point from which to begin their Extension career.

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Appendices

Appendix A: Day 1 Orientation Lesson Plan

1

Materials Needed:

- Flip chart paper
- Flip chart markers
- Sticky notes
- Painter's tape

- Dry erase Ohio map
- Dry erase markers
- Dice
- Computer

- Projector
- Speakers

Welcome, everyone, to OSU Extension's Day 1 Orientation. I'm [name, position, location, years in Extension]. We will go over introductions with everyone in just a minute, but I want to go over a couple of housekeeping items first. [Note where the restrooms are located and any other important logistical information]. If you have questions at any point, feel free to ask them. If you need to make or take a phone call at any point, feel free to step out. If you haven't already signed in, please do so, and complete the form with what you would like your nametag to say. Feel free to grab some snacks throughout the day as well, and we encourage standing anytime you need to since it can be a long day of sitting after sitting in the car also.

Let's start today by rolling the dice and doing some introductions. If you could give your name, position, department, and location, we'll have each of you highlight the county you're from on the map. Please also roll the dice to answer one quick question based on the number:

1. *Share about your favorite or most recent vacation*
2. *Share about the best meal you've ever eaten or one of your favorite meals*
3. *Share about one of your favorite hobbies*
4. *Share your favorite thing about the county you live or will be working in*
5. *Share a song, album, or musical artist that has inspired you*
6. *Share your favorite self-care strategy*

Getting to Know Each Other

Distribute the Getting to Know Each Other Handout

Thanks everyone, for sharing. Now that we've done some quick introductions of ourselves, we are going to do one more activity that will allow us to learn a little more about each other. We're going to give 15 minutes and have you all navigate through the room and try to find people who fit the criteria on each line. Once you have found someone for each line, have that person sign his/her name. Try to find someone different for each category. I will play some music and your time is up when the music stops.

What did you think about that activity? How do you feel about going through the rest of today's orientation with your new colleagues?

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Now that we've done some icebreakers, we will move into our lesson objectives for the day.

Our objectives for today's lesson are to:

- *Reflect on the history of Land-Grant Institutions*
- *Become acquainted with OSU Extension state staff and cohort members.*
- *Describe the mission, vision, and values of OSU Extension.*
- *Examine the structure of OSU Extension.*
- *Differentiate between priorities and program areas.*
- *Explain the benefits of being an OSU employee.*

Task 1: [Extension History]

Anchor
Cooperative Extension has a rich history. Our system was born out of decades of advocacy and policy initiatives during the mid 19ᵗʰ Century that related to needs around agricultural production, education, and research. There are several pivotal pieces of legislation that created the land-grant system, our focus on research, and our commitment to community outreach and education.

Ask participants to call out any legislation they know that relates to land-grant universities or Cooperative Extension.

Add
A land-grant college or university is an institution that has been designated by its state legislature or Congress to receive the benefits of the Morrill Acts of 1862, 1890, and 1994.

The original mission of these institutions, as set forth in the first Morrill Act, was to teach agriculture, military tactics, and the mechanic arts as well as classical studies so members of the working classes could obtain a liberal, practical education.

Over the years, land-grant status has implied several types of federal support. The first Morrill Act provided grants in the form of federal lands to each state. The land was originally owned by mostly Indigenous people, but they were forced out and the land was re-sold. The states used the proceeds from selling those federal lands to establish a public institution to fulfill the act's provisions. At different times money was appropriated through legislation such as the second Morrill Act and the Bankhead-Jones Act, although the funding provisions of these acts are no longer in effect.

A key component of the land-grant system is the agricultural experiment station program created by the Hatch Act of 1887. The Hatch Act authorized direct payment of federal grant funds to each state

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to establish an agricultural experiment station in connection with the land-grant institution there. The amount of this appropriation varies from year to year and is determined for each state through a formula based on the number of small farmers there. A major portion of the federal funds must be matched by the state.

To disseminate information gleaned from the experiment stations' research, the Smith-Lever Act of 1914 created a Cooperative Extension Service associated with each land-grant institution. This act authorized ongoing federal support for extension services, using a formula similar to the Hatch Act's to determine the amount of the appropriation. This act also requires states to provide matching funds in order to receive the federal monies.

Apply

Show historical video and distribute history worksheet and Land-Grant map. Ask participants to write in as the video plays

What are your initial thoughts on Extension's historical timeline? Did anything in particular resonate with you?

Ask participants to discuss their thoughts as a group.

The major pieces of legislation that we just covered established 1) the land-grant university system, 2) research stations, and 3) Cooperative Extension. These three entities tie together to create the three pillars of land-grant universities: teaching, research, and outreach. Of course, Extension is the primary outreach arm of the land-grant system.

Over the last century and a half, new legislation has ensured that our land-grant mission benefits ALL Americans. You may have noticed that the original Morrill Act of 1862 created a land-grant system that primarily served white men. Later legislation ensured that non-whites received the same benefits of the land-grant system including funding for research and Extension.

- The Morrill Act of 1862
- Hatch Act of 1887
- Morrill Act of 1890
- Smith-Lever Act of 1914
- Evans-Allen Act of 1977
- Equity in Educational Land-Grant Status Act of 1994

Away

As you think about the rich history of Extension, discuss with a partner which of the three parts of the land-grant system – teaching, research, or outreach – is the most important.

Have participants pair up to discuss their thoughts before moving to Task 2.

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Task 2: [Mission, Vision, and Values]

Anchor

We're going to do an activity that gets everyone up and moving a little bit. Throughout the room there are a variety of different values people may hold. Although you may relate to many of them, please select just one you most closely align with and go stand by it.

Give people a few minutes and when everyone is settled, ask participants to look around the room.

What do you notice as you look around the room? Who would like to share why they selected what they did? How difficult was this activity for you?

Add

All of these values across the room are held firmly by OSUE and help to carry out the organization's vision and mission.

If everyone could please take a seat, I'm going to pass around OSU Extension's Mission, Vision, and Values. Who can help me read each section?

At this time share which value you relate to the most closely and why. Give an example of how you help to carry out the mission and vision with that value. Examples could include:

- I value innovation by always trying to find new ways of doing things. I take risks even when I don't know if they'll pay off and I learn from each opportunity. I'm always interested in trying to implement the latest technology into my work
- I value flexibility by knowing and understanding that the only constant in Extension is change. I plan as well as I can, but am also able to roll with the punches with a plan B and C, enjoying the ride along the way
- I value diversity by looking outside of my comfort zone and finding people and places that are different from me. I make an effort to include people from different backgrounds into my advisory committees. I seek out events that are focused on diversity to continuously learn more

Apply

Thinking more in-depth about your own personal values and beliefs, we're going to work through an activity to create our personal mission statements. This handout that is being passed out comes from Dr. Brian Raison who is a split field specialist in Community Development and also faculty in the Agricultural Communication, Education, and Leadership department. He specializes in community and organizational leadership and uses this exercise in his graduate classes.

Hand out the sheet and share your own that you have created.

We're going to take 15 minutes or so look at the handout and begin working on your own. If you don't finish it here, feel free to keep working on it over the coming weeks. How do you anticipate using this in your work?

Away

In your notebooks, write down two actionable steps you will take when you return to the office that help to promote OSUE's vision, mission, and values.

Task 3: [The Structure]

Anchor

What are some examples of different structures you have been a part of?
Examples could include coaching, religious organizations, other employment, volunteer opportunities

Why is having a formal structure important to the success of an organization?

- Contributes to organizational learning (Moynihan, 2009)
- Helps people understand the broader system of which they are a part of (Moynihan, 2009)
- Helps to explain the identities of organizational members (Scott, 1998)

Add

Distribute area map and Extension org chart and ask participants to circle their county and area leader. Ask what type of interaction they've had with their area leaders or others in the ORG chart so far.

Walk through the org chart, pointing out how each of these positions/departments function.

1. *Dean and Director-Oversees all Extension activity*

2. *Operations- Provides support for counties including:*
   a. *Personnel/Performance Management*
   b. *Resource Management*
   c. *Business process/Operations Management*
   d. *Policies*
   e. *Risk Management/Compliance*
   f. *Organizational Business Analysis*

3. *Learning and Organizational Development-Provides education and support in:*
   a. *Assess*

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    b. Develop
    c. Evaluate
    d. Report
    e. Scope: Career, Program, Organization

4. Extension Communications
    a. Branding Approval Team
    b. Listserv Management
    c. Website Maintenance

5. Strategic Initiatives and Urban Engagement
    a. Addresses Ohio's urban influence and facilitates connections along the urban-suburban-rural continuum
    b. Program reviews to guide program development on a continual basis. A program review is a process that evaluates the status, effectiveness, and progress of programs and helps identify future direction and priorities

6. Extension Publications
    a. Fact sheets
    b. 4-H project books

7. Stewardship Model Distribute roles and explain how this works out in the counties

8. Other Support Units
    a. OCIO
    b. IT
    c. Government Relations
    d. Human Resources
    e. Service Center
    f. Advancement
    g. Research Stations/OARDC
    h. Knowledge Exchange

9. Professional Associations and National Network
    a. Talk to your supervisor
    b. JCEP
    c. Program Area specific

Apply

Distribute a few sets of scenario strips to each participant. Give people a few minutes to work on this activity.

There are a variety of scenario strips that are being passed around the room. Please work with a partner to determine who/which unit is responsible for assisting with each scenario.

Go around the room and ask who would like to share what answer they came up with and why. Check the answer sheet and clarify any answers if necessary. Ask participants what questions they may have up to this point.

Away

Have participants write down their biggest takeaway from what was covered in this task.

Task 4: [Categorizing our OSU Extension Programs]

Anchor

Even though this may be your first day working in the organization, what Extension programs are you already familiar with or have you heard of?

Have participants write down their biggest takeaway from what was covered in this task.

How did you come to learn about these programs?

Add

Hand out the program area/priority visual and descriptor sheet along with Extension terminology sheet.

In an organization as large as OSU Extension, it can be easy to get overwhelmed. Here we're going to help clarify some of the Extension lingo and learn to understand why each of these exist.

- *Program Areas- The organization and leadership of programs at the administrative state level*
  - *Each is tied to a national professional organization, which will be discussed more in-depth next week*
  - *Each is structured and operates differently but have an assistant director who oversees statewide programs*

Ask participants to raise their hands based on which program area/s they're a part of.

- *4-H*
  - *4-H Science*
  - *Animal Sciences*
  - *Assuring Quality Care for Animals*
  - *Engineering*
  - *Filmmaking*
  - *Healthy Living*
  - *International Program*
  - *Ohio Military Kids*
  - *Real Money, Real World*
  - *Ohio 4-H Shooting Sports*
  - *Youth Success*
  - *Ohio 4-H Workforce Preparation Initiative*

- *Agriculture and Natural Resources*
  - *Agronomic Crops*
  - *Animals*
  - *New and Small Farm*
  - *Business Management*
  - *Horticulture & Specialty Crops*
  - *Natural Resources & Environmental*
  - *State Climate Office*

- *Community Development*
  - *Economic Development*
  - *Leadership Development*
  - *Organizational Capacity Building*
  - *Community Planning*

- *Family and Consumer Sciences*
  - *Healthy People*
  - *Healthy Finances*
  - *Healthy Relationships*

- *Priorities- Used to categorize programs and help provide clarity when speaking with community members, advocates, and stakeholders. They are meant to help our people work collaboratively across traditional program areas, and in a more proactive/quickly reactive manner to critical issues.*

  Ask participants to raise their hands based on what priorities they will be working within.

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- ○ *Health and Wellness*
- ○ *Workforce Development*
- ○ *Thriving Across the Life Span*
- ○ *Sustainable Food Systems*
- ○ *Engaged Ohioans, Vibrant Communities*
- ○ *Environmental Quality*

Apply

Create a giant matrix based on the board based on the Program Area-Priority Spreadsheet in Box. Ask participants to work for a few minutes and take their sticky notes from earlier and place them in the appropriate priority or program area.

What do you notice as you look across the categories? Some programs will cover multiple priority and/or program areas. While these programs are not always black and white, some do belong to a specific program area. The program area listed is who at the state level provides leadership and support. The priority area is how we describe our programming to potential stakeholders.

Real Money Real World is an example that can cross over 4-H and FCS, and is a part of both Workforce Development and Thriving Across the Life Span. What other programs do you envision crossing over multiple program and priority areas?

Away

Take a minute to think about how you would describe your programming or the work you do to a key stakeholder or community member in terms of priority areas. Who would like to share?

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Appendix B: Day 1 Orientation Agenda

CFAES OHIO STATE UNIVERSITY EXTENSION

Day 1 Orientation

Agenda

9:30 – 10:00am	Welcome and Introductions
10:00-10:15am	Getting to Know Each Other
10:15-10:30am	History of the Land-Grant Institution
10:30-10:35	Stretch Break
10:35-11:05am	Ohio State University Extension Mission, Vision, and Values
11:05-11:40am	The Organizational Structure
11:40-1:00pm	Lunch at the Ohio Union and BuckIDs
1:15-2:15pm	OSU Benefits from Human Resources
2:15-3:00pm	Categorizing our Ohio State University Extension Programs
3:10pm	Safe Travels Home and Wrap-up

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Appendix C: Land-Grant Map
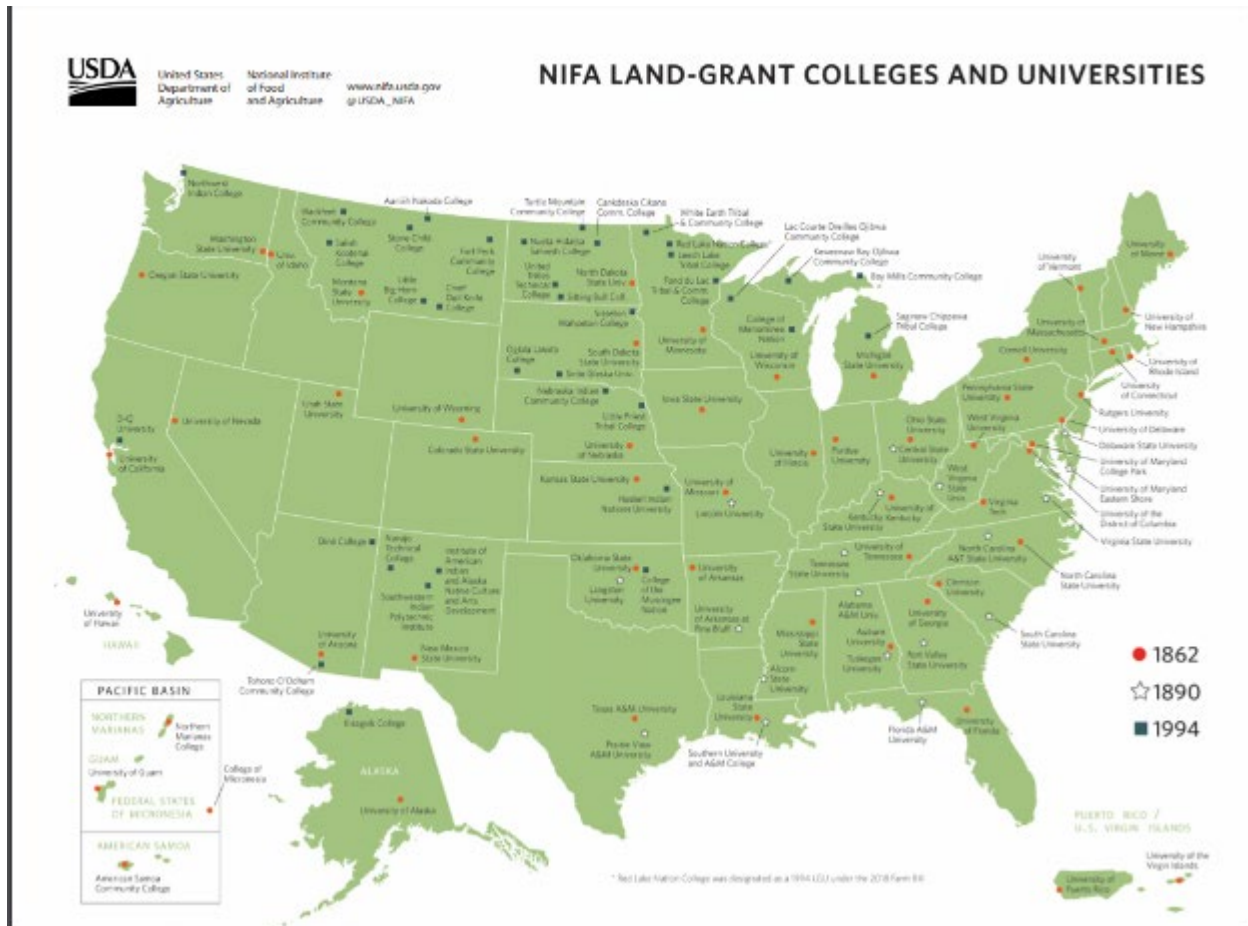
NIFA LAND-GRANT COLLEGES AND UNIVERSITIES (1862, 1890, AND 1994)

ALABAMA
Alabama A&M University, Normal
Auburn University, Auburn
Tuskegee University, Tuskegee

ALASKA
Ilisagvik College, Barrow
University of Alaska, Fairbanks

AMERICAN SAMOA
American Samoa Community College, Pago Pago

ARIZONA
Diné College, Tsaile
University of Arizona, Tucson
Tohono O'Odham Community College, Sells

ARKANSAS
University of Arkansas, Fayetteville
University of Arkansas at Pine Bluff, Pine Bluff

CALIFORNIA
D-Q University, (Davis vicinity)
University of California System-Oakland as Headquarters, Oakland

COLORADO
Colorado State University, Fort Collins

CONNECTICUT
University of Connecticut, Storrs

DELAWARE
Delaware State University, Dover
University of Delaware, Newark

DISTRICT OF COLUMBIA
University of the District of Columbia, Washington

FLORIDA
Florida A&M University, Tallahassee
University of Florida, Gainesville

GEORGIA
Fort Valley State University, Fort Valley
University of Georgia, Athens

GUAM
University of Guam, Mangilao

HAWAII
University of Hawaii, Honolulu

IDAHO
University of Idaho, Moscow

ILLINOIS
University of Illinois, Urbana

INDIANA
Purdue University, West Lafayette

IOWA
Iowa State University, Ames

KANSAS
Haskell Indian Nations University, Lawrence
Kansas State University, Manhattan

KENTUCKY
Kentucky State University, Frankfort
University of Kentucky, Lexington

LOUISIANA
Louisiana State University, Baton Rouge
Southern University and A&M College, Baton Rouge

MAINE
University of Maine, Orono

MARYLAND
University of Maryland, College Park
University of Maryland Eastern Shore, Princess Anne

MASSACHUSETTS
University of Massachusetts, Amherst

MICHIGAN
Bay Mills Community College, Brimely
Keweenaw Bay Ojibwa Community College, Baraga
Michigan State University, East Lansing
Saginaw Chippewa Tribal College, Mount Pleasant

MICRONESIA
College of Micronesia, Kolonia, Pohnpei

MINNESOTA
Fond du Lac Tribal & Community College, Cloquet
Leech Lake Tribal College, Cass Lake
Red Lake Nation College, Red Lake
University of Minnesota, St. Paul
White Earth Tribal and Community College, Mahnomen

MISSISSIPPI
Alcorn State University, Lorman
Mississippi State University, Starkville

MISSOURI
Lincoln University, Jefferson City
University of Missouri, Columbia

MONTANA
Blackfeet Community College, Browning
Chief Dull Knife College, Lame Deer
Aaniiih Nakoda College, Harlem
Fort Peck Community College, Poplar
Little Big Horn College, Crow Agency
Montana State University, Bozeman
Salish Kootenai College, Pablo
Stone Child College, Box Elder

NEBRASKA
Little Priest Tribal College, Winnebago
Nebraska Indian Community College, Winnebago
University of Nebraska, Lincoln

NEVADA
University of Nevada, Reno

NEW HAMPSHIRE
University of New Hampshire, Durham

NEW JERSEY
Rutgers University, New Brunswick

NEW MEXICO
Navajo Technical College, Crownpoint
Institute of American Indian and Alaska Native Culture and Arts Development, Sante Fe
New Mexico State University, Las Cruces
Southwestern Indian Polytechnic Institute, Albuquerque

NEW YORK
Cornell University, Ithaca

NORTH CAROLINA
North Carolina A&T State University, Greensboro
North Carolina State University, Raleigh

NORTH DAKOTA
Fort Berthold Community College, New Town
Cankdeska Cikana Community College, Fort Totten
North Dakota State University, Fargo
Sitting Bull College, Fort Yates
Turtle Mountain Community College, Belcourt
United Tribes Technical College, Bismarck

NORTHERN MARIANAS
Northern Marianas College, Saipan, CM

OHIO
Central State University, Wilberforce
Ohio State University, Columbus

OKLAHOMA
College of the Muscogee Nation, Okmulgee
Langston University, Langston
Oklahoma State University, Stillwater

OREGON
Oregon State University, Corvallis

PENNSYLVANIA
Pennsylvania State University, University Park

PUERTO RICO
University of Puerto Rico, Mayaguez

RHODE ISLAND
University of Rhode Island, Kingston

SOUTH CAROLINA
Clemson University, Clemson
South Carolina State University, Orangeburg

SOUTH DAKOTA
Oglala Lakota College, Kyle
Sinte Gleska University, Rosebud
Sisseton Wahpeton College, Sisseton
South Dakota State University, Brookings

TENNESSEE
Tennessee State University, Nashville
University of Tennessee, Knoxville

TEXAS
Prairie View A&M University, Prairie View
Texas A&M University, College Station

UTAH
Utah State University, Logan

VERMONT
University of Vermont, Burlington

VIRGIN ISLANDS
University of the Virgin Islands, St. Croix

VIRGINIA
Virginia Tech, Blacksburg
Virginia State University, Petersburg

WASHINGTON
Northwest Indian College, Bellingham
Washington State University, Pullman

WEST VIRGINIA
West Virginia State University, Institute
West Virginia University, Morgantown

WISCONSIN
College of Menominee Nation, Keshena
Lac Courte Oreilles Ojibwa, Community College, Hayward
University of Wisconsin, Madison

WYOMING
University of Wyoming, Laramie, WY

Appendix D: Land-Grant History Worksheet

CFAES OHIO STATE UNIVERSITY EXTENSION

1862
- The _____ gave states land for colleges and universities

1887
- The _____ established research stations

1890
- The _____ provided funding for historically black colleges and universities

1913
- The _____ established the Cooperative Extension serive

1977
- The _____ established funding for research stations of 1890's

1994
- The _____ established funding for Native American tribal institutions

Appendix E: Extension Mission, Vision, and Values Handout

Ohio State University Extension

VISION
Ohioans have the *knowledge* and *resources* they need to *actively engage* in creating conditions in which they *thrive*.

MISSION
We create *opportunities* for people to explore how *science-based knowledge* can *improve* *social, economic* and *environmental conditions*.

VALUES
Teamwork and *partnerships*
Integration of *science* and *local knowledge*
Respectful community engagement
Credibility, honesty and *integrity*
Innovation, flexibility and *adaptability*
Relevance and *responsiveness*
Leveraging resources
Lifelong learning
Diversity in all of its forms
The *contributions* of *all people* toward achieving *organizational* and *societal goals*

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The Ohio State University is an Affirmative Action / Equal Opportunity institution.
For more information: go.osu.edu/cfaesdiversity.

Teamwork

Partnerships

Science

Local Knowledge

Credibility

Honesty

Integrity

Innovation

Flexibility

Adaptability

Lifelong Learning

Diversity

Relevance

Responsiveness

Appendix G: Personal Mission Statement Handout

THE OHIO STATE UNIVERSITY

The Personal Mission Exercise:
4 Steps to a Personal Mission __and__ You in 2 Words

What is a personal mission, and who needs one? A personal mission is a statement about your "why" ...the thing that drives you to get out of bed in the morning. It describes what you believe is most important in life, what you wish to focus on, and what you want to be known for. If you allow it to direct your thoughts and actions each day, it has the *potential* to change your life. I assembled this exercise from numerous activity guides. I added the "2 Words" feature to challenge you to boil everything down to the basics, and to provide something easy to remember for daily guidance. Perhaps this sounds too simplistic; but I challenge you to give it a try. Being missional gives you priorities. Priorities let you say "no" to non-essentials, increasing capacity. Capacity provides options that enhance life.

To my students: Consider KEEPING THIS PAPER. When you find yourself applying for a future job, having *(and referencing)* your personal mission can help you stand out from the other candidates. Many graduate school applications request a personal philosophy and/or mission statement. This can be an excellent start.

The 4 Steps:

1. Think about your **Core Beliefs and Values.** Write down 5 or 6 key words or phrases under each.

   Core beliefs: What are some key things you believe?

   Core values: What are some key things you value?

   Overall, what really matters in life? What's __most important__?

2. **Hopes, Dreams, Desires, Goals:** Think about your hopes, dreams, desires, and goals. Do not limit these based on current circumstances. Jot down 2 or 3 items under each category... whatever comes into your mind. These are not commitments, but *possibilities.*

   Personal:

   School/Career:

   Community/World:

   Family/Friends:

   Spiritual:

3. Leaving a Legacy: *(These questions are to help focus your thinking.)*

How would you like to be remembered? What one thing do you want people to say about you (now or after you're gone)?

What have you contributed to the world during your life so far? What do you dream of contributing in the future?

What steps can you begin to take to achieve your desired contributions, hopes, dreams, and goals?

4. Drafting Personal Mission Statement:
Review everything you've written so far. From your statements, circle or underline the words that really stand out in your mind.

You are now ready to write your Personal Mission Statement using key words and ideas from above. Don't worry about getting it perfect. Just get the basics. Include the most important ideas and words. You may refine it later; and it will evolve over time. That's okay. For now, write a brief draft—one sentence if possible. Perhaps you could begin with: I am… I believe… I aspire to… or, My mission in life is to…

_____

_____

_____

_____

You in 2 Words:
You now have a DRAFT mission. Try to quantify what it says in just one or two words. What key concept does your mission convey? What are the two most important words that could define you?

1. _____   2. _____

The signature line below is meaningful. It conveys the seriousness of missional living. *Sign your name. Live it!*

Signed: _____   Date: _____

Final Action Step:
As you complete the exercise, ask yourself whether your friends, co-workers, and family members know these things about you. How might you begin to let them see and understand what is most important in your life? How might you share your mission in life with others? Jot ideas here. *Then do them.*

_____

_____

Appendix H: OSU Extension Area Map
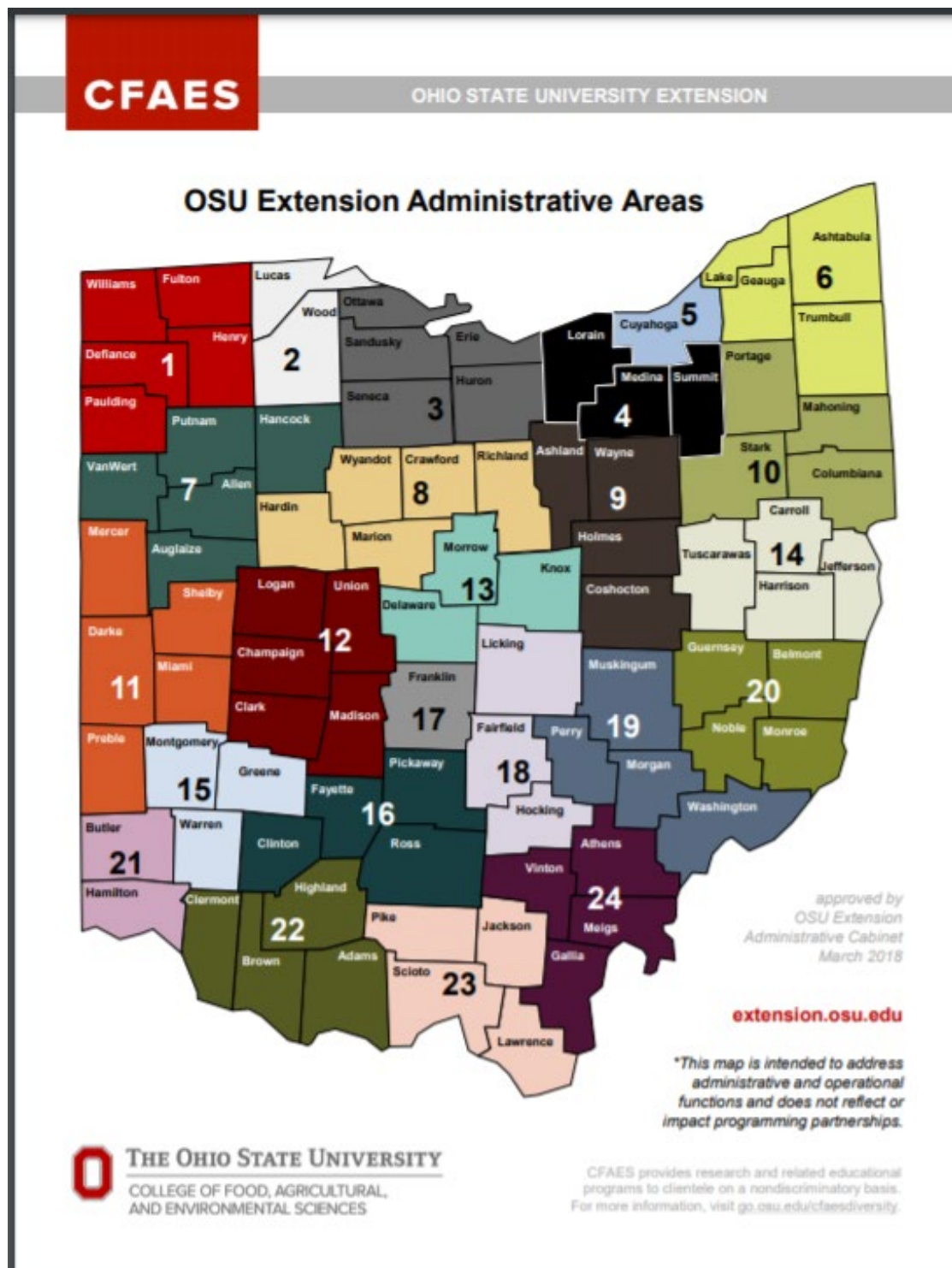
Appendix I: OSU Extension ORG Chart
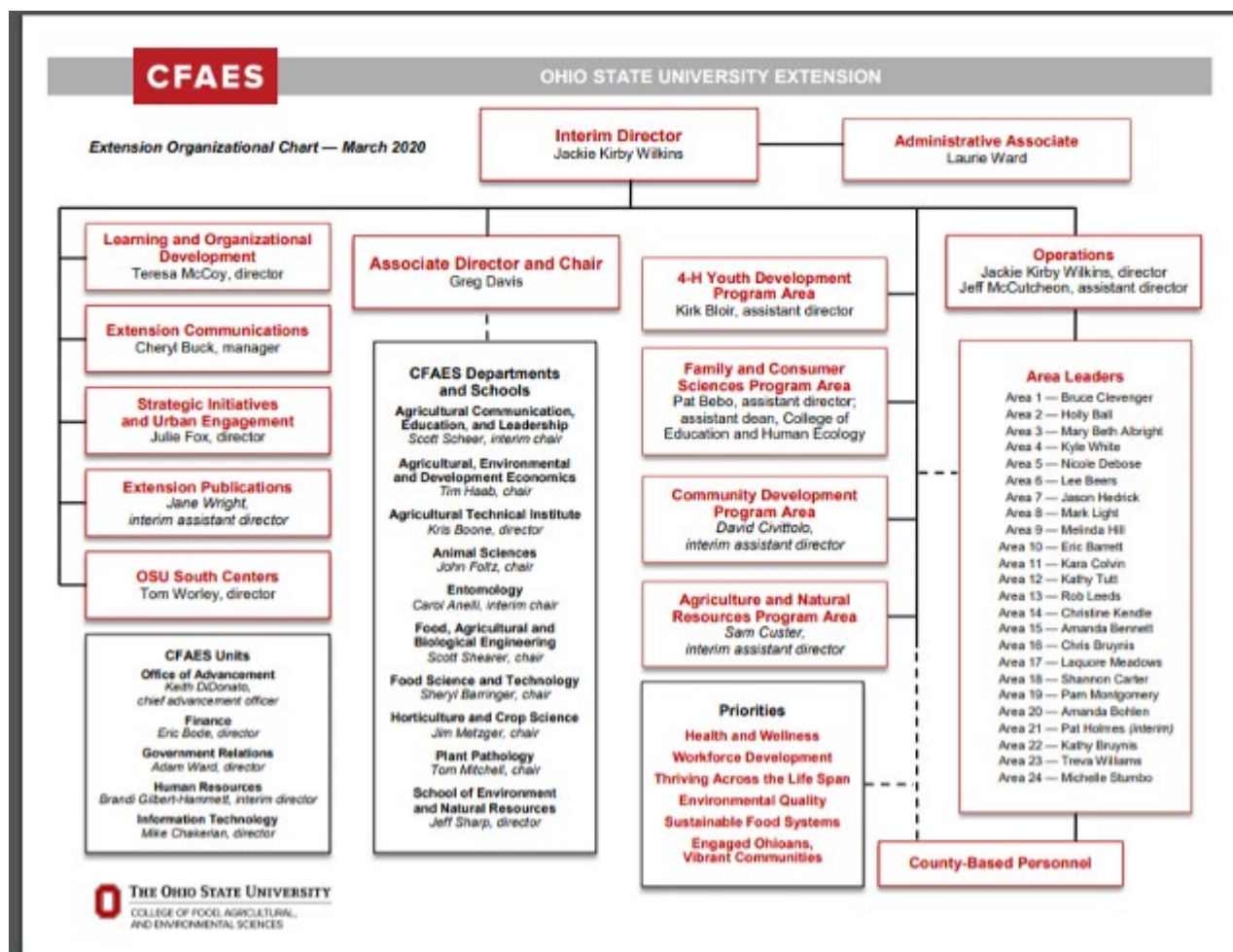
Appendix J: Stewardship Roles

County Stewardship Plan of Work 2020

As citizens within our Extension organization, we are all responsible for ensuring our county offices are operated effectively, efficiently, and in ways that realize our vision and mission. This doesn't mean all personnel are equally responsible for managing the budget, communicating with elected officials, conducting needs assessments implementing every aspect of the county plan of work, etc. Rather, like all effective teams, teammates will assume different roles and responsibilities. Someone may want to lead the team's fiscal efforts, while another person may choose to lead the team's outreach to elected officials, and yet another may guide the community needs assessment. Teams will work together as stewards of county operations and decide together, with their area leader, how to share their responsibilities.

Directions: The area leader will ensure all staff members have: a) read and considered the contents of this revised document at least one week prior to the January 2019 office conference and b) can attend the office conference. Once at the office conference, we are recommending that the most *junior* member of the office serve as the conversation guide, facilitated by the area leader. As consensus is reached about various roles, employees will sign the *Stewardship Plan for _____ County* in the appropriate locations.

Reminders: Individuals should select duties that are their strengths and fall within the appropriate scope of duties. For example, an office associate cannot select B-3; and USDA-grant staff should not be identified as a lead for any duties, though they can cooperate on various tasks (see attached "duties of county stewardship" and the "stewardship plan"). One individual should not dominate the selection process—these roles are open to all and should be equally distributed when you are finished. Co-choosing of duties is permissible in certain duties (e.g. C-4, D-1), but should be limited and one individual will still need to be the lead. The county steward is responsible for completing the objective but may assign tasks to other members of the team.

Ever evolving…

The stewardship duties list is evaluated annualy and may change year to year. Every year will have a slightly new list, giving you the opportunity to reconsider your choices in January. Additionally, your staff arrangement may change which will necessitate the incorporation of any new person's strengths. Since we are only eighteen months into the rollout of the stewardship model and some stewardship roles may not have even been engaged as yet, consider which, if any, roles might need to be changed for 2020. The definitions have been expanded to assist in determining which roles best meet each individual's skills. While we encourage growth and development of all staff, be sure to let your area leader know if you would like to sign up for a role that is new to you, and he or she can work with the Operations and Learning and Organizational Development units to ensure you receive the necessary training and support to optimally perform the role.

Deadline

This document should be considered, completed, and provided to your area leader and copied to Jeff McCutcheon (mccutcheon.30@osu.edu) no later than January 31, 2020.

Duties of County Stewardship
*The following duties will help local offices reach the goal of
high operational effectiveness and educational impact:*

Office Organization (A)

(A) Office Organization Steward– Ensures all staff are sharing their Outlook calendar with office associates in a timely manner. Prepares the office conference agenda (in conjunction with area leader and other members of the office team) and ensures regular meetings occur. Coordinates with area leader when irregular events will alter normal office operations (e.g. power outage, fair week, staff retreats, unanticipated absences). Works with area leader and staff to proactively plan for coverage during staff vacations, holidays, and weather-related closings.

Resource Management and Planning Stewards (B)

(B1) Hiring Process Steward – Will, in conjunction with the area leader, assist with county-level activities around hiring (e.g., initiates discussion with area leader for new positions when there is a vacancy, completes the county portions of the hiring process for collaboration with the operations team member who will initiate the HRA, helps with inviting interview committee members, handles logistics of county-based interviews (food, room, packets, etc.), facilitates local advertising, etc. The Operations Team has created a job aid to help county stewards and area leaders better understand the flow of and roles around hiring.

(B2) **(B3 & B4 Combined)** Community Needs Assessment and County Plan of Work Steward - Conducts local community needs assessment process (supported by Learning and Organizational Development Unit). Involves all county staff in discussion of county results in preparation for county plan of work efforts. Convenes annual county plan of work process, incorporating all county staff, and then shares the county plan of work with area leader.

(B3) Fiscal Steward –Works with the office associate to effectively serve as first-level approver for locally-derived E-Systems: eRequest, eTravel, eReports, PeopleSoft, Workday; checking; reconciliation signer, inventory, transfers, PCard, Pre/Post Approvals…. Works with Budget Development Proposal Steward (C1) and area leader to assist with budget development planning. **Should maintain this role if signed up for it in 2019, if at all possible, to maintain knowledge continuity related to recent trainings.**

NOTE: Office associate still maintains the following function: Support – reconciliation, deposits, transfers, statements, sales tax, PCard manager

Government Relations (C)

(C1) Commissioner Relations and Budget Development Steward – Maintains regular contact with county commissioners and other appropriate elected officials (not always county meetings; can be one-on-one conversations or discussions in general). Develops budget with entire office, especially B1, B3 and the area leader. Shares the budget draft with the assistant director and director of Operations, then co-presents the budget with relevant colleagues and/or area leader. Levy counties – keep up communication with levy committee, commissioners.

(C2) Impact/Community Engagement Reporting Steward– Keeps "impact" focus at the forefront of office planning discussions and encourages linkages across program areas. Organizes local impacts while working with D3 steward to ensure local impacts are communicated to appropriate audiences via appropriate outlets.

(C3) Legislative/Government Affairs Steward – Serves, in conjunction with the CFAES Government Affairs director, as the local conduit, contact, and host for CFAES Legislative Luncheon, congressional visits. Participates in monthly Government Affairs updates via Zoom.

Marketing/Media/Supporters (D)

(D1) Community Engagement & Equity & Inclusion Steward (formerly Stakeholder Relations)- Maintains contact with key support groups (e.g. senior fair board, Farm Bureau, nutrition-related groups) within the local context by coordinating with educators in the office and area leader. Does not need to duplicate existing effective communication, but rather assist in ensuring contact with stakeholders is regular and ongoing and the stakeholders are actively engaged with the county office. Ensures diversity in local staff progam and advisory committees. Ensures educational programs are offered to a diverse audience on a non-discrimitory basis.

(D2) Extension Advisory Committee Steward-- Counties are expected to have a county Extension advisory committee. Convenes regular (at least quarterly) Extension advisory committee meetings among a host of wide-ranging, thoughtful community supporters. Refer to *Ohio State University Extension Advisory Committee Guidelines*. (currently in *Policy and Procedures Handbook).*

(D3) External Communications/Media Relations Steward Ensures external communications to clientele and media (e.g. newsletters, social media) are timely, cost-effective, professional, and jointly coordinated among office personnel. Maintains an up-to-date media contact list for all supportive local outlets for use among staff.

(D4) Digital Engagement/Technology Steward – Supports and facilitates the county's digital engagement strategy (county's use of electronic technologies for communication, management, and education). Works with colleagues to ensure website is active and maintained. Acts as a liaison with OCIO/CFAES IT, when needed.

Facilities (E)

(E) Facilities/Equipment Steward – Maintains a positive working relationship with property owner, commissioners, custodial workers, and other appropriate parties. Ensures facility-related university policies are met (e.g. poster placement, non-capital equipment log, building audits) and that a safe working environment is present. Works with the director of Operations and area leader when and if leases, MOUs, building use agreements, etc. for facilities or equipment are up for renewal.

All (includes community nutrition professionals)

1. Conveys local challenges to area leader, preferably prior to the crisis stage.
2. Conveys notable moments to area leader (e.g. birth, death, awesomeness).
3. Develops the annual budget via consensus and maintains ethical spending habits within the adopted budget.

4. Contributes feedback to area leader for the annual performance management process.
5. Participates collegially in stewardship team concept for the betterment of OSU Extension outreach and engagement. Faithfully executes assigned duties from above sections.
6. Participates collegially in completing the annual county plan of work. In addition to the assignment of duties from sections above, this will include demonstrating meaningful contribution to impact-area projects and multi-disciplinary projects at the local level.

Annual Selection Process

Effective July 1, 2018, all non-restricted (e.g. grant-funded) county staff, <u>in collaboration with their area leader</u>, will begin sharing equitably and as allowable the tasks listed above. In January, each staff member will participate in an all-staff office meeting, facilitated by the area leader, to identify his or her strengths and make the steward selections until the list of items under A-E is covered. The completed list will then be reviewed by the area leader, who will ensure selected duties are permissible within individual position classification and appropriate to each employee's strengths. This list will be updated/negotiated annually and as staff arrangements change.

Note: USDA-grant staff **<u>should not be identified as a lead</u> for ANY duties**, though they can cooperate on various tasks (see attached stewardship plan).

FAQ

Q: Only educators will be participating in the county plan of work process, correct?
A: No. In each office, these duties and efforts are achievable by any given member as long as they
fit a person's position description. Our talents run deep!

Q: What about employees who are less than full-time?
A: Their contribution should be evident, but prorated to their FTE level.

Q: We are dividing the duties up by section, right?
A: Not likely. Usually strengths are evident only for a portion of a section (i.e. letters A-D), and the individually numbered items should be selected accordingly.

Q: What if no one in the office is skilled in a particular area?
A: Leave those few items blank, and your area leader will work with your team to identify the appropriate steps forward.

Please ask any additional questions you have about teams or this process to your area leader prior to completing the Stewardship Plan for your county. Your questions will help to strengthen this process in the years ahead.

Appendix K: Scenarios

- You have a question about where you can access a specific training on reporting processes
  - Learning and Organizational Development
- You aren't sure where or not you can sign a contract that was sent to you
  - Operations
- You submitted an eRequest weeks ago and just realized it hasn't yet been approved
  - Fiscal Steward
- There's something you'd like included on next month's e-newsletter
  - Digital Engagement/Technology Steward
- You are running late to work and won't be there when you said you would be
  - Direct Supervisor (Area Leader, Regional Specialist, etc.)
- You are curious about the maternity leave policy
  - Human Resources
- You're not sure where to locate the overnight travel policy
  - Operations

- You want to use less paper in your programming and create more online content

    o Learning and Organizational Development

- You're looking for a program budget tool to help track revenue and expenses

    o Operations

- You're having issues with your computer freezing

    o Information Technology

- You're looking to order some 4-H project and record books

    o Extension Publications

- You find updates that need to be made to the county website

    o Digital Engagement/Technology Steward

- You made a purchase and need to turn in your receipts

    o Fiscal Steward

- You are concerned about a stack of boxes in the office that look like a fire hazard

    o Facilities/Equipment Steward

- You want to know what kinds of purchases are allowable with the county p-card

    o Operations

- You would like assistance writing impact statements

  o Learning and Organizational Development

- You want to know whether your website is accessible

  o Accessibility Coordinator

- You have a question about what reporting system to use to document your work

  o Direct Supervisor (Area Leader, Regional Specialist, etc.)

Appendix L: Program Area/Priority Handout

OSU Extension Priorities and Program Areas handout showing the CFAES / Ohio State University Extension logos, a circular diagram with four program areas (4-H Youth Development, Community Development, Family and Consumer Sciences, Agriculture and Natural Resources) surrounded by priorities (Engaged Ohioans Vibrant Communities, Health and Wellness, Workforce Development, Thriving Across the Lifespan, Environmental Quality, Sustainable Food Systems).

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Appendix M: Descriptor Sheet

CFAES   OHIO STATE UNIVERSITY EXTENSION

OSU Extension Priorities

Health and Wellness

Our lifespan is determined by our genetic makeup, our behaviors, and the environment in which we live. While our genetic code is fixed, we can change our behaviors and our immediate surroundings. OSU Extension has nationally recognized programs that help people make healthy choices and catalyze the creation of healthy homes, schools, workplaces, and communities.

Workforce Development

A commitment to lifelong learning is critical to remaining relevant in one's chosen field of work. The programs of OSU Extension not only help individuals acquire the skills they need in their current jobs, but those they will need in the future positions to which they aspire.

Thriving Across the Life Span

From infancy to later life, OSU Extension is committed to helping individuals flourish within families and the various social structures in which they live. Perhaps most notably, Ohio 4-H uses a youth development approach to help young people develop characteristics that build a foundation for a positive adulthood.

Sustainable Food Systems

A sustainable food system benefits producers, protects the environment, and feeds a growing world population. Meanwhile, changing consumer preferences continually influence the type of products that producers are expected to bring to market. OSU Extension brings science-based information to the process of making decisions about food and the way it is produced, processed, distributed, stored, prepared, and consumed.

Engaged Ohioans, Vibrant Communities

Human capital can be described as the knowledge, skills, and experience possessed by a group of individuals. Mobilizing people in ways that produce shared benefits is a key to creating vibrant communities. OSU Extension helps community residents gain the knowledge and skills they need to engage in meaningful dialogue focused on positive change and collective impact that meets local needs.

Environmental Quality

OSU Extension programs help people make informed choices and lead local efforts aimed at maintaining or improving environmental quality for future generations. Through their involvement in these programs, participants gain a greater understanding of their role in a global community and become stewards of the planet.

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Appendix N: Week 1 Carmen Module Contents

Appendix O: Week 2 Carmen Module Contents:

Appendix P: Week 4 Carmen Module Contents:

	Module 3-4 week check-in	Prerequisites: Module 1-Day 1 Orientation Materials, Module 2-2 week check in	⊘ + ⋮
⠿ 🔗	**Introduction to VITA Reporting**		⊘ ⋮
⠿ 🔗	**Building Trust and Credibility**		⊘ ⋮
⠿ 🔗	**Communicating to be Understood**		⊘ ⋮
⠿ 📎	**Communicating to be Understood Handout.pdf**		✅ ⋮
⠿ 🔗	**What is Empathy**		⊘ ⋮
⠿ 🔗	**Toronto Empathy Questionnaire**		⊘ ⋮
⠿ 🔗	**Effective Teaching**		⊘ ⋮
⠿ 🔗	**Fiscal Training**		⊘ ⋮
⠿ 🗲	**Fiscal** 5 pts		⊘ ⋮
⠿ 🔗	**Getting Started with Community Needs Assessments**		⊘ ⋮
⠿ 🔗	**Zoom 102**		⊘ ⋮
⠿ 🔗	**Ohio Joint Council of Extension Professionals**		⊘ ⋮
⠿ 🗨	**Week 4 Content Needs**		⊘ ⋮

Appendix Q: Week 8 Carmen Module Contents:

▾ Module 4-8 week check-in	Prerequisites: Module 1-Day 1 Orientation Materials, Module 2-2 week check-in, Module 3-4 week check-in
🔗 Facebook 101	
🔗 Becoming a PowerPoint User	
🔗 Accessibility in Extension	
🖎 Accessibility	
🔗 Community Assets and Needs in Real Time	
🔗 Embracing Change	
🔗 Mentee/Protege Toolkit	
🔗 Evaluation Matters	
🗐 Week 8 Content Needs	

Appendix R: Week 12 Carmen Module Contents:

▾ Module 5-12 week check-in	Prerequisites: Module 1-Day 1 Orientation Materials, Module 2-2 week check-in, Module 3-4 week check-in, Module 4-8 week check-in
🔗 Become a VITA Expert Part 1	
🖎 VITA	
🔗 Listening to Your Community	
🔗 Using Qualtrics to Collect Registration Data	
🔗 Kirwan Implicit Bias Modules	
🔗 Harvard Implicit Bias Test	
🔗 Effective Meeting Facilitation	
🔗 Assessing Impact, Reach, and Engagement of Digital Content	
🔗 Intercultural Development Inventory	
🗐 Week 12 Content Needs	

Appendix S: Week 16 Carmen Module Contents:

⋮ ▾ Module 6-16 week check-in	Prerequisites: Module 1-Day 1 Orientation Materials, Module 2-2 week check in, Module 3-4 week check in, Module 4-8 week check in, Module 5-12 week check in	⊘ + ⋮
⋮ 🔗 Sharing Impact Through Storytelling and Data		⊘ ⋮
⋮ 🔗 Building Multigenerational Teams		⊘ ⋮
⋮ 🔗 I Listened…So How Do I Make Sense of All These Words?		⊘ ⋮
⋮ 🔗 Communicating on Difficult Topics		⊘ ⋮
⋮ 🔗 Basics of Creating and Using Infographics		⊘ ⋮
⋮ 🔗 Using Qualtrics for Evaluation and Reporting		⊘ ⋮
⋮ 🔗 The Danger of a Single Story		⊘ ⋮
⋮ 🔗 eReports		⊘ ⋮
⋮ 🔗 Reporting Impact		⊘ ⋮
⋮ 🔗 Week 16 Content Needs		⊘ ⋮

Appendix T: Week 1 Email

OSU Extension Orientation Welcome

Welcome!

Congratulations on starting your journey in OSU Extension. We hope you had a great first week and have had the opportunity to connect with peers, state staff, your supervisor, as well as office staff. You have now been added to the Extension and CFAES listservs as well as OSUE Orientation Carmen course in which you can review everything we discussed on Day 1. Please create your Carmen account at https://scarlet.instructure.com/ so you are able to continue all necessary trainings for orientation.

In the coming weeks, you will receive email prompts about specific Carmen trainings you will want to set aside time for, so please be on the lookout and complete them during the recommended time periods. The content is staggered as to not overwhelm you in your first week, and will also be more timely to your needs. The next module will only be opened once you complete each previous training, so please try to take them in order.

If you could also please complete the New Mentee Survey at go.osu.edu/menteesurvey, this will allow us to get you up with both a relationship and programmatic mentor. It would be to your benefit to meet with them as soon as possible so they can provide additional assistance as you begin your new roles.

Feel free to reach out with any questions or assistance and have a great weekend.

THE OHIO STATE UNIVERSITY

Amanda Rysz
She / Her / Hers
Program Specialist, Training and Professional Development
OSU Extension, Family and Consumer Sciences
315B Campbell Hall, 1787 Neil Avenue, Columbus, OH 43210
614-247-6677 Office / 614-688-4706 Fax

Appendix U: Week 2 Email

OSUE Orientation Follow-up

Greetings,

I hope you had another great week spending some more time getting acquainted with your roles, offices, counties, and key staff. If you have not had the opportunity to check out the Orientation Carmen modules, please do so at https://scarlet.instructure.com/. If you have not yet completed the New Mentee Survey, please do that as well at go.osu.edu/menteesurvey.

Please set aside some time to complete this week's training topics so you can stay on top of developing your core competencies. Activities and videos this week include information on:

- Professionalism in OSUE
- A deep dive into the OSUE Operations unit
- Emotional Intelligence
- 7 Habits of Highly Effective People
- Zoom 101

As always, feel free to contact me with any questions.
Amanda

THE OHIO STATE UNIVERSITY

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OSU Extension Orientation Check-in

Week 4

Now that you've been on the job for a few weeks now, I hope you've been able to continue meeting new people and continue networking. Hopefully you have also been connected with your mentor and have spoken on the phone or visited in-person a couple of times. The coming weeks are great for shadowing other programmatic staff, so make sure you're getting out and about to see what others are doing.

This week's Carmen modules focus on the topics below and are a little lengthy, so please be sure to save time on your calendar. Getting familiar with some of this material early on will set you up for success down the road.

- Introduction to VITA Reporting System
- Building Trust and Credibility
- Communicating to be Understood
- Empathy
- Fiscal Training
- Effective Teaching
- Zoom 102
- What is JCEP?
- Getting Started with Community Needs Assessment

As always, feel free to reach out and have a great week.

Amanda

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Appendix W: Week 8 Email

OSU Extension Orientation Check-in

Week 8

Now that you're a couple of months into your new roles, I hope things are going well and you've continued expanding your networks and developing your skills. If you joined a national association, you should also be receiving additional opportunities for professional development and connecting with colleagues. Continue reaching out to your mentors and supervisor as you have questions, and please proceed with the next week of Carmen modules.

Topics for this week include:

- Facebook 101
- Becoming a PowerPoint User
- Accessibility in Extension
- Community Assets and Needs in Real Time
- Embracing Change
- Mentee/Protégé Toolkit
- Evaluation Matters

Reach out to me as always, with any questions, and have a great week.
Amanda

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Amanda Rysz

Appendix X: Week 12 Email

OSU Extension Orientation Check-in

Week 12

Over the past few months, you've been introduced to all crucial job components and have maybe even ventured into teaching some classes. Hopefully you have also become more familiar with your specific program area and statewide programs. Now is the time to take a deeper dive into some job components, including reporting and evaluation.

In this month's Module you will become more familiar with the VITA reporting system and think more about diversity, equity, and inclusion efforts. Please take time to complete the trainings below and continue expanding your competencies.

- Become a VITA Expert Part 1
- Listening to Your Community
- Using Qualtrics to Collect Registration
- Implicit Bias
- Effective Meeting Facilitation
- Assessing Impact, Reach, and Engagement of Digital Content
- Intercultural Development Inventory

Have a great week and as always, feel free to reach out.

Amanda

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Amanda Rysz
She / Her / Hers
Program Specialist, Training and Professional Development

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Appendix Y: Week 16 Email

OSU Extension Orientation Check-in

Week 16

Congratulations, you made it through formal OSUE Orientation! I hope you have enjoyed getting to learn the ins and outs of your new role as well as connecting with those in the community and organization. I encourage you to keep in touch with your mentor and use those around you as resources for content knowledge and building relationships. The final week's modules include focuses on:

- Sharing Impacts
- Building Multigenerational Teams
- Communication
- eReports
- Qualtrics for Evaluations

Please also complete the orientation evaluation in Carmen, which will appear once each module has been completed. It would be great to have your feedback to be able to make positive future changes to the program.

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Appendix Z: Orientation Evaluation

Default Question Block

Congratulations on completing OSU Extension Orientation. If you could please take some time to complete the survey, it would be greatly appreciated. The results from this evaluation will help guide changes for future processes.

What is your program area?

☐ ANR
☐ CD
☐ FCS
☐ 4-H
☐ [_____] Other (please specify)

Please indicate the extent to which you agree or disagree with the following statements regarding Day 1 Orientation.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
I was able to form connections with my cohort colleagues	O	O	O	O	O
This day was a good use of my time	O	O	O	O	O
The amount of information presented was not overwhelming	O	O	O	O	O

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
I was engaged in the learning activities	O	O	O	O	O
I felt comfortable asking questions	O	O	O	O	O
My facilitators were interested in helping me learn	O	O	O	O	O

Please indicate any other thoughts you would like to share about Day 1 Orientation.

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Please indicate the extent to which you agree or disagree with the following statements regarding the Carmen modules.

	Strongly Disagree	Somewhat Disagree	Neither agree nor disagree	Somewhat agree	Strongly Agree
They were sufficiently paced	O	O	O	O	O
They helped me prioritize what information was critical to learning	O	O	O	O	O
They were organized in a way that made sense	O	O	O	O	O
The format catered to my learning style	O	O	O	O	O
They prepared me for my job	O	O	O	O	O

Please indicate any other thoughts you would like to share about the Carmen modules.

Please indicate the extent to which you agree or disagree with the following statements regarding the overall Orientation program.

	Strongly Disagree	Somewhat Disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
I feel prepared to carry out the organization's mission	O	O	O	O	O
I have developed my skills in each of the OSUE core competency areas	O	O	O	O	O
The social support I received helped me form lasting relationships	O	O	O	O	O
I am confident that I am a good fit with the organization	O	O	O	O	O
I am engaged with the organization on a variety of levels	O	O	O	O	O
I am confident I have the tools to do my job effectively	O	O	O	O	O

What other topics, if any, do you feel like you need more training on at this point?

Please indicate any other thoughts about the Orientation process.