

7-1985

CC315 Revised 1985 Goals for Family and Business Financial Management : Instructor's Guide for Parts I, II, and III

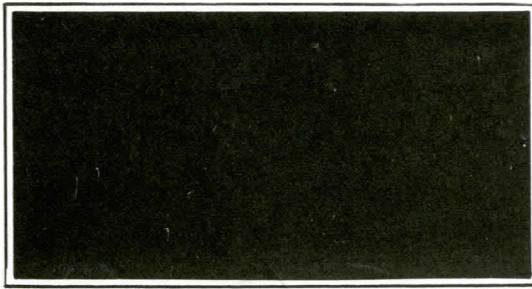
Paul H. Gessaman

Follow this and additional works at: <http://digitalcommons.unl.edu/extensionhist>

Gessaman, Paul H., "CC315 Revised 1985 Goals for Family and Business Financial Management : Instructor's Guide for Parts I, II, and III" (1985). *Historical Materials from University of Nebraska-Lincoln Extension*. 3246.
<http://digitalcommons.unl.edu/extensionhist/3246>

This Article is brought to you for free and open access by the Extension at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in Historical Materials from University of Nebraska-Lincoln Extension by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.

CC 315
AGRI
S
544.3
N2C33x



CC 315
(Revised July 1985)

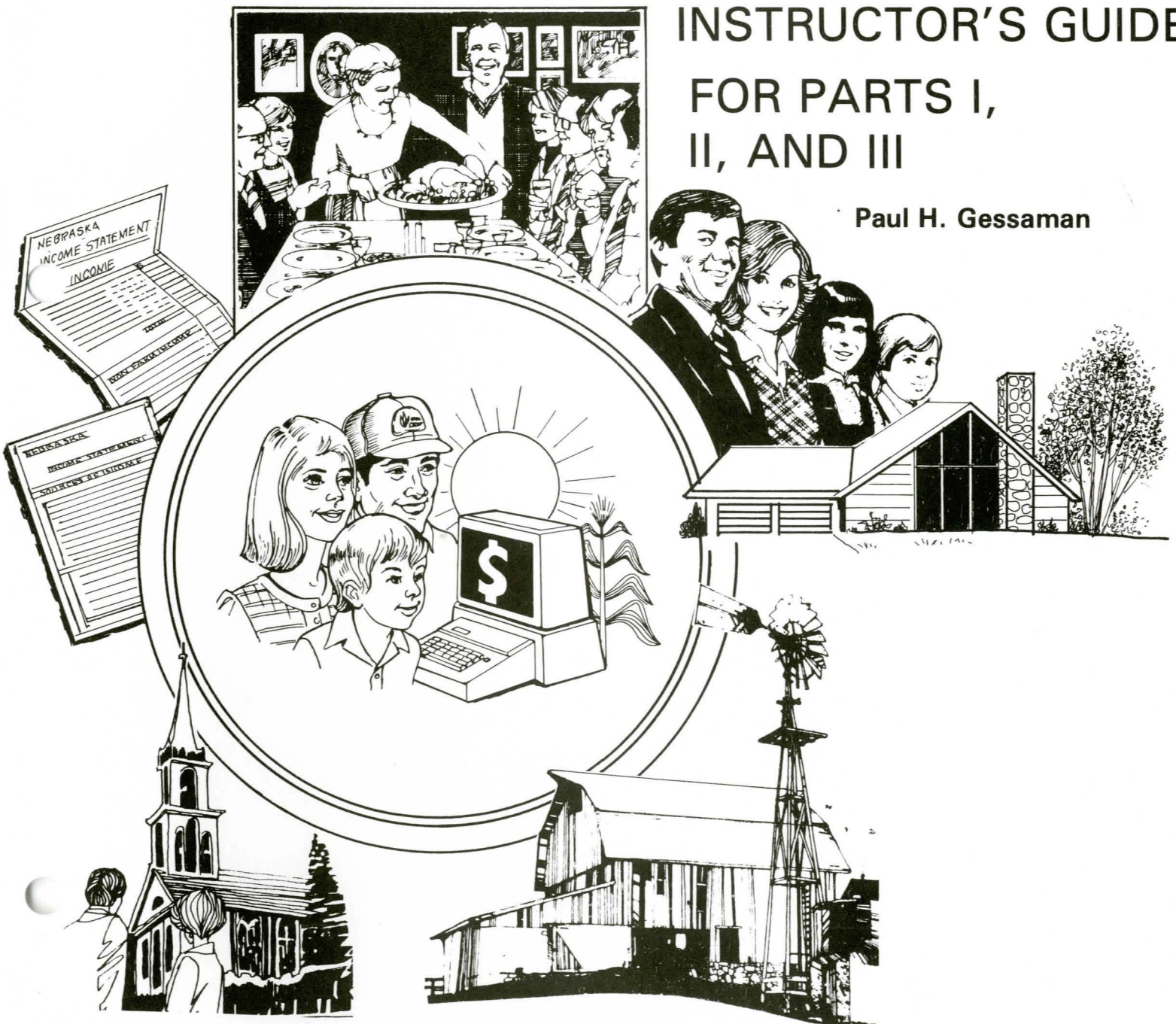
GOALS FOR FAMILY AND BUSINESS FINANCIAL MANAGEMENT

UNIVERSITY OF NEBR.
LIBRARY

JUN 17 1988

INSTRUCTOR'S GUIDE FOR PARTS I, II, AND III

Paul H. Gessaman



GOALS FOR FAMILY AND BUSINESS FINANCIAL MANAGEMENT

INSTRUCTOR'S GUIDE FOR PARTS I, II, AND III

by

Paul H. Gessaman
Extension Agricultural Finance Economist

INTRODUCTION

For more than 20 years, I have worked informally with individuals and volunteer groups in a variety of goal identification and priority setting activities. Some clients have been persons who sought assistance in laying the groundwork for, or in improving, their approaches to personal or business financial management. Others have been church groups or community volunteer groups that had a general understanding of their hoped-for accomplishments, but lacked the clearly defined goals they needed for focused and effective efforts. In working with these persons and groups, I have developed the approach used in this series of circulars. The terminology and the approach have evolved over time. The present forms are ones that I have found to be acceptable to most persons with interest in goal-directed management.

After the initial development of these materials during 1984, they were used with more than 600 farm families. Most users were enrolled in "Managing for Tomorrow" (MFT), a Nebraska Cooperative Extension Service educational program in financial management. Written evaluations and comments received in the course of workshops indicated most participants found the goals activities to be useful. After consultations with fellow MFT teaching staff members, I revised the materials and developed this guide. All four publications are labeled "Revised July 1985." Persons with copies of the 1984 versions are urged to discard them and use the "revised July 1985" circulars.

USING THIS GUIDE

This "Instructor's Guide" suggests procedures to follow when using the "Goals for Family and Business Financial Management" campaign circulars with farm/ranch audiences. These circulars and related supporting documents are:

"Goals for Family and Business Financial Management, Part I: Overview and Self-Assessment," CC 312 (Revised July 1985).

"Divorce? No -- Murder? Maybell," supporting document for use with CC 312 (Revised July 1985).

"Goals for Family and Business Financial Management, Part II: Identifying Your Goals," CC 313 (Revised July 1985).

"Down the Cowpath of Life -- Micro'Decisions Influence Direction," supporting document for use with CC 313 (Revised July 1985)

"Goals for Family and Business Financial Management, Part III: Your Priorities and Management Plan," CC 314 (Revised July 1985).

"What Are Sam's Priorities?" supporting document for use with CC 314 (Revised July 1985).

"Goals for Family and Business Financial Management, Instructor's Guide for Parts I, II, and III," CC 315 (Revised July 1985).

The approach suggested here assumes that the "Goals" circulars are to be used with audiences of farm/ranch couples or farm/ranch business associates. It also assumes that these audiences are participating in a series of two-hour or longer workshops held at intervals of about a week. To reduce meeting time requirements and to allow discussion of family issues in the privacy of participants' homes, initial work with each circular is done in a workshop with the remainder to be completed at home.

In the second and third workshops, time is set aside for discussion of participants' experiences in the completion activities. This discussion is an arena for sharing experiences, reinforcing insights presented in the previous workshop, and encouraging those who find goals identification to be difficult. After this initial discussion period, the next circular is introduced and preliminary work is completed.

Initial goal identification is carried out in the second workshop with participants being asked to select a time prior to the start of the next workshop that will be used for further efforts in goals development. Each participant is encouraged to identify all his/her important goals without being concerned about goal conflicts, and/or resource shortages. Members of each family and/or business unit are asked to identify goals for family life and for farming/ranching operations.

After a recap of goal identification experiences, the Part III circular is handed out and worked with in the third workshop. Time and information limitations prevent its completion during the workshop session. Some persons will subsequently complete it without further assistance. Others will need encouragement and consultation if they are to maintain their enthusiasm while completing the priority setting and management plan development.

In the approach laid out in this guide, each individual has opportunity to privately compile his/her initial identification of interests, preferences, and goals. This is done by physically separating family members and/or business associates when the initial work is done with each circular.

DESPITE THE "FUSS AND BOTHER" THIS CAUSES, I CONSIDER PHYSICAL SEPARATION OF FAMILY MEMBERS AND/OR BUSINESS ASSOCIATES TO BE A VERY IMPORTANT PART OF THE OVERALL APPROACH. IT HELPS TO ENSURE THAT DOMINANT INDIVIDUALS DO NOT INHIBIT THE CREATIVE THINKING OF OTHER FAMILY MEMBERS AND/OR BUSINESS ASSOCIATES WHEN INITIAL INSIGHTS ABOUT INTERESTS, PREFERENCES, AND GOALS ARE BEING DEVELOPED AND RECORDED.

These individual perspectives are shared with others in the family and/or farm/ranch firm, and composite versions for use in management are compiled through discussion and negotiation. It's important to provide adequate time and a reasonable level of privacy for this sharing and negotiation. A few

families may complete it in the workshops, but most will need to carry on substantial amounts of outside work. Those needing to complete outside work will be most likely to carry it to completion if they make commitments to continue at home until work on each circular is done. In their commitments, they should identify a specific time and place prior to the next workshop in which family members will concentrate on discussion, negotiation, and synthesis of their individual perspectives.

People vary widely in responses to this system of self-assessment, goal identification, priority setting, and management plan development. In most groups, between 20 and 40 percent of those who try this process will complete all parts with considerable enthusiasm. A similar percentage will be less enthusiastic, but will complete it if offered some encouragement and limited assistance. A few will be more frustrated than challenged -- especially by the priority setting (Part III). In recognition of these differences, a choice of priority setting methods is offered in Part III. The "short-cut" methods allow less enthusiastic participants to set priorities and move on to the management plan development while providing others with opportunity to use more complete approaches.

This circular provides initial insights about the use of Parts I, II, and III of the series. It is written as a series of directive statements about the instructional procedures and presentation content used in work with participants. As is stressed throughout, the approach assumes that the circulars are to be used in an Extension educational program focused on goal-directed management of personal life and/or farm or ranch business operations.

Estimated workshop time required for presentation and initial work with each circular is:

Initial session with Part I, CC 312 -- about two contact hours.

Initial session with Part II, CC 313 -- one to two contact hours with the amount of time determined by the amount of time used for sharing and discussion of initial goal statements.

Initial session with Part III, CC 314 -- about two contact hours.

It's almost certain that each instructor will develop his/her own approach to the use of these circulars as he/she responds to local conditions and interests. To facilitate the process of adaptation, each of the following pages has a wide right margin for comments and changes.

I wish you success as you use these circulars with your clients.

SUGGESTED PROCEDURES FOR PART I, CC 312

(This session will require about two contact hours.)

Prior to the start of the workshop, take one copy of CC 312 for each person in the audience and separate it into these four sections:

"OVERVIEW" consisting of pages 1-6.

"SELF-ASSESSMENT: INTEREST AND MOTIVATION QUESTIONS"
consisting of pages 7-11.

"SELF-ASSESSMENT: INTEREST AND PREFERENCE STATEMENTS"
consisting of pages 12-17.

"SELF-ASSESSMENT: RESOURCES AND ALTERNATIVES QUESTIONS"
consisting of pages 18-21.

In addition, you will need one complete circular for each family or business unit to use as a "record copy."

You will also need one copy of "Divorce? No -- Murder? Maybe!!" for each person in the audience.

Distribute the "OVERVIEW" Section of the Circular:

Give your clients time to scan it and to pick up the central ideas.

Preview the overall thrust of the three-part series of circulars placing emphasis on the "management to achieve . . ." concept.

Discuss the nature of the entire process of self-assessment, goal identification, priority setting, and management plan development placing emphasis on:

WHERE . . . are you going?

HOW . . . do you intend to get there?

WHEN . . . do you intend to arrive?

Present goal identification and goal-directed management as the ways by which persons can identify and attain the future they think is desirable.

Use a "time line diagram" or other approach to emphasize that there are many possible alternative futures.

Identify the three steps in the self-assessment:

Interests and motivations

Interests and preferences

Resources and alternatives

Arrange separate work locations for spouses and/or business associates to use as they complete the individual portions of the workshop activities. This can be done by having participants move to separate tables, or by having them trade seats so that no one sits next to a spouse, child, or parent, or to a person with whom he/she works.

Distribute "INTEREST AND MOTIVATION QUESTIONS Section"

Suggest that each person answer only the questions that relate to his/her life -- i.e., it's not necessary to answer all questions.

Explain that each person is to respond to the questions by marking the answer that is the "best fit" (comes the closest in meaning).

Emphasize that they should not agonize over their choice of answers. The need is for answers that come readily to mind and reflect each person's interests and motivations.

Point out that answers indicating lack of interest or appreciation for an aspect of farming/ranching or family life are just as valid and important as answers indicating the aspects that one likes and is motivated to do well.

Explain that some questions relate to family living and some to farming/ranching as these aspects of life are constantly interacting with each other.

Give participants enough time to mark their answers to the 49 questions before having them move back to their original family and/or business associate groups.

Give each person a copy of "Divorce? No -- Murder? Maybell!" and ask that they read it before starting their discussions. Encourage responses and comments about Joe, Pete, and Anne.

Remind the participants that discussion will go better if they observe the "ground rules" for constructive discussions:

- Be totally open and honest with one another.
- Resist the temptation to make value judgments.
- Refrain from reacting prior to hearing the full expression of the other person's ideas or point of view.

Encourage each family group and/or business associates group to share and discuss responses to the 49 questions while maintaining reasonable privacy. (Separate tables or work centers.)

Encourage each family or farm/ranch group to use a complete copy of the circular (a "record copy") to make note of the range of answers to each question.

After a period of discussion, ask each person to move back to the location in which he/she previously worked individually.

Distribute "INTEREST AND PREFERENCE STATEMENTS" Section

Explain that participants are to develop statements in their own words that convey the meanings drawn from their responses to the interest and motivation questions.

Indicate that the method will be similar to that used previously -- each person will develop a personal version for use when the "record copy" statements are developed through family discussion.

Discuss the examples for statements one and two. Point out that such statements are developed through discussion and sharing.

After about 15 minutes for individual work, ask the participants to move back into their previous family or farm/ranch groups for sharing, discussion, and writing of the "record copy" versions.

Stress the need for participants to communicate with each other, then to develop statements representing the full range of interests and abilities of persons within the operating unit.

Remind your clients of the discussion rules.

Ask your clients to work for 10-15 minutes on one or more statements observing the discussion rules as they do so.

Wander around the room offering encouragement and assistance to those who indicate a desire for such help.

Give an opportunity for brief discussion of any high priority questions.

Ask each family and/or business unit group to set aside a specific time prior to the next workshop session that they will use to complete all the statements.

Emphasize the need to compare responses to the self-assessment questions, to communicate, to discuss, and to develop statements that represent the full range of interests, motivations, and skills present in the family or business unit.

Again, call attention to the discussion rules, and ask that they be careful to observe those rules as they work together at home.

After a period of discussion, ask each person to move back to the location in which he/she previously worked individually.

Distribute the "RESOURCES AND ALTERNATIVES QUESTIONS" Section

Point out that the purpose of this section is to identify additional skills and resources that participants have, but have not worked with, and may not have thought about, in the recent past.

Note that the questions are not intended to suggest that anyone should move out of farming.

Call attention to the lines at the end which can be used to list additional competencies gained through experience.

Remind your participants that they should not forget volunteer work experience, military experience, and short-term employment as sources of skills.

Secure A Commitment To Complete Outside Work

Encourage your clients to follow through in completing Part I by again asking that they set a specific time prior to the next meeting and use it for that purpose

Remind them of the nature of the overall "GOALS" process, indicating that their outside work will be the basis of goal identification activity in the next meeting.

SUGGESTED PROCEDURES FOR PART II, CC 313

(This session will require from one to two contact hours.)

Prior to the start of the meeting, take one copy of CC 313 for each person in the audience and separate it into these three sections:

"IDENTIFYING YOUR GOALS" AND "LONG-TERM GOALS FOR YOUR FARMING/RANCHING OPERATION" consisting of pp. 1-6.

"SHORT-TERM GOALS FOR YOUR FARMING/RANCHING OPERATION" consisting of pages 7-9.

"LONG-TERM GOALS FOR FAMILY LIVING" and "SHORT-TERM GOALS FOR FAMILY LIVING" consisting of pages 10-15.

In addition, you will need one complete circular for each family or business unit to use as a "record copy."

Also secure one copy of "Down the Cowpath of Life -- Micro'Decisions Influence Direction" for each person in the audience.

Clients Share Experiences

Encourage sharing and discussion in the whole group of reactions and experiences with the self-assessment activities of Part I.

Take several minutes for this discussion. Don't be surprised if little information is shared. Regardless of the response, try to build understanding that nearly everyone finds it difficult to discuss family issues, but it can be done by people like them.

Respond to questions, but be prepared to shift topics quickly if the discussion threatens to turn into an airing of complaints about a spouse or business associate.

Distribute Pages 1-6 of the Circular

Remind your clients that this circular is intended to be completed after they have finished their self-assessment activities in Part I (CC 312). (If someone is present who was not present in the meeting when Part I was discussed, suggest that they listen to your present discussion, but defer completing Part II until after they have completed Part I.)

Use an overhead visual or other diagram to illustrate the part of the overall "GOALS" process that they are now working on.

Give each person a copy of "Down the Cowpath of Life . . ." and ask that they read it before starting to identify their goals.

Encourage comments and or discussion of "Down the Cowpath . . ."

Shift thinking back to the circular and link it to the previous circular by discussing again the ideas of:

WHERE . . . are you going?

HOW . . . do you intend to get there?

WHEN . . . do you intend to arrive?

Note that WHERE is used to indicate both the "destination" of one's activities and the "action" that is to be completed as one seeks goal attainment.

Discuss management as a goal-directed activity -- an activity focused on the attainment of previously specified goals.

Explain that the goal identification activities will be started in the workshop, but a major portion of the goal identification will be completed through work done at home.

Explain the nature and importance of long-term goals as statements of hoped-for conditions to be attained over periods of many years.

Describe short-term goals as statements of hoped-for conditions to be attained over the next one or two years.

Note the principal characteristics of goals (pp. 2-3, CC 313):

Goals are written as action statements that describe some desired or intended situation -- they usually contain the infinitive form of a verb.

Long-Term goals usually have a time dimension.

Long-Term goals that do not have a time dimension usually are linked to a stage of life or a quality dimension of farming or family life.

Long-Term goals must be believable to be useful.

Short-Term goals have a time dimension and a measurable intended outcome.

Short-Term goals must be attainable to be useful.

Remind everyone that information and insights generated in completing Part I should guide their thinking as they identify goals for farming/ranching and family life.

Describe the steps to be followed in identifying long-term goals for farming/ranching operations:

Initially, each person works alone.

Start by writing in the most important long-term goal that comes to mind. (In this usage, "most important" means the goal that is foremost in the person's thinking at the time of goal writing, i.e., the goal at the top of the participant's mind.)

Then, write down the second most important long-term goal that comes to mind.

Next, go down the list of possible goals putting a check to the right of each that seems appropriate to their farming/ranching operation.

Add any additional goals at the end of the list.

Then, indicate the importance and/or urgency of each goal by entering a ranking number in the line to its left.

Develop composite goals for the operating unit through discussion and joint effort.

Indicate that the complete process will require time and discussion that they will need to do at home -- both to ensure adequate time for their individual and joint activities, and to assure that the discussion will be done in privacy.

Ask participants to move to their separate work locations in the same manner as was done with the Part I circular.

Have each person complete an initial identification of his/her long term goals for farming operations using the approach that you have presented to them.

Give your clients sufficient time to understand the nature of the effort that is required, and to get some things written down.

Ask for questions and brief discussion while giving encouragement and advice.

Distribute Pages 7-9 of the Circular

Ask that each person keep in mind that short-term goals have a measurable intended outcome and that they should be attainable.

Then, have them go ahead with identification of short-term goals for farming operations.

When the goal-writing activity declines, ask families and/or business associates to move back so they are sitting in family or business unit groups.

Distribute a "Record Copy" of the Circular To Each Group

Encourage these groups to start discussion of their ideas while observing the conventions used in the self-assessment discussions (page 6 of Part I, CC 312).

"Wander" through the room visiting with persons as they may indicate a desire for advice and/or reactions to their initial efforts.

As issues or questions arise that are of general importance to the group, comment aloud about them using generic terminology so as to avoid violating the privacy of those who raise the questions.

After a short period for the group discussions, remind participants of the nature of the process in which they are engaged, and the nature of goal-directed management.

Indicate that the priority setting exercise to be introduced in the next meeting will help them resolve goal conflicts.

Also, remind them that they will need to select a time when they are not excessively tired or distracted by other things to thoroughly discuss their goals and develop their "record copy."

Ask your clients to again work separately, while individually identifying and ranking long-term and short-term family living goals. (The steps are the same as those used in identifying long-term and short-term goals for farming/ranching.)

Bring the couples and/or business associates back together again after the period of individual work, and again "wander" through the room so as to visit informally with those who wish to do so.

Secure A Commitment To Complete Outside Work

When the available time has been used, or when you must move on to other things, ask your clients to commit themselves to a time prior to the next workshop when they will discuss their individual goal statements and develop a composite set of long-term and short-term goals for farming, and for family living.

Remind your clients that as they work with the priority setting in the next workshop, they will evaluate their composite goals and consider modifications if changes seem to be needed.

Remind them to bring their "record copy" of the circular to the next meeting.

SUGGESTED PROCEDURES FOR PART III, CC 314

(This session will require about two contact hours.)

INSIGHTS FROM EXPERIENCE

Within most audiences, reactions to the priority setting activities used in this circular will vary widely. Some persons will find priority setting a challenge and will independently work through the steps laid out in the circular. Others will find the entire process difficult and/or not very interesting, but will complete it if encouraged to do so. Some may "opt out" and elect not to participate. In recognition of this range of responses, three approaches to priority setting are included in the circular.

The first approach is "GOAL ANALYSIS PRIORITY SETTING." It is the most comprehensive approach and is recommended for all persons who are willing to complete it. It should be particularly useful when many goals have been identified, when more than one family is involved in the farming/ranching operation, or when considerable goal conflict is evident.

The second approach is "GOAL EVALUATION PRIORITY SETTING." It includes the second and third steps only of the "goal analysis" approach. "Goal evaluation" is intended for use with persons who do not want to use "goal analysis" but are willing to invest a reasonable amount of time, thought, and discussion in priority setting. It will work best when the clients' goals are not too numerous and the level of goal conflict is relatively low.

The third approach is "JUDGMENT PRIORITY SETTING." It is the least comprehensive of the priority setting approaches and includes only the last step used in the "goal analysis" and "goal evaluation" approaches. Persons who are unwilling to use "goal analysis" or the "goal evaluation" approaches may be willing to use the "judgment" approach.

Pages 6 and 7 of CC 314 provide more complete overviews of the three approaches. Be sure to become fully familiar with all three before you use the circular with your clients. It's likely that a portion of those participating will seek your advice before deciding on the approach to use.

PREPARATION FOR PRIORITY SETTING

Getting Ready

Prior to the start of the meeting, secure one copy of CC 314 for each person in the audience, plus one "record copy" for each family or business unit.

Also secure one copy of "What Are Sam's Priorities" for each person in your audience.

Clients Share Experiences

Start consideration of this circular with a discussion of clients' experiences in completing Part II.

Encourage sharing of experiences (both successes and problems), but do not coerce individuals or family/business units to share the exact nature of their goals.

After allowing a reasonable amount of discussion of goal writing, move on to consideration of CC 314. (If people don't respond to the discussion invitation and appear not to want to talk about their experiences, move on to work with CC 314.)

PRIORITY SETTING

Distribute Copies of "What Are Sam's Priorities?"

Ask those present to read about Sam's farming experiences and develop answers to the questions on pages 3 and 4.

Encourage persons sitting in alternate rows to turn their chairs around for a few minutes discussion with those behind them (in groups of four or five.) Focus the discussion on Sam's approach to life, and the things that Sam should do to improve his management.

Ask that participants resume their previous positions in the room.

Distribute Copies of CC 314

Use an overhead projector transparency to illustrate how the three priority setting approaches in the circular are related to each other. Discuss the advantages and limitations of each.

Ask that your clients read and work with pages 1-8 and be ready to select the approach they wish to use.

The Nature of Priorities

Discuss priorities as:

A means of making choices among the numerous claims placed on production resources during busy seasons.

A means of reducing conflicts between activities in farming and those that are important in family life.

Point out that attainment of both farming and family life goals is important if one is to have balance and meaning in life.

For emphasis, read aloud the "priority questions" on page 2 of the circular.

Discuss the three types of priorities as described at the bottom of page 3 of the circular.

Indicate that for this priority setting exercise, each person, family, or business unit should focus on their highest ranking goals (most important and/or most urgent goals).

Remind your clients that:

Giving high priority to a goal does not mean that other goals are ignored.

High priority goals are given preference, but not always absolute preference, in use of time and resources.

Have spouses and/or business associates move to separate work locations for the first part of the activities with this circular.

Make sure that each person has a copy of the circular. Then, ask that each person start by carefully reading the first four pages and completing the "Activity and Enterprise Listing" of page 5.

Encourage each person to include the coming year's major undertakings for family life and farming/ranching activities when he/she completes the "Activity and Enterprise Listing."

When individual listings have been developed, ask the participants to move back into their previous family and/or business unit groups to share and discuss their listings.

Since there may be disagreement over the intended activities and enterprises for the year, remind participants of the "ground rules" for discussion.

Distribute a "record copy" of the circular to each family and/or business unit group, and ask that they put together a composite listing of activities and enterprises.

Setting Priorities

Start with your visual of the three priority setting approaches used in the circular and ask for questions or discussion.

Use visuals and discussion to demonstrate the steps in the "Goal Analysis" approach.

Illustrate and explain the method for re-confirming goals, and the numbering system that is to be used throughout the priority setting.

Use a visual of Worksheet I and one of Worksheet II and write in entries that illustrate the use of goal numbers plus a few words to designate high ranking goals.

Write in entries that would be typical for the example situations.

Suggest that people remain in their family and/or business unit groups, but work individually in recording their initial responses to questions on the Goal Evaluation Worksheet.

Review the Goal Evaluation Worksheet instructions, placing emphasis on the desirability of following the sequence:

Individual answers

Sharing and discussion

Recording composite responses

Respond to "Summing Up" questions

Describe the Priority Setting Worksheet as the place where all insights are pulled together and priority setting decisions recorded.

Discuss the importance of keeping the discussion open and non-threatening as priorities are assigned to the goals.

Use a visual of the steps in "Goal Analysis" priority setting to illustrate the relationships between the three approaches.

Encourage the use of the "goal analysis" or "goal evaluation" approaches by all who are willing to use them, but refrain from making the "judgment" approach seem to be inappropriate.

Ask the participants to select the priority setting approach that they intend to use, and suggest that they work with it for about one-half hour.

Be alert in looking for persons whose body language indicates that they are puzzled or discouraged. Talk with them and help them start with their priority setting activities.

When a half hour has passed, or whenever the time you have budgeted for priority setting is exhausted, point out that each family and/or business unit group will need to complete the priority setting process before developing their management plan.

Start Work On the Management Plan

Comment to the effect that you are going to discuss preparation of the management plan, while indicating that you are aware that its completion will depend on the results of whatever financial analysis activities are yet to be completed.

Use an overhead visual to show how the management plan provides an overview of actions through which persons hope to attain short-term goals while making progress toward their long-term goals.

Discuss each step in completing the management plan portion of the circular, emphasizing that groupings of short-term goals under the three headings should reflect their best judgments about mutually supporting aspects of their goals.

Explain that an "activity or enterprise" as entered in the final table can be a farming enterprise that they are going to undertake, e.g., "Build a 100-sow farrow-to-finish swine facility."

OR, an activity can be short-term family fun or farm work actions that they intend to do, e.g., "Take a one-week family vacation each year."

The principal characteristics of an activity are:

It is important enough that they want to take special notice of it in their management plan.

It places claims on resources of time, effort, money, and management skills.

Use a visual of the management plan listing (the final table) and write in examples of entries that might belong in it. Ask each participant to write in the examples on his/her copy.

Remind participants that the "Activity and Enterprise Listing" on page 5 is a principal source of information about entries for the management plan.

Management Plan In Perspective

Remind your clients that only in the management plan do they bring together goals, priorities, use of resources, and expected returns.

Thus, only the management plan gives a relatively complete overview of what might be expected for the coming year.

Provide information about your availability and willingness to work one-on-one with your clients as they complete budgets and projections needed for completing the management plan.

Secure A Commitment To Complete the Circular

Ask for a commitment to complete the priority setting and the management plan.

If you will be completing follow-up work with clients, schedule appointments or other arrangements as needed.

Wish your clients well in their work in developing and using a goal-directed management plan for the coming year.

```
* * * * *
*
* GOOD LUCK WITH "GOALS FOR FAMILY AND BUSINESS FINANCIAL MANAGEMENT"
*
* * * * *
```

A REQUEST FOR FEEDBACK

As indicated in the "Introduction" to this circular, earlier versions of circulars in this series were used during 1984-85. Revisions in July 1985 reflect the 1984-85 evaluations and recommendations made by instructors. It's likely that as more experience is gained the circulars will be revised again. If you use the "revised July 1985" circulars in your Extension program, please note the parts that seem most appropriate and those that need further improvement. Whenever possible, identify the types of changes that you think would make the materials more usable and/or effective with your clients. Then, by letter or telephone or in direct conversation, please share your experiences and insights with me.

Thank you in advance for your interest and for any insights you may be willing to provide.

Paul H. Gessaman
Department of Agricultural Economics
University of Nebraska-Lincoln
Lincoln, NE 68583-0922

Telephone: 402-472-1748



Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Leo E. Lucas, Director of Cooperative Extension Service, University of Nebraska, Institute of Agriculture and Natural Resources.



The Cooperative Extension Service provides information and educational programs to all people without regard to race, color, national origin, sex or handicap.