



# National 4-H Learning Priorities

## *Building Effective Organizational Systems Educational Content for Professional Development*

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# National 4-H Learning Priorities: Organizational Systems

## Introduction

### The Need for Building Effective Organizational Systems

A recent survey of 4-H State Leaders and State 4-H Specialists indicated that limited training was offered to 4-H faculty during the past two years that focused on three components of the 4-H PRKC Organizational Systems domain including Organizational Effectiveness, Personal Effectiveness and Professionalism. Fifty-six percent (56%) responded very little or no training was offered for the topics within the subcategory of Organizational Effectiveness. Fifty-three percent (53%) responded very little or no training was provided for topics within Personal Effectiveness. Fifty-one percent (51%) responded very little or no training was offered for topics within Professionalism.

### Organizational Systems Professional Development Content: Scope and Sequence

This document attempts to identify learning outcomes around the core competency of Organizational Systems as outlined in the 4-H PRKC. The outcomes are sequenced and presented for each of three levels of learner competence. The progression among the levels is from being more of a dependent learner, to a partner or colleague in learning, to a mentor or coach for other colleagues.

<b>Beginner</b>	<b>Advanced Beginner</b>	<b>Practitioner</b>
<i>Dependent on others for Professional Development</i> [perhaps 1-3 years in position]	<i>Independent/ contributor to Professional Development</i> [3-6 years in position]	<i>Responsible for Professional Development and mentor/coach others</i> [6 years and beyond in position]

The goal of the Organizational Systems National Learning Priority team was to develop a teaching and learning resource that meets several important needs of the national 4-H system including:

- Provide learning and practice opportunities to develop educators to the practitioner level;
- Provide coordinated education in organizational systems that is consistent in scope and depth nationwide;
- Provide opportunities for learning and practice through the use of adult-learner focused environments, both on-line and on-site; and
- Provide customized content that is useful for 4-H professionals, thus facilitating the application of what is learned.

**Educational Learning Modules:** *Users will note variation in the language of these modules due to shared authorship. Key authors are identified for each module.*

### 1. Leadership in a Learning Organization

*This module invites you to explore: “How do we, as 4-H professionals, demonstrate leadership?”; “How do we support the development of learning communities?” and “How do we lead in a learning organization?” To begin to answer these bold questions, this course will focus on three main topics: effective leadership, building successful learning communities, and leading a learning organization. First, this course aims to improve our understanding of different leadership styles to be used effectively. Next, it explores how to support the development of a learning community so that information and knowledge can be shared and exchanged fluidly between the many young people and adults we serve. Finally, it helps to determine how to lead effectively in a learning organization. [Robert Richard and Sarah Butzine lead authors].*

### 2. Program Governance

*This module includes resources to address important topics such as advisory group member recruitment and orientation, and types of governance models. Governance plays the central role in setting policy and providing oversight to youth development programs. As the youth development field continues to grow in both size and importance, it is increasingly vital for Extension professionals and board members to understand their evolving role and the importance of their contributions towards successfully accomplishing an organization’s mission. [Sarah Butzine and Robert Richard lead authors]*

### 3. Ethics

*This module is self-reflective, exploring our relationship to the profession and to the ethical principles that serve as a foundation for our actions and perspectives. We have all struggled with ethical dilemmas. In order to develop our understanding of ethics, the objectives of this module are: to increase our knowledge of ethical principles and how they are applied; to engage in dialogue about dilemmas and conflicts; and to grow as professionals in the process of these inquiries. We will do this through reflection of our own experiences as professionals. With the goal of becoming more ethical in our behavior, this module will focus on setting personal goals and creating action strategies that help to achieve them. The study of ethics brings forth new vocabulary such as Corporate Citizenship, Organizational Ethics, and Organizational Integrity. [Ellen Rowe lead author]*

### 4. Interpersonal Skills

*This module addresses skills centered on building relationships, interacting positively with others, being able to listen while others are speaking, presenting ideas respectfully and responsibly, having empathy for others and working cooperatively in groups and teams. These skills can help build good working relationships with clients, co-workers, youth, volunteers and business associates. Working well with others involves understanding differences. Therefore, interpersonal skills play an important role in determining how well one manages interactions with others. Employers have found that people can be taught the new skills necessary for the job, but, it is much more difficult to infuse individuals with a caring attitude, empathy, and all the other skills that make one a great communicator. How one behaves with others can determine future success or failure. [Gail Long and Kendra Wells lead authors]*

## 5. Strengthening Facilitation Skills

*This module is a comprehensive set of materials designed for Extension and other professionals for use when training community members to more effectively and efficiently lead community groups. Participants learn core facilitation competencies in an adult education framework where content flows sequentially from one educational mode to the next and where learning includes practice and processing of the content, with opportunities for generalizing and application. Based on the six foundational facilitator competencies developed by the International Association of Facilitators (IAF) one will develop a firm foundation of skills, knowledge and behaviors that facilitators must have to be successful in a variety of settings. [Jane Haskell and Louise Franck Cyr with University of Maine Extension and Gabe McPhail curriculum authors; Ellen Rowe, module preparation]*

## 6. Scholarship

*This module introduces the concepts of scholarship as related to Extension youth work through the use of four focus components. The first component is broadly defined as “know the field.” The purpose is to learn and understand the research of practice in the field of 4-H youth development. “Apply the field” is the second component focusing on identifying scholarship among 4-H professionals and others in the youth development field, then applying that knowledge to programming. The third and fourth components address how youth development professionals would “grow” and “promote” the development of their scholarship. By actively engaging in research and/or program evaluation, youth development professionals would “grow the field” by sharing their scholarship through publications and presentations. Building credentials as a youth development professional is the culmination of this scholarship development pathway, a pathway that builds the foundation and develops the capacity to be viewed as a Youth Development Expert. [Ellen Rowe lead author in collaboration with Lynne Borden, Richard Clark and Roger Rennekamp]*

## 7. Work-Life Balance

*This module focuses on understanding the relationship between work and personal life. Balancing work priorities and personal priorities can be a challenge. Taking control of time and understanding the way these two parts interact relieves stress, making one more effective in all domains of life. A key component of this balancing act is to know personal skills, abilities and stressors. By recognizing strengths and weaknesses one is better able to deal with challenges of daily life. [Kevin Wright lead author]*

## **Suggested Learning Methods**

Much of the Organization Systems content contained in this document is the same for *Beginner (Novice)*, *Advanced Beginner*, and *Practitioner* levels. However, students at different levels will require different teaching methods and learning approaches. Students at the *Beginner* level are learning the basics of organizational systems concepts, and for some this will be a first foray into the subject area. As such, the most suitable teaching methods are workshops, seminars, on-line courses or tutorials, web casts, or other on-line learning collaborative environments. The *Advanced Beginner* level requires students to begin applying what they have learned in real settings, which also provide the opportunity for additional learning. Therefore, teaching methods at the *Advanced Beginner* level include in-depth workshops that focus on application, learning circles, on-line

learning communities focused on application, and mentoring. Finally, students at the *Practitioner* level should be able to demonstrate knowledge and skill through independent work. As such, teaching at this level should take the form of careful mentoring, advanced internships, and/or peer review.

## Module 1: Leadership in a Learning Organization

### Description of Content:

*This course invites us explore:*

- “How do we, as 4-H professionals, demonstrate leadership?”
- “How do we support the development of learning communities?”
- “How do we lead in a learning organization?”

*To begin to answer these bold questions, this module will focus on three main course topics: effective leadership, building successful learning communities, and leading a learning organization. First, this module aims to improve our understanding of different leadership styles to be used effectively. Next, it explores how to support the development of a learning community so that information and knowledge can be shared and exchanged fluidly between the many young people and adults we serve. Finally, it will help us explore how to lead effectively in a learning organization.*

*This module is a resource that aims to meet you where you are, and invites you to go deeper. It may serve as an introduction to various leadership styles, the notion of learning communities, and the idea of a learning organization; or it may serve as an opportunity for you to refresh your understanding, and deepen your ability to practice or share these approaches with your 4-H members and volunteers.*

### Teaching Philosophy and Methodology:

We encourage you to take on this learning with at least one other co-learner to share insights and support one another. The practice of leadership and systems thinking is most powerful when you are able to engage with the material as part of a community of practice, or group of co-learners who can offer you feedback, support, and diverse perspectives about how to apply these theories in the field of positive youth development. There are many experiential trainings available in the 4-H system which can connect you to this information at a deeper level.

### Professional Research, Knowledge and Competencies (PRKC): Organizational Effectiveness

- 1) Establish appropriate management structures/leadership styles in a learning organization.
- 2) Apply strategies to build leadership capacity in others.
- 3) Apply strategies to foster organizational learning.

	<b>Beginner</b>	<b>Advanced Beginner</b>	<b>Practitioner</b>
<b>Effective Leadership</b>	Identifies effective leadership styles for various situations: transactional, adaptive, transformative, and servant	Develops the ability to adapt personal leadership style to meet the changing needs in our community	Identifies two “leadership” ideals being practiced and another two leadership practices committed to growing ( <i>Ex. a servant leader might identify the practice of acknowledging/supporting/encouraging volunteers</i> )

<b>Building a Learning Community</b>	Identifies the characteristics of a learning community <i>(may include: shared norms, shared purpose, shared skills, shared outcomes, etc.)</i>	Explains the characteristics and general practices of a learning community during a 3-minute “elevator speech”	Identifies two ways you are currently supporting each 4-H club, project, county and/or state program to be a successful learning community and two ways you change to build a stronger learning community
<b>Leading in a Learning Organization</b>	Identifies the characteristics of a learning organization <i>(may include personal mastery, team learning, mental models, systems thinking, etc.)</i>	Develops the ability to identify and explain at least three characteristics of a learning organization	Supports 4-H in a learning organization by identifying two actions you will take to foster a stronger culture of learning in 4-H

### Knowledge Assessment

0- I know nothing about this

1- I understand the basic concept

2- I can implement this concept with assistance

3- I can implement this concept independently and/or teach it to others

<b>Leadership in a Learning Organization</b>				
Application of theory into design	0	1	2	3
Application of practice into design	0	1	2	3
Application of theory into effective leadership of 4-H	0	1	2	3
Application of practice into effective leadership of 4-H	0	1	2	3

### Course 1 - Effective Leadership

Leadership development is a core skill component and the instrument of effective organizational change. This course will explore leadership styles including: transactional, adaptive, transformative, and servant. We will explore how 4-H professionals embody the leadership styles needed to support positive, sustainable change in 4-H programs and in the community. Leadership is distinguished from authority and recognized as an action that compliments followership. It is recognized that at its core, leadership is all about relationships and our ability to increase or build personal relationships will have a direct impact on our effectiveness as a leader. In this course, we will explore ways to model and encourage leadership at all levels to “make the best better.”

Leadership is probably the most frequently studied topic in the organizational sciences. Thousands of leadership studies have been published and thousands of pages on leadership have been written in academic books and journals, business-oriented publications, and general-interest publications. Despite this, the precise nature of leadership and its relationship to key criterion variables such as subordinate satisfaction, commitment, and performance is still uncertain. The learner is encouraged to review other theories of interest to gain a well rounded understanding of leadership. A brief overview of some leadership theories is shown below:

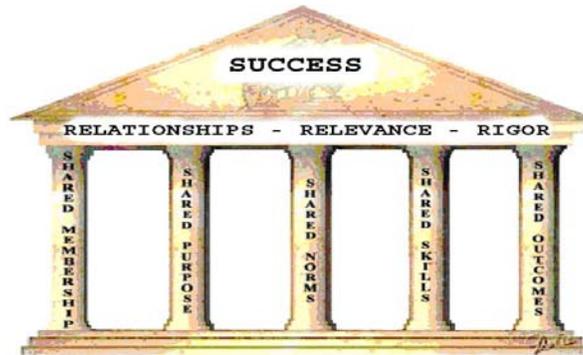
<b>Leadership Theory</b>	<b>Time of Introduction</b>	<b>Major Tenets</b>
Trait Theories	1930s	Individual characteristics of leaders are different than those of non leaders.
Behavioral Theories	1940s and 1950s	The behaviors of effective leaders are different than the behaviors of ineffective leaders. Two major classes of leader behavior are task-oriented behavior and relationship-oriented behavior.
Contingency Theories	1960s and 1970s	Factors unique to each situation determine whether specific leader characteristics and behaviors will be effective.
Leader-Member Exchange	1970s	Leaders from high-quality relationships with some subordinates but not others. The quality of leader-subordinates relationship affects numerous workplace outcomes.
Charismatic Leadership	1970s and 1980s	Effective leaders inspire subordinates to commit themselves to goals by communicating a vision, displaying charismatic behavior, and setting a powerful personal example.
Substitutes for Leadership	1970s	Characteristics of the organization, task, and subordinates may substitute for or negate the effects of leadership behaviors.
Transformational Leadership	1970's and 1980's	Transformational leaders raise the bar by appealing to higher ideals and values of followers transformational leadership is more effective than transactional leadership, where the appeal is to more selfish concerns.
Emotional Intelligence	2000's	A more behavioral approach to describing leadership than some of the previous work described above Looks at the behaviors that make people effective leaders
Servant Leadership	2000's	Reflects a philosophy that leaders should be servants first. Suggests that leaders must place the needs of subordinates, customers, and the community ahead of their own interests in order to be effective.
Systems Thinking	2000's	Systems thinking is necessary to build “organizations that truly learn and continually enhance their capacity to realize their highest aspirations. Suggests that five <i>disciplines</i> are necessary to cultivate systems thinking in an effort or organization including Personal Master, Team Learning, Mental Models, Shared Vision and Systems Thinking.”

The Organizational Effectiveness syllabus focuses on ideas dealing with Servant Leadership and Organizational Learning, using these general definitions: **Power:** Coercing someone to do something they would not otherwise, because of your position or might. **Leadership:** Influencing people for mutual benefit.

### **Course 2- Building a Learning Community**

To live out the bold mission of 4-H and extension; to bring the research and best practices of youth development and the experiential learning model into our clubs and community, we need to be able to create learning communities. This course provides a theoretical model and practical application

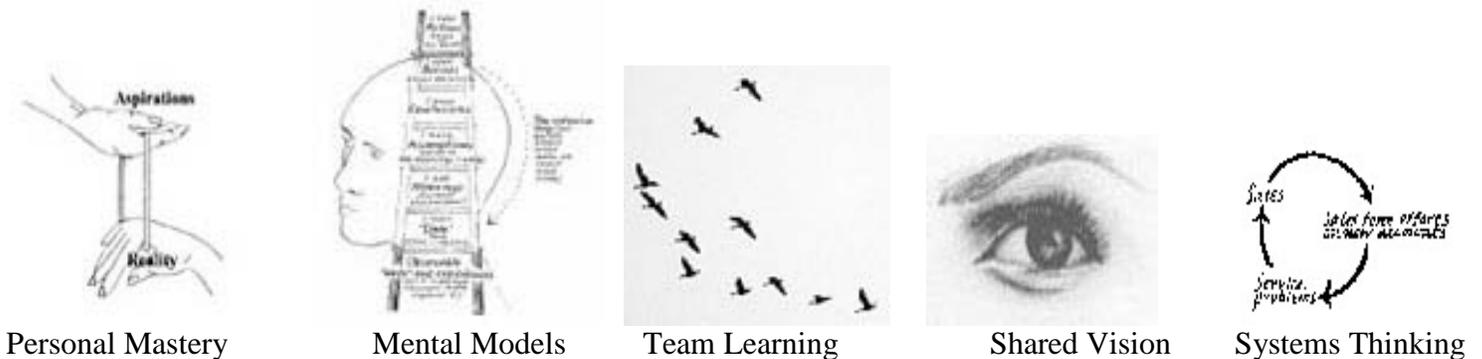
for the knowledge and skills needed to transform our clubs, community, and schools into dynamic, high achieving and engaged learning communities which have shared membership, shared purpose, shared norms, shared skills and shared outcomes.



The course is designed to offer a chance to reflect on your current educational practices, and identify new ways to engage young people and adults. The core of this course is the new “R’s” of education – relationships, relevance and rigor. We have set the foundation in clubs and councils to grow as a learning community.

### Course 3 – Leading in a Learning Organization

A learning organization is one in which people at all levels, individually and collectively, are continually increasing their capacity to produce results they really care about. A learning organization is an ideal, a vision. Various organizations or parts of organizations achieve this in varying degree. Peter Senge’s model of a learning organization, which includes personal mastery, mental models, team learning, shared vision and systems thinking, is the foundation for this course. The course aims to enhance your ability to understand and apply this model in your work.



Personal Mastery

Mental Models

Team Learning

Shared Vision

Systems Thinking

## **Suggested Readings and Learning Resources for Course 1: Effective Leadership**

### Transactional and Transformational Leadership

Wheatley, M.J. (1997). Good bye command and control leadership. *Leader to Leader*, 5.

### Servant Leadership

Greenleaf, R.K. (2002). Essentials of servant-leadership. In L.C. Spears & M. Lawrence (Eds.). *Focus on leadership: Servant-leadership for the 21<sup>st</sup> century*. New York: John Wiley & Sons.

Spears, L.C. (2002). Tracing the past, present, and future of servant-leadership. In L.C. Spears & M. Lawrence (Eds.). *Focus on leadership: Servant-leadership for the 21<sup>st</sup> century*. New York: John Wiley & Sons.

### Followership

Kelly, R. E. (1998). Followership in a Leadership World. In L. C. Spears (Ed.). *Insights on leadership: Service, stewardship, spirit, and servant-leadership*. New York: John Wiley & Sons.

### Adaptive Leadership

Collins, J. (2001). Level 5 leadership: The triumph of humility and fierce resolve. Cambridge, MA: *Harvard Business Review*, 79 (1).

Sandmann, L. & Vandenberg, L. (1995). A Framework for 21<sup>st</sup> Century Leadership. *Journal of Extension*, 33(6)

### Transformational Leadership

Franz, N.K. (2003) Transformative Learning in Extension Staff Partnerships: Facilitating Personal, Joint and Organizational Change. *Journal of Extension*, 41(2).

Heifetz, R.A., & Linsky, M. (2002). Leading with an open heart. *Leader to Leader*, 26, 28-33.

Heifetz, R. A. (1994). *Leadership without easy answers*. Cambridge, MA: Belknap Press of Harvard University Press.

Korngold, Alice. (2006). "Developing Visionary Leaders". *Leader to Leader*, 40, Retrieved from <http://www.leadertoleader.org/knowledgecenter/journal.aspx?ArticleID=90>

Wheatley, M.J. (1999). *Leadership and the New Science: Discovering order in a chaotic world* (2<sup>nd</sup> ed.). San Francisco: Berret-Koehler Publishers.

## Suggested Content Outline

### Course 1- Effective Leadership

Specific Learning Outcome	Reading and Learning Activities
<p>Understand leadership styles and the ability to adapt styles to most effectively lead in the variety of situations facing 4-H professionals</p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Situational Leadership <a href="http://www.chimaeraconsulting.com/sitleader.htm">http://www.chimaeraconsulting.com/sitleader.htm</a></li> <li>• Select three additional articles from this course list that peak your interest</li> </ul> <p><b>Learning Activity</b></p> <p><i>Do</i></p> <ul style="list-style-type: none"> <li>• Complete a Leadership Assessment of your choice -360 Review, 10 Characteristics of Servant Leadership survey, or Myers-Briggs</li> <li>• Identify two organizations or companies and their policies which support a leadership style you would like to cultivate in yourself and in 4-H. (For example, Nordstroms/Starbucks/and Costco are examples of companies which use servant leadership as their guide)</li> </ul> <p><i>Reflect</i></p> <ul style="list-style-type: none"> <li>• What is it about the prospects of leading and following that electrifies, mystifies, frightens, seduces, intrigues or alienates you? Describe your relationship to leading and following in your work, family, community, or any other context in your life. Consider ethical, gender, and cultural implications.</li> <li>• Review and reflect on the various leadership styles. Choose two different leadership theories that resonate with you and discuss how you want these theories to inform your personal practice of leading and following in the 4-H community.</li> <li>• Drawing on your learning and experiences, discuss and use examples to illuminate the relationship between leading and authority. Give examples of how you might lead or follow?</li> <li>• Reflect on the two organizations you chose which support a leadership style you would like to cultivate and explore what makes their employee handbook/rules different than the norm?</li> <li>• Discuss your understanding of the role of coaching, feedback, and reflection in developing leaders?</li> </ul> <p><i>Apply</i></p> <ul style="list-style-type: none"> <li>• What have you learned about leadership and how are you going to apply it to be more effective in your organization?</li> <li>• Define your personal leadership style and write a letter to a colleague about your current strengths and challenges in leadership.</li> </ul>

## Suggested Readings and Learning Resources for Course 2: Building Learning Communities

Block, P. (2008). *Community: The Structure of Belonging*. San Francisco, CA: Berrett-Koehler Publishers.

Frank, L.S. (2004). *Journey Towards the Caring Classroom: Using Adventure to Create Community*. Oklahoma City, OK: Wood and Barnes Publishing Company.

WSU Extension (2008). *Building Successful Learning Communities*. Retrieved from: <http://www.nw.wsu.edu/learningcommunities/documents/LearningCommunityBrochure.pdf>  
(NOTE -THIS IS NOT THE ACTUAL DOCUMENT – IT IS ONLY A BROCHURE AND THE ACTUAL DOCUMENT WILL BE LOADED SOON!)

## Suggested Content Outline

### Course 2- Building a Learning Community

Specific Learning Outcome	Reading and Learning Activities
Understand the characteristics of a learning community - shared membership, shared purpose, shared norms, shared skill, shared outcomes	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Read the Building Successful Learning Communities Manual.</li> <li>• Read pages 1-36 of the <i>Journey Towards the Caring Classroom</i></li> </ul> <p><b>Learning Activity</b></p> <p><i>Do</i></p> <ul style="list-style-type: none"> <li>• Host a discussion group or design another activity to explore the learning community model and explore how your 4-H program currently creates shared membership, shared purpose, shared norms, shared skills and shared outcomes.</li> </ul> <p><i>Reflect</i></p> <ul style="list-style-type: none"> <li>• What surprised you about your members and volunteers ideas about their learning community?</li> <li>• What are your learning communities' current strengths and what opportunities do you see for improvement?</li> <li>• Imagine you have just stepped onto an elevator. A fellow passenger asks you, "What is this learning community stuff and what is it good for?"</li> </ul> <p><i>Apply</i></p> <ul style="list-style-type: none"> <li>• Based on the knowledge you have gained thus far: Identify one area (shared membership, shared purpose, shared norms, shared skills, or shared outcomes) to focus on over the next three months. Share this with your 4-H community and request their ideas and actions to deepen this aspect of your</li> </ul>

	<p>learning community.</p> <p><b>Training Resources</b>  <a href="http://www.ncw.wsu.edu/learningcommunities">http://www.ncw.wsu.edu/learningcommunities</a></p> <p>Please contact Scott VanderWey (vanderwey@wsu.edu) if you are interested in attending a Building Successful Learning Communities Training.</p>
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### **Suggested Readings and Learning Resources for Course 3: Leading a Learning Organization**

#### Learning Organization

Gruidl, J. & Hustedde, R. (2003). Evaluation of capacity-building programs: A learning organization approach. *Journal of Extension*, 41 (5).

Hutchens, D. (2000). *Outlearning the Wolves: Surviving and Thriving in a Learning Organization*. Waltham, MA: Pegasus Communications.

Rowe, S. E. (2007). Perceptions of UVM Extension Children, Youth and Families at Risk Professionals as a Learning Organization. University of Vermont.

Sandow, D. (2007). Extending systems thinking to social systems. *The Systems Thinker*, 18 (2), 2-7.

Senge, P. (1990). *The Fifth Discipline: The Art and Practice of the Learning Organization*. New York, NY: Doubleday.

#### Personal Mastery

See readings in Course 1 on Effective Leadership.

#### Mental Models

*Mental Models*. Retrieved from:

<http://www.algodonesassociates.com/planning/Mental%20models.pdf>

Senge, P. (1992) Mental Models: Putting strategic ideas into practice. *Planning Review*(20), 2.

Retrieved from <http://www.quality.org/tqmbbs/tools-techs/menmodel.txt>

#### Shared Vision

*Building a Shared Vision*. Retrieved from

<http://www.bonner.org/resources/modules/modulespdf/BonCurSharedVision.pdf>

#### Team Learning

Richardson, J. (2001). Teachers who learn together improve together. *Results*. March.

Retrieved from <http://www.nsd.org/library/publications/results/res3-01rich.cfm>

## Systems Thinking

Sweeney, L.B. (2007). Systems clues in everyday language. *The Systems Thinker*, 18 (2), 10-11.

*Systems Thinking*. Retrieved from Center for Ecoliteracy Web site:

<http://www.ecoliteracy.org/education/sys-thinking.html>

*Systems Thinking*. Retrieved from Systems Thinking Web site: <http://www.systems-thinking.org/>

## **Suggested Content Outline**

### **Course 3 – Leading in a Learning Organization**

Specific Learning Outcome	Reading and Learning Activities
Understand the traits of a learning organization.	<p><b>Reading</b></p> <ul style="list-style-type: none"><li>• Read – What is a learning organization? <a href="http://www.albany.edu/sph/Hoff_learning/hpm_tim_learnorg.htm">http://www.albany.edu/sph/Hoff_learning/hpm_tim_learnorg.htm</a></li></ul> <p><b>Learning Activity</b></p> <p><i>Do</i></p> <ul style="list-style-type: none"><li>• Identify and read three additional articles which peak your interest on this topic.</li><li>• Exchange ideas with at least one other colleague to explore the traits of either your 4-H program or Extension in general to determine if/how they are a learning organization.</li></ul> <p><i>Reflect</i></p> <ul style="list-style-type: none"><li>• What did you identify as strengths and opportunities for improvement?</li><li>• Would you define 4-H as a learning organization? Why or why not?</li></ul> <p><i>Apply</i></p> <ul style="list-style-type: none"><li>• Chose one aspect of a learning organization (Personal Mastery, Mental Models, Team Learning, Shared Vision, or Systems Thinking) to focus on over the next three months. Share your focus with your colleagues at your extension branch and request their ideas and actions to deepen this aspect of your learning organization.</li></ul> <p>For example, if you choose Shared Vision, you would explore shared terminology, vocabulary and shared meaning. For example there are many different ideas of what “being treated respectfully means” How might you chose to foster shared understanding of this term in your 4-H program? How can you help connect your community so that they get information about what respect looks like, feels like, sounds like in 4-H and then have the skills to implement these practices?</p>

**Ongoing Learning Opportunity**

Please contact Robert Richard [RRRichard@agcenter.lsu.edu](mailto:RRRichard@agcenter.lsu.edu) or Sarah Butzine [Sarah.Butzine@kingcounty.gov](mailto:Sarah.Butzine@kingcounty.gov) if you are interested in joining a community of practice around these ideas. We hope to identify and connect people who are interested in exploring these topics on a deeper level through monthly virtual meetings, shared readings, and potentially a face to face institute.

## Module 2: Program Governance

### Description of Content:

*Governance plays the central role in setting policy and providing oversight to youth development programs. As the youth development field continues to grow in both size and importance, it is increasingly vital for Extension professionals and advisory groups to understand their evolving role and the importance of their contributions to successfully accomplishing an organization's mission. This topic area includes resources such as recruitment and orientation of Extension advisory members, and types of governance models.*

*Advisory groups as defined in this learning opportunity are those groups of interested stakeholders in the community who help plan, conduct and evaluate Extension's educational programs. Although some Extension advisory groups may have fiduciary responsibility the function of advisory groups, as defined here, is to provide program guidance to Extension professionals by helping determine appropriate needs assessments, curricula and evaluation methods. Extension advisory members also serve as important advocates for Extension programs helping faculty articulate needs of the community, reasons behind education decisions and through program evaluations, benefits to the community of Extension's educational efforts.*

### Professional Research, Knowledge and Competencies (PRKC)

- 1) Establishes appropriate management structures
- 2) Creates governance policies
- 3) Monitors and supports board and committee work

<b>Beginner</b>	<b>Advanced Beginner</b>	<b>Practitioner</b>
Knows and understands the purpose and value of local advisory committees	Identifies and engages key stakeholders in the community	Develops an implementation plan for advisory committee recommendations
Understands the value of appropriate facilitation methods when dealing with groups and/or teams	Is trained in group facilitation skills	Identifies key measurement points
	Creates a sense of community among program members, volunteers, and other stakeholders (Community defined as creating a sense of belonging)	Selects methods and designs to evaluate the program
	Locates and recognizes the value of secondary data sources and understands social economic factors that impact communities	
	Communicates results back to committee	

	Employs organizational steps for implementation	
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**Knowledge Assessment**

- 0- I know nothing about this
- 1- I understand the basic concept
- 2- I can implement this concept with assistance
- 3- I can implement this concept independently and/or teach it to others

<b>Program Governance</b>				
Engages key stakeholders in the community	0	1	2	3
Understands the purpose of local advisory committees	0	1	2	3
Develops an implementation plan for advisory committee recommendations	0	1	2	3

**Suggested Reading and Learning Resources:**

BoardSource®: dedicated to increasing the effectiveness of nonprofit organizations by strengthening their boards of directors <http://www.boardsource.org/>

Carver, J., & Carver, M. (1996). CarverGuide, 1, Basic Principles of Policy Governance. San Francisco, CA: Jossey-Bass.

Cater, M., Machtmes, K., & Fox, J. (2008). An examination of youth voice via quasi-experimental methodology. *Journal of Youth Development*, 3, 2. Online: [http://www.nae4ha.org/directory/jyd/jyd\\_article.aspx?id=790bda29-35cc-4c51-bbd5-f76b765f50af](http://www.nae4ha.org/directory/jyd/jyd_article.aspx?id=790bda29-35cc-4c51-bbd5-f76b765f50af)

Chait, R. P., Ryan, W. P. & Taylor, B. E. (2005). Governance as Leadership: Reframing the Work of Nonprofit Boards. Hoboken, NJ: John Wiley & Sons, Inc.

Inter-university Consortium for Political and Social Research (ICPSR). Data Sharing for Demographic Research. Retrieved August 22, 2008 from <http://www.icpsr.umich.edu/DSDR/users.html>

Get On Board!. (2008). Chevy Chase, MD: National 4-H Council.

International Association of Facilitators. (2003). *Foundational Facilitator Competencies*. Retrieved from <http://www.iaf-world.org/i4a/pages/Index.cfm?pageid=4028>

Kelsey, D., & Plumb, P. (2004). *Great Meetings! great results*. Portland, ME: Great Meetings! Inc.

Schwarz, R.M. (2002). *The Skilled Facilitator: A Comprehensive Resource for Consultants, Facilitators, Managers, Trainers, and Coaches, New and Revised*. San Francisco, CA: Jossey-Bass Inc.

Wilson, B. J. (2006). Why America’s disadvantaged communities need twenty-first century learning. In Noam, G. G. (Series Ed.) & Schwarz, E. & Kay, K. (Vol. Eds.) *New Directions for Youth Development: Summer 2006, The Case for Twenty-First Century Learning* (pp 47-52). San Francisco: Wiley.

### Suggested Content Outline

**Objective 1:** - Understand and value purpose and utilization of local advisory process/committee

Specific Learning Outcomes	Reading and Learning Activities
<p>Explains and describes purpose of advisory process, council, system</p> <p>Understands roles: Advocate; strategic planner; activity volunteer; liaison to group and total program and larger community</p>	<p>Read “<i>Case studies of effective board function.</i>” from CarverGuide, 1, Basic Principles of Policy Governance</p> <p>Attend meeting(s) of well designed, well functioning advisory groups, Extension or non-Extension</p>
<p>Understands and promotes representation on committee of all potential audience groups</p> <p>Appreciates diversity and youth voice</p>	<p>Read <i>Why America’s disadvantaged communities need twenty-first century learning</i> dealing with the importance of involving underserved audiences; importance of involving non-traditional audiences</p> <p>Read <i>An examination of youth voice via quasi-experimental methodology</i> dealing with importance of youth voice</p> <p>Diversity activities, including youth voice</p> <p>Recruit appropriate number of new members to advisory group</p>
<p>Understands importance of job descriptions and orientation for advisory members</p> <p>Understands and practices appropriate orientation process for new members</p> <p>Understands system concepts including shared vision and <u>organization</u> mission and relationship between specific committees and the total program</p>	<p>Read – Get on Board! Appendix A, Section I-V</p> <p>Read Recruitment and Orientation, Get On Board!</p> <p>Develop appropriate job descriptions for members</p> <p>Conduct orientation session</p> <p>Develop communication plan to align committee function with overall program direction</p>

**Objective 2** - Understand the value of appropriate facilitation methods when dealing with groups and/or teams

Note: Information listed below is part of the National 4-H Learning Priorities: Organizational Systems Content Area: Strengthening Facilitation Skills. More information may be found in Module 5 (see Beginner Level, first outcome, page 33).

Develops and understands the core competencies of facilitation	Lecturette: What is Facilitation? Who Is the Facilitator? The Facilitation Map, Core Values of Facilitation, Working Agreements Activity: Developing Working Agreements
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### Module 3: Ethics/Corporate Citizenship

#### Description of Content:

The module will be self reflective as the participants explore their relationship to the profession and to the ethical principles that serve as a foundation for perspectives and actions. As professionals, we have all struggled with and will continue to struggle with ethical dilemmas. The objectives of this module are:

- To increase our knowledge of ethical principles and how they are applied,
- To engage in dialogue about dilemmas and conflicts, and
- To grow as a professional in the process of these inquiries.

We will do this through reflection of our own experiences as professionals. Let's start thinking of ethics as a verb. The actions we take or don't take, determine how ethical we are. With the goal of becoming more ethical in our behavior, we will focus on setting personal goals and creating action strategies, taking steps toward those goals.

For clarity, let's begin by defining some common terms. **Corporate Citizenship** refers to aligning personal practice with values & day to day operating practice. **Organizational ethics** identifies an organization as a community to be valued and explored. It affects the shaping of the organization by: striving to quicken and intensify existing individual capabilities and organizational capacities; extending their community's number and scope while organizing themselves so that their conflicts will be harmonized; and mobilizing their energies of will and intellect to bring them to self realization (Organizational Learning). **Organizational integrity** is the essence of the learning organization and the end sought. The learning organization is a true community of cooperative inquiry and action.

#### Professional Research, Knowledge and Competencies (PRKC)

1) Demonstrate attributes of positive role model /see *Interpersonal Skills* (Module 5)

Beginner	Advanced Beginner	Practitioner
Apply open/honest communication in dialogue responding to questions and concerns	Build interpersonal trust and mutual respect	Establish a risk-taking environment

2) Follows ethical standards of professionalism at all times

Beginner	Advanced Beginner	Practitioner
Conducts oneself in a professional manner that is exhibited through personal conduct, appearance, work habits and environment	The professional image projected in personal conduct, appearance, work habits and environment is a model for fellow agents	Professional conduct is a model for other professionals

3) Understands role of leadership and organizational integrity *being accountable and accepting responsibility for actions/see Program Governance* (Module 3)

Beginner	Advanced Beginner	Practitioner
Explain components of Ethical Leadership (purpose, knowledge, authority, trust)	Interview others related to components of Ethical Leadership	Compare/contrast your learning with the Servant Leadership model

### Knowledge Assessment

0- I know nothing about this

1- I understand the basic concept

2- I can implement this concept with assistance

3- I can implement this concept independently and/or teach it to others

Ethics				
Apply ethical standards in my profession	0	1	2	3

### Suggested Readings and Learning Resources

Bebeau, M.J. (1995), *Developing a Well-Reasoned Response to a Moral Problem in Scientific Research*, Indiana University. Retrieved June 10, 2008 at <http://www.eval.org/GPTraining/GP%20Training%20Final/gp.article.pdf>

Center for Ethical Leadership resources: [www.ethicalleadership.org](http://www.ethicalleadership.org)

Grace, B. (1999), *Ethical Leadership: In Pursuit of the Common Good* (pdf)

Hughes, P.M. (2004), *Gracious Space: A practical guide for working better together*

White, T.I. (1988), *Right and Wrong: A Brief Guide to Understanding Ethics*, Englewood Cliffs, NJ: Prentice Hall.

Web based Resources:

*Ethical reasoning process*. Retrieved November 18, 2008 at <http://www-rcf.usc.edu/~mock/ethical.htm>

*A Framework for Thinking Ethically*. Retrieved November 18, 2008 at <http://www.scu.edu/ethics/practicing/decision/framework.html>

*Kohlberg's stages of moral development* (chapter). Retrieved November 18, 2008 at <http://faculty.plts.edu/gpence/html/kohlberg.htm>

*Kohlberg's stages of moral development*. Retrieved November 18, 2008 at <http://www.aggelia.com/htdocs/kohlberg.shtml>

*Moral development.* Retrieved November 18, 2008 at  
<http://classweb.gmu.edu/awinsler/ordp/moraldev.html>

*Moral development and moral education: An overview.* Retrieved November 18, 2008 at  
<http://tigger.uic.edu/~lnucci/MoralEd/overview.html>

## Suggested Content Outline

### Beginner Level

Specific Learning Outcome	Reading and Learning Activities
<p>Become knowledgeable about current ethical standards, standards for practice and professional behavior</p>	<p>Questions to ponder: What is the profession?            What are the rights and responsibilities of the profession in society?            Activity: Locate 3 resources, articles, codes of ethics associated with your institution, organization or professional association.            In review of these documents consider these questions: Where did these ethical principles come from?            What purpose of the ethical code serve? Who does it apply to and when? How is the code enforced?</p>

### Advanced Beginner Level

<p>Use ethical principles, practices and standards to formulate choices and to evaluate appropriate courses of action.</p>	<p>Activity: Choose a professional issue related to ethical principles, practices and standards that is of interest to you. Discuss the issue with peers or friends and include your reflections on four of the following:</p> <ul style="list-style-type: none"> <li>-identify some of the possible choices of ethical action</li> <li>-questions the issue raises for you</li> <li>-experiences you have had that reflect or are related to this issue</li> <li>-what other issues are related</li> <li>-what caused the issue to be raised for you at this time</li> <li>-current context of the issue</li> <li>-historical influences on the issue</li> <li>-significance to the field, society</li> </ul> <p>Reading Assignment: White (1988) Chapters 1 &amp; 2</p>
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**Practitioner Level**

Understand ethical theory and be able to use it in decision making	Reading Assignment: White (1988) Chapters 3 & 4
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## Module 4: Interpersonal Skills

### Description of Content:

*Interpersonal skills are centered on building relationships, interacting positively with others, being able to listen while others are speaking, presenting ideas respectfully and responsibly, having empathy for others and working cooperatively in groups and teams. These skills can help build good working relationships with co-workers, youth, volunteers and community members. Working well with others involves understanding differences. Therefore, interpersonal skills play an important role in determining how well individuals manage interactions with others. This course provides reading and learning activities to help 4-H professionals learn how to demonstrate effective and diverse interpersonal communication skills and strategies, display respect and empathy for others and how to identify and resolve conflicts. Many of the recommended learning activities are best presented in a group setting as the learner benefits from practice and feedback as skills are built. Training resources for group learning are included.*

### Professional Research, Knowledge and Competencies (PRKC)

- 1) Listens effectively and actively
- 2) Takes others' perspectives into account
- 3) Manages conflict effectively

Novice	Advanced Beginner	Practitioner
<p><b>Listens effectively and actively</b></p> <ul style="list-style-type: none"> <li>• Learns and practices active/reflective listening</li> <li>• Recognizes the need for appropriate communication in the problem-solving process</li> </ul> <p><b>Takes others' perspectives into account</b></p> <ul style="list-style-type: none"> <li>• Explore a realistic self appraisal and self understanding.</li> <li>• Is aware that there is a need to develop interpersonal skills for effectively working with others.</li> </ul>	<p><b>Listens effectively and actively</b></p> <ul style="list-style-type: none"> <li>• Demonstrates ability to use active/reflective listening in communication with others</li> </ul> <p><b>Takes others' perspectives into account</b></p> <ul style="list-style-type: none"> <li>• Develops healthy, mutually beneficial and growth oriented interaction with others</li> <li>• Demonstrates encouragement and consideration of multiple and diverse perspectives and opinions</li> <li>• Maintains cooperative interaction with others</li> </ul>	<p><b>Takes others' perspectives into account</b></p> <ul style="list-style-type: none"> <li>• Develops skills for intercultural communication</li> </ul> <p>NOTE: Reading and learning recommendations can be found in the National Learning Priority Content Area <i>Expanding Outreach to New and Underserved Audiences – Access, Equity, and Opportunity.</i></p>

	<p>regardless of personal or cultural differences</p> <p><b>Manages conflict effectively</b></p> <ul style="list-style-type: none"> <li>Methodically analyzes personal communication habits in order to prevent misunderstandings and conflict within the communication process.</li> <li>Manages disagreements creatively and productively.</li> <li>Understands and uses appropriate strategies for conflict resolution</li> </ul>	<p><b>Manages conflict effectively</b></p> <ul style="list-style-type: none"> <li>Effectively cross-links skills of listening and taking others' perspectives into account to manage conflict and build mutually respectful interactions</li> </ul>
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### Knowledge Assessment

**0-** I know nothing about this

**1-** I understand the basic concept

**2-** I can implement this concept with assistance

**3-** I can implement this concept independently and/or teach it to others

<b>Interpersonal Communications</b>				
Demonstrate effective and diverse interpersonal communication skills and strategies	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
Apply active/reflective listening skills in interpersonal communication	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
Apply effective interpersonal communication skills that respect diversity	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
Maintain cooperative interaction with others regardless of differences	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
Manage interpersonal conflict effectively	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>

### Suggested Readings and Learning Resources

Cooperative Extension (2006). *R.I.S.E. Respect and Integrity through Skills and Education: A 4-H Workforce Readiness Program for Youth*. University of Connecticut: Cooperative Extension Center.

Cooperative Extension. (1997). *Unlock Youth Leadership Potential: A Leadership Project Guide*, University of Florida: Cooperative Extension.

Guffey, M.E. (2006). *Essentials of Business Communication, 7<sup>th</sup> edition*. South-Western, CengageLearning.

Kahnae, A. (August 2004). *Solving Tough Problems: An Open Way of Talking, Listening, and Creating New Realities*. Berrett-Koehler Publishers.

National 4-H Council. (2006) *Engaging Youth, Serving, Community Program Manual*, Washington DC: National 4-H Council.

Patterson, K., Grenny, J., McMillan, R., and Switzler, A. (2002). *Crucial Conversations: Tools for Talking When Stakes are High*. The McGraw-Hill Company.

Raines, C. & Ewing, L. (2006). *The Art of Connecting: How to Overcome Differences, Build Rapport and Communicate Effectively with Anyone*. ISBN: 9780814408728, AMACOM Books, A Division of the American Management Association

Stone, D., Patton, B., and Heen, S. (1999). *Difficult Conversations: How to Discuss What Matters Most*. New York: Viking Penguin.

Young, D.J. (2006). *Foundations of Business: An Integrative Approach*. McGraw-Hill Higher Education, [http://highered.mcgraw-hill.com/sites/0072979542/information\\_center\\_view0/](http://highered.mcgraw-hill.com/sites/0072979542/information_center_view0/)

## Suggested Content Outline

### Beginner Level

Specific Learning Outcome	Reading and Learning Activities
<p><b>Listens effectively and actively</b></p> <p>-Students will learn the importance of becoming an effective and professional communicator using active and reflective listening.</p>	<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Essentials of Business Communication, Class Listening, page 24</li> <li>• Foundations of Business Communication, Listening Skills, page 12</li> <li>• R.I.S.E. Program Manual, pages 208-212</li> <li>• Unlock Your Leadership Potential, Lesson 3 – Communication</li> </ul> <p><b>Training Resources</b></p> <ul style="list-style-type: none"> <li>• 10 Steps to Effective &amp; Active Listening Skills <a href="http://www.iamnext.com/people/listen.html">http://www.iamnext.com/people/listen.html</a></li> <li>• Human Development 205 syllabi, CAHNRS, Washington State University – <a href="http://www.learningreconsidered.org/tools/project.cfm?sid=9">http://www.learningreconsidered.org/tools/project.cfm?sid=9</a></li> <li>• Building Dynamic Groups, Ohio State University, <a href="http://www.ag.ohio-state.edu/~bdg/communication.html">http://www.ag.ohio-state.edu/~bdg/communication.html</a></li> </ul> <p><b>Suggested Reading</b></p> <p>Listening Effectively –</p>

	<a href="http://www.wright.edu/~scott.williams/skills/listening.htm">http://www.wright.edu/~scott.williams/skills/listening.htm</a>
<p>-Students will learn positive ways of contributing to group discussion through interpreting and responding.</p>	<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Unlock Your Leadership Potential, Lesson 8 – Working With Groups</li> </ul> <p><b>Suggested Reading</b></p> <ul style="list-style-type: none"> <li>• Stages of Group Development  <a href="http://www.chimaeraconsulting.com/tuckman.htm">www.chimaeraconsulting.com/tuckman.htm</a></li> </ul>
<p>-Students will learn the problem solving approach and various ways to respond to workplace criticism.</p> <p>-Students will learn to promote positive workplace relations through conversation.</p>	<p><b>Learning Activities</b></p> <p>Can be drawn from:</p> <ul style="list-style-type: none"> <li>• Essentials of Business Communication, Discussing Workplace Criticism, page 338</li> <li>• Unlock Your Leadership Potential, Lesson 6 – Making Decisions</li> <li>• The Problem Solving Activity <a href="http://www.managementhelp.org/prsn">www.managementhelp.org/prsn</a></li> </ul> <p><b>Training Resources</b></p> <ul style="list-style-type: none"> <li>• Basic Guidelines to Problem Solving &amp; Decision Making  <a href="http://www.managementhelp.org">www.managementhelp.org</a></li> <li>• The Problem Solving Process <a href="http://www.gdrc.org/decision/problem-solve.html">www.gdrc.org/decision/problem-solve.html</a></li> <li>• Essentials of Business Communication, Eight Steps to Resolving Workplace Conflicts, page 342</li> </ul>
<p><b>Takes others’ perspectives into account</b></p> <p>-Students will learn the habits, attitudes, appearance and behaviors they use which affect how they get along with others.</p>	<p><b>Learning Activities</b></p> <p>Can be drawn from:</p> <p>Unlock Your Leadership Potential, Lesson 2 – Understanding Self; Lesson 4 – Getting Along with Others</p> <p>Tools of the Trade: Giving Kids a Lifetime Guarantee, 4-H Afterschool Staff Training, Session 2</p> <p><b>Training Resources</b></p> <p>Interpersonal/Human Skills <a href="http://www.managementhelp.org/intrpsn/.htm">www.managementhelp.org/intrpsn/.htm</a></p> <p>Use the <i>Personality IQ</i> or similar “Colors” activity to gain a perspective on self and others in a group.</p>

**Advanced Beginner Level**

<b>Specific Learning Outcome</b>	<b>Reading and Learning Activities</b>
<p><b>Takes others’ perspectives into account</b></p> <p>-Students will observe and learn differences without making value judgments.</p> <p>-Students will be define culture and recognize its role in developing perceptions of others.</p> <p>-Students will learn to recognize and appreciate differences in cultures.</p> <p>-Students will learn how to promote cross-cultural awareness.</p>	<p><b>Learning Activities</b></p> <p>Can be drawn from :</p> <p>The Change Management Toolbox <a href="http://www.managementhelp.org/intr.htm">www.managementhelp.org/intr.htm</a></p> <p>Engaging Youth, Serving Community, Section 5 - Inclusion</p> <p><b>Learning Activities</b></p> <p>Can be drawn from:</p> <p>Unlock Your Leadership Potential, Lesson 4 – Getting Along with Others</p> <p>R.I.S.E Program Manual, pages 187-190</p> <p><b>Training Resources</b></p> <p>CES Diversity Training, Appreciating difference and understanding impacts of differences, University of Michigan Extension, <a href="http://www.msue.msu.edu/portal/default.cfm?pageset_id=196505">http://www.msue.msu.edu/portal/default.cfm?pageset_id=196505</a></p> <p>Valuing Diversity <a href="http://www.managementhelp.org/intrpsnl/diversity.htm">www.managementhelp.org/intrpsnl/diversity.htm</a></p> <p>Engaging Youth, Serving Community, Section 4 – Cultural Diversity</p>

<p><b>Manages conflict effectively</b></p> <p>-Students will learn to manage conflict with sensitivity and tact.</p> <p>-Students will learn to identify circumstances that lead to conflict.</p> <p>-Students will learn the basic cycle of conflict and how it is affected by the sources of conflict.</p> <p>Students will understand that conflict properly managed can be healthy</p>	<p><b>Reading</b></p> <p><i>Difficult Conversations: How to Discuss What Matters Most</i> Chapters 1-6</p> <p><i>Then New Conflict Management: Strategies for dealing with Tough Topics and Interpersonal Conflicts</i>, Harvard School of Education – <a href="http://www.pon.harvard.edu/fremium/the-new-conflict-management-strategies-for-dealing-with-tough-topics-interpersonal-conflicts/">http://www.pon.harvard.edu/fremium/the-new-conflict-management-strategies-for-dealing-with-tough-topics-interpersonal-conflicts/</a></p> <p><b>Learning Activities</b></p> <p>Can be drawn from:</p> <p>TLC – Module 5: Conflict Resolution</p> <p>R.I.S.E. Program Manual, Part 2, Conflict Resolution pages 184-203</p> <p>Unlock Your Leadership Potential, Lesson 4 – Getting Along with Others</p> <p><b>Training Resources</b></p> <p>Basics of CES for working in communities: Conflict Management, Building Consensus with Diverse Groups, Southern Rural Development Center, <a href="http://srdc.msstate.edu/fop/levelthree/trainarc/conflict.html">http://srdc.msstate.edu/fop/levelthree/trainarc/conflict.html</a></p> <p>Conflict Management Skills Overview Collegiate 4-H – <a href="http://www.collegiate4h.org/clubdevelopment/interpersonalskills.asp">http://www.collegiate4h.org/clubdevelopment/interpersonalskills.asp</a></p>
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## Module 5: Strengthening Facilitation Skills

### Description of Content:

*The SYFS Level I Training Series is a comprehensive set of materials designed for Extension and other professionals to train community members to more effectively and efficiently lead community groups. Participants learn core facilitation competencies in an adult education framework where content flows sequentially from one educational mode to the next and where learning includes practice and processing of the content, with opportunities for generalization and application.*

*The Training Series is based on six foundational facilitator competencies developed by the International Association of Facilitators (IAF). The competencies form the basic set of skills, knowledge and behaviors that facilitators must have to be successful in a variety of settings. The majority of the work primarily focuses in three competency areas: Plan appropriate group processes; Create and sustain a participatory environment; and Guide groups to appropriate and useful outcomes.*

*Each of the five 4-hour lessons is designed for a facilitator/educator to help participants learn core facilitation competencies, practice skills, receive feedback in a safe environment and observe facilitation challenges. Lessons are framed in an experiential educational context with a mixture of learning activities integrating various methodologies – lecturette, small and large group processes, and intentional reflection and critique.*

### Professional Research, Knowledge and Competencies (PRKC)

- 1) Uses mission and vision to shape program and organizational structure.
- 2) Uses mission and vision for long range planning.
- 3) Plan, manages, and embraces change.

<b>Beginner</b>	<b>Advanced Beginner</b>	<b>Practitioner</b>
Learns core facilitation competencies.  Observes facilitation challenges, such as constant change, competing priorities, changing team members, limited time and carefully guarded resources.	Practices skills in an experiential setting and receive feedback in a safe environment.	Commits time to build community capacity by volunteering facilitation skills to a community group or organization.

## Knowledge Assessment

0- I know nothing about this

1- I understand the basic concept

2- I can implement this concept with assistance

3- I can implement this concept independently and/or teach it to others

<b>Strengthening Facilitation Skills</b>				
Create and sustain an environment of participation	0	1	2	3
Guide the group to appropriate and useful outcomes	0	1	2	3
Guide the group to appropriate and useful outcomes	0	1	2	3

## Suggested Readings and Learning Resources:

Bens, I. (2008). *Facilitation at a Glance* (2<sup>nd</sup> Edition). Salem, NH: GOAL/QPC Inc.

Bens, I. (2005). *Facilitating with Ease!* San Francisco, CA: Jossey-Bass Inc.

Gregorc, A.F. (2004). *Gregoric Style Delineator*<sup>TM</sup> (Third Edition). A Self-assessment Instrument for Adults.

*Facilitation – What Is It?: GroupWorks* (2004) publication series, Orono, ME: University of Maine Cooperative Extension. Retrieved April 29, 2008 at <http://www.umext.maine.edu/onlinepubs/PDFpubs/6101.pdf>

Haskell, J. E., Cyr, L. F., & McPhial, G. (2007). *Strengthening Your Facilitation Skills, Level I Training Series*, University of Maine Cooperative Extension.

International Association of Facilitators (2003). *Foundational Facilitator Competencies*. Retrieved April 29, 2008 at <http://www.iaf-world.org/i4a/pages/Index.cfm?pageid=4028>

Justice, T. and Jamieson, D. (2006). *Facilitator's Fieldbook*. Amherst, MA: HRD Press.

Kelsey, D., & Plumb, P. (2004). *Great Meetings! great results*. Portland, ME: Great Meetings! Inc..

Schwarz, R. (2002). *Ground Rules for Effective Groups*. Chapel Hill, NC: Roger Schwarz & Associates, Inc.

Schwarz, R. (2002). *The Diagnosis-Intervention Cycle*. Chapel Hill, NC: Roger Schwarz & Associates, Inc.

Schwarz, R.M. (2002). *The Skilled Facilitator: A Comprehensive Resource for Consultants, Facilitators, Managers, Trainers, and Coaches, New and Revised*. San Francisco, CA: Jossey-Bass Inc.

## Suggested Content Outline

### Beginner Level

Specific Learning Outcome	Reading and Learning Activities
<p>Participants will develop an understanding of the core competencies of facilitation.</p>	<p>Lecturette: What is Facilitation? Who Is the Facilitator? The Facilitation Map, Core Values of Facilitation, Working Agreements</p> <p>Activity: Developing Working Agreements</p> <p>Reading Assignments: International Association of Facilitators (2003). <i>Foundational Facilitator Competencies</i>. Retrieved as pdf download from <a href="http://www.iaf-world.org/i4a/pages/Index.cfm?pageid=4028">http://www.iaf-world.org/i4a/pages/Index.cfm?pageid=4028</a></p> <p>Kelsey, D., &amp; Plumb, P. (2004). <i>Great Meetings! great results</i>. Great Meetings! Inc., Portland ME. (pp.39-50)</p> <p>Schwarz, R.M. (2002). <i>The Skilled Facilitator: A Comprehensive Resource for Consultants, Facilitators, Managers, Trainers, and Coaches, New and Revised</i>. San Francisco, CA: Jossey-Bass Inc. (pp. 17-39, 233-245)</p>
<p>Participants will understand <i>contracting</i>.</p>	<p>Lecturette: What is Contracting, How to Gather Contracting Information, The Facilitation Contract</p> <p>Activity: Assessing a Group</p>
<p>Participants will learn how preferred thinking and learning styles impact group processes.</p>	<p>Lecturette: Learning Styles, Advantages and Disadvantages of Matching Styles</p> <p>Complete <b>Gregorc Style Delineator™</b> and reflect on results.</p> <p>Activity: Visual Identification of Thinking and Learning Styles</p> <p>Reading Assignment: Gregorc, A.F. (2004). <i>Gregoric Style Delineator™</i> (Third Edition). A Self-assessment Instrument for Adults.</p>
<p>Participants will understand decision-making options available for group situation.</p>	<p>Lecturette: The Six Options</p> <p>Activity: Choosing a Decision-making Option</p>
<p>Participants will learn the value of meeting room design as related to contracting.</p>	<p>Activity: Designing an Ideal Meeting Space</p>

Participants will strengthen understanding of core facilitation competencies.	Lecturette: Core Values of Facilitation, Role of Working Agreements  Activity: Revisiting Adopted Working Agreements
Participants will learn how group stages impact group process.	Lecturette: What is a Group?  Activity: Stages of Group Development
Participants will learn how core facilitation guiding principles and practices affect facilitation style.	Lecturette: Review Facilitation and the Facilitator, Facilitation Guiding Principles, Core Facilitation Practices  Reading Assignment: <i>Facilitation – What Is It?: GroupWorks</i> (2004) publication series, Orono, ME: University of Maine Cooperative Extension. Retrieved as pdf download from <a href="http://www.umext.maine.edu/onlinepubs/PDFpubs/6101.pdf">http://www.umext.maine.edu/onlinepubs/PDFpubs/6101.pdf</a>
Participants will understand how hindering and helpful behaviors affect the management of groups.	Activity: Identifying Hindering Group Behaviors Lecturette: Behaviors that Help Groups, Balancing Relationships and Tasks
Participants will learn how to design a meeting process based on the facilitation map.	Lecturette: Review The Facilitation Map Activity: Intentional Facilitation Practice: Developing a Meeting Design
Participants will strengthen their understanding of core facilitation competencies.	Lecturette: Introduction to Intentional Facilitation Practices Activities: Intentional Facilitation Practice in three parts <ul style="list-style-type: none"> <li>• Part I: Generating Ideas</li> <li>• Part II: Narrowing Ideas</li> <li>• Part III: Action Planning</li> </ul> Lecturette: Introduction to Core Facilitation Practices Activity: Identifying Core Facilitation Practices

### Advanced Beginner Level

Specific Learning Outcome	Learning Activities
Participants will learn that change in a group can be facilitated with varied, participatory methods and techniques.	Activities:  Facilitator Skills/Group Member Skills Self-Assessment; Recognizing and Redirecting Difficult Group Situations; and Assessing Your Facilitation Strengths and Weaknesses

Participants will understand how The Diagnosis-Intervention Cycle can be used to guide a group to outcomes.	<p>Lecturette: Left-Hand Column Preface  Activity: Left-Hand Column Exercise  Lecturette: Using the Left-Hand Column; Interventions Defined; The Core Values of Facilitation and Ground Rules  Lecturette: The Diagnosis – Intervention Cycle Defined  Activity: Designing Interventions</p> <p>Reading Assignment:</p> <p>Schwarz, R. (2002). <i>Ground Rules for Effective Groups</i>. Roger Schwarz &amp; Associates, Inc. Chapel Hill, NC.</p> <p>Schwarz, R. (2002). <i>The Diagnosis-Intervention Cycle</i>. Roger Schwarz &amp; Associates, Inc. Chapel Hill, NC.</p>
Participants will understand how unspoken assumptions and inferences can impact a group.	Activity: Intentional Facilitation Practice: Intervention Role-plays
Participants will understand the use of consensus as a decision-making tool.	Activity: Decision by Consensus
Participants will learn how the clarifying circle technique can be used as a consulting method.	<p>Lecturette: Introduction to Clarifying Circle and Activity Procedure  Activity: Consulting Using the Clarifying Circle</p>
Participants will experience the value of celebration.	<p>Closing Activity: Sharing My Significance</p> <p>Resource:  Bens, I. (2008). <i>Facilitation at a Glance</i> (2<sup>nd</sup> Edition). GOAL/QPC. Salem NH.</p>

### Practitioner Level

Specific Learning Outcome	Reading and Learning Activities
Participants will donate time to build community capacity by volunteering facilitation skills to a community group or organization.	Time Donation Contract

## Module 6: Scholarship

### Description of Content:

*This module introduces the concepts of scholarship as it relates to Extension youth work with four focus components. The first component is broadly defined as “know the field.” The purpose is to learn and understand the research of practice in the field of 4-H youth development. “Apply the field” is the second component focusing on identifying scholarship among 4-H professionals and others in the Youth Development field of knowledge, then applying that knowledge to programming. These first two components have been addressed by webinars produced in 2009 and archived for future use.*

*The third and fourth components address how youth development professionals would “grow” and “promote” the field of youth development. By actively engaging in research and/or program evaluation, youth development professionals would “grow the field” through sharing their scholarship through publications and presentations. Building credentials as a youth development professional is the culmination of this scholarship development pathway, a pathway that builds the foundation and develops capacity to be viewed as a Youth Development Expert.*

### Professional Research, Knowledge and Competencies (PRKC)

- 1) Applies research and best practices to all aspects of work.
- 2) Contributes to knowledge base of youth development field.
- 3) Provides research based information to the public and collaborates with other youth development educators and professionals.

<b>Beginner</b>	<b>Advanced Beginner</b>	<b>Practitioner</b>
<i><b>Dependent on others for Professional Development [perhaps 1-3 years in position]</b></i>	<i><b>Independent/ contributor to Professional Development [3-6 years in position]</b></i>	<i><b>Responsible for Professional Development and mentor/coach others [6 years and beyond in position]</b></i>
Understand the State of the Art for the Youth Development field of knowledge [Know the Field]	Identify Scholarship within the 4-H profession and the Youth Development field of knowledge. [Apply the Field]  Apply the knowledge to programming. [Apply the Field]	Engage in research and evaluation that informs practice. [Grow the Field]  View yourself as a Youth Development Expert through building credentials for the role. [Promote the Field]

## Knowledge Assessment

0- I know nothing about this

1- I understand the basic concept

2- I can implement this concept with assistance

3- I can implement this concept independently and/or teach it to others

Scholarship	0	1	2	3
Apply framework of youth development programming and topics to individual work	0	1	2	3
Share scholarly work with professionals through articles and/or presentations	0	1	2	3
Contribute to the body of knowledge in the field of youth development	0	1	2	3

## Suggested Readings and Learning Resources

### Know the Field and Apply the Field:

Alter, T. (2003). Where is Extension scholarship falling short, and what can we do about it?

*Journal of Extension* [On-line], 41(6). Available at:

<http://www.joe.org/joe/2003december/comm2.shtml>.

Arnold, M.E., Calvert, M.C., Cater, M.D., Evans, W., LeMenestrel, S., Silliman, B., & Walahoski, J.S. (2008). Evaluating for Impact: Educational content for professional development. Washington, DC: National 4-H Learning Priorities Project, Cooperative State Research, Education, & Extension Service, USDA.

Blyth, D.A. (2006, Winter). Toward a new paradigm for youth development. *New Directions in Youth Development*, 25-43. San Francisco: Jossey-Bass.

Blyth, D.A. (Publication Pending). Reflections on the field. *Journal of Youth Development: bridging research and practice*.

Boyer, E. L. (1990). Scholarship reconsidered: Priorities of the professoriate. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.

Bushaw, D. W. (1996). The Scholarship if Extension. *Journal of Extension* [On-line], 36(4). Available at: <http://www.joe.org/joe/1996august/comm1.html>.

Eccles, J., & Gootman, J.A. (Eds). (2002). *Community programs to promote youth development. Committee on community-level programs for youth*. Washington, DC: National Academy Press.

Garbarino, J. (1995). *Raising children in a socially toxic environment*. San Francisco: Jossey-Bass.

- Larson, R. (2000). Toward a psychology of positive youth development. *American Psychologist*, 55(1), 170-183.
- Pittman, K., Ferber, T., & Irby, M. (2000). *What fills the empty space? A tool for mapping youth investment*. Takoma Park, MD: International Youth Foundation.
- Smith, C., Akiva, T., Arrieux, D., Jones, M.M. (2006, Winter). Improving quality of the point of service. *New Directions in Youth Development*, 93-108. San Francisco: Jossey-Bass.
- The Forum for Youth Investment. (2008, June) Out-of-School-Time Policy Commentary #12: Unpacking Youth Work Practice. Washington, D.C.: The Forum for Youth Investment. Retrieved from <http://forumforyouthinvestment.net/files/OSTPC.pdf>
- Walker, J.A. (2006, Winter). Intentional youth programs: Taking theory to practice. *New Directions in Youth Development*, 75-92. San Francisco: Jossey-Bass.
- Walker, J., Marczak, M., Blyth, D.A., & Borden, L. (2005). Designing intentional youth programs: Toward a theory of developmental intentionality. In J. Mahoney, R. Larson, & J. Eccles (Eds.), *Organized activities as contexts for development: Extracurricular activities, after-school and community programs*. Mahwah, NJ: Erlbaum.
- Weiser, C.J. & Houglum, L. (1998). Scholarship unbound for the 21<sup>st</sup> century. *Journal of Extension* [On-line], 36(4). Available at: <http://www.joe.org/joe/1998august/a1.html>.
- Westmoreland, H., Little, P.M.D., & Gannett, E. (2006, Fall). Exploring quality in afterschool programs for middle school-age youth. *Afterschool Review*, 8-13.

## Suggested Content Outline

### Beginner Level

Specific Learning Outcome	Reading and Learning Activities
Learns <i>State of the Art</i> related to structure of youth development programming.	<p><b>Know the Field</b> addressed in a webinar format with Keynote by Dale Blyth. Webinar broadcast on January 8, 2009 2-3:30pm ET entitled <i>Understanding our Field of YD and Implications for the Future</i>. A panel of scholars/practitioners including: Pam Garza, National 4-H Council; Roger Rennenkamp, Oregon State University and Ryan Schmiesing, National Program Leader for Mission Mandates offered reflections and reactions.</p> <p>Recorded broadcast available at:  <a href="http://connect.extension.iastate.edu/p11541460">http://connect.extension.iastate.edu/p11541460</a></p>

	<p>Presentation slides available at:</p> <p><a href="http://www.uvm.edu/extension/youthdevelopment/?Page=presentation-january09.html">http://www.uvm.edu/extension/youthdevelopment/?Page=presentation-january09.html</a></p>
Learns <i>State of the Art</i> related to topics and issues of interest for youth development professionals.	<p>Activity: Scavenger hunt - Locate and share three research related reports on a topic or issue of interest in youth development. (Examples may include: Contact hours, clubs, camping, essential elements, ages and stages, teen brain development, life skills, civic engagement, etc.)</p>
Reflects on how youth development scholarship relates to the individual's work.	<p>List 5 major activities in your 4-H program and identify positive youth development framework/research that supports each.</p> <p>Resources: See listing in resources section of syllabi above. Also consider: Journal of Youth Development online, Website - Spotlighting positive youth development, 4-H database</p>

### Advanced Beginner Level

Specific Learning Outcome	Reading and Learning Activities
Reflects on how youth development scholarship relates to the individual's work.	<p>Assignment: Develop a programmatic logic model for a comprehensive 4-H program.</p> <p>Reading Assignment: Arnold, et al (2008) Modules 1 &amp; 2</p>
Applies cutting edge perspective of youth development programming and topics to the individual's work.	<p><i>Apply the Field</i> addressed in a webinar format with Keynote by Joyce Walker. Webinar broadcast on April 2, 2009 2-3:30pm ET entitled <i>Quality Youth Development Practice</i>. A panelist of scholars/practitioners including: Kathrin Walker, University of Minnesota; Nicole Yohalem, Program Director at the Forum for Youth Investment; and Stacey Daraio, Deputy Director at the Community Networks for Youth Development in San Francisco offered reflections and reactions.</p> <p>Recorded broadcast and Presentation slides available at:</p> <p><a href="http://www.uvm.edu/extension/youthdevelopment/">http://www.uvm.edu/extension/youthdevelopment/</a></p>
Develop program content based on Best Practices; intentionality of programming.	<p>Reading Assignment: Walker (2006); Walker, Marczak, Blyth &amp; Borden (2005)</p>

Explores the difference between research in 4-H and that done in Youth Development.	Activity: Analyze case studies in youth development research noting similarities and differences in 4-H specific research and youth development research
Explores data collection and instrumentation of scholarship as well as research methods.	Reading Assignment: Arnold, et al (2008) Module 5
Learns to be critical consumers of research and evaluation.	Activity: Identify and list publications receptive to Extension 4-H/YD articles for publication. Critically evaluate current research reports for validity and reliability. Reading Assignment: Arnold, et al (2008) Modules 6 & 7

### **Practitioner Level**

<b>Specific Learning Outcome</b>	<b>Reading and Learning Activities</b>
Investigates some research question by way of a cohort with mentor/ coach	Activity: Identify and connect with one or more youth development professionals to explore possible research question or develop youth development program Reading Assignment: Arnold, et al (2008) Modules 3 & 4

## Module 7: Work-Life Balance

### Description of Content:

*This module focuses on understanding the relationship between work and personal life. It is possible the two aspects are at odds, leading to increased stress, or they can be complimentary, making one more effective.*

*Balancing work priorities and personal priorities can be a challenge. By taking control of time and by understanding the way these two parts interact relieves stress, making one more effective in all domains of life.*

*A key component of this balancing act is to know personal skills, abilities and stressors. By recognizing strengths and weaknesses one is better able to deal with challenges that come along in daily life as well as balancing work and personal life.*

### Teaching Philosophy and Methodology:

Work/Life Balance is personal. For each individual equilibrium will come at a different point. This module, therefore, is self paced and requires reflection. Activities and readings are meant to provoke thought and introspection. It is up to the learner so make a commitment to set aside time to reflect on the material and apply it to their work/life situation.

This module is self-paced. The participant may be able to move quickly through one section while needing to spend more time on another. For maximum effectiveness, the beginning participant should identify a mentor that will debrief the readings with them and assist in seeing the application to their work and personal life. The Advanced Beginner and Practitioner may want to develop a cohort of peers from Extension and outside of Extension to reflect and apply course materials.

### Professional Research, Knowledge and Competencies (PRKC)

- 1) Incorporates wellness practices into personal lifestyle
- 2) Practices stress management and stress reduction

<b>Beginner</b>	<b>Advanced Beginner</b>	<b>Practitioner</b>
<b>Incorporates Wellness Practices into Personal Lifestyle</b> <ul style="list-style-type: none"><li>• Understands that there is a need for work/life balance to be successful in each</li><li>• Knows and describes the interdependence of work/life, the spillover, and the compensation between the two</li></ul>	<b>Incorporates Wellness Practices into Personal Lifestyle</b> <ul style="list-style-type: none"><li>• Practices time management strategies</li><li>• Develops a support system at home and on the job</li><li>• Asks for help when it is needed</li><li>• Takes time off when needed</li><li>• Maintains good health habits</li></ul>	<b>Incorporates Wellness Practices into Personal Lifestyle</b> <ul style="list-style-type: none"><li>• Articulates and demonstrates benefits to individual and organization of work/life balance</li><li>• Fosters work/life balance with coworkers, especially those from different generations (Baby Boomers, Generation X, etc.)</li></ul>

		<ul style="list-style-type: none"> <li>• Works toward systemic change as needed to balance work/life in organization</li> </ul>
<b>Practices Stress Management and Stress Reduction</b> <ul style="list-style-type: none"> <li>• Develops a realistic picture of self (abilities, stressors, etc.)</li> </ul>	<b>Practices Stress Management and Stress Reduction</b> <ul style="list-style-type: none"> <li>• Sets realistic goals at work and home</li> <li>• Practices stress management strategies</li> <li>• Reframes or redefines stressful situations to make them more manageable</li> <li>• Practices and develops new coping strategies as needed</li> <li>• Recognizes the symptoms of stress and burnout</li> </ul>	<b>Practices Stress Management and Stress Reduction</b> <ul style="list-style-type: none"> <li>• Controls their own schedule</li> <li>• Detaches oneself from clientele group</li> <li>• Delegates tasks</li> </ul>

### Knowledge Assessment

0- I know nothing about this

1- I understand the basic concept

2- I can implement this concept with assistance

3- I can implement this concept independently and/or teach it to others

<b>Work-Life Balance</b>				
Establishes priorities and manages time, priorities, and resources effectively	0	1	2	3
Applies strategies to balance work/life issues in a healthy manner	0	1	2	3

### Suggested Reading and Learning Resources

Ayres, J., Hougen, R. E., Templin, E., & Walker, K. (1993). *Partners in Community Leadership Youth and Adults Working Together for Better Communities*. Ames, IA: North Central Regional Center for Rural Development.

Bennis, W., & Thomas, R., (2002). *Geeks & Geezers: How Era, Values, and Defining Moments Shape Leaders*. Boston: Harvard Business School Press.

Cooperative Extension Curriculum Project. Strategies for Work and Life Balance: The Fantastic Five! Retrieved from <http://www.cecp-online.org/>

Covey, S. (1989). *The Seven Habits of Highly Effective People*. New York: Simon and Schuster.

Christensen, K. (2006). Leadership in Action: A Work and Family Agenda for the Future. In M. Pitt-Catsouphes, E. Kossek, and S. Sweet (Eds.), *The Work and Family Handbook: Multi-Disciplinary Perspectives and Approaches*. New Jersey: Lawrence Erlbaum Associates.

- Cooperative Extension Center, University of Connecticut. (2000). *R.I.S.E. Respect and Integrity through Skills and Education: A 4-H Workforce Readiness Program for Youth*.
- Ensle, K. (2005). Burnout: How does Extension Balance Job and Family? *Journal of Extension*, 43(3).
- Eyre, R., & Eyre, L., (1997). *Lifebalance: How to simplify and bring harmony to your everyday life*. New York: Fireside.
- Fetsch, R., & Kennington, M. (1997). Balancing Work and Family in Cooperative Extension: History, Effective Programs and Future Directions. *Journal of Extension*, 35(1).
- Friedman, S. (2008). *Be a Better Leader, Have a Richer Life*. Boston: Harvard Business Review.
- Friedman, S. (2008). *Be a Better Leader, Have a Richer Life*. Boston: Harvard Business School Press.
- Families and Work Institute. (2005). *Generation and Gender in the Workplace*. Retrieved online from <http://www.abcdpendentcare.com/docs/ABC-generation-gender-workplace.pdf>.
- Hall, D. (1990). *Promoting work/family Balance: An organizational change approach*. *Organizational Dynamics*, 18.
- Harrington, B., & Hall, D. T. (2007). *Career Management and Work-Life Integration: Using Self-Assessment to Navigate Contemporary Careers*. Thousand Oaks, CA: Sage Publications.
- Kofodimos, J. (1993). *Balancing act: How managers can integrate successful careers and fulfilling personal lives*. San Francisco: Josey-Bass.
- Kutilek, L., Conklin, N., & Gunderson, G. (2002). Investing in the Future: Addressing Work/Life Issues of Employees. *Journal of Extension* 40(1).
- McFarland, M., & Huebner, A., (2002). *Youthworks Self Study Guides A Performance-Based Training Program for Youth Development Professional*. Manhattan, KS: Kansas State University.
- The Ohio State University. *Too much to do...Too little time*. (5 Modules) Retrieved online at <http://extensionhr/TimeMangWebsite>
- Pausch, R. (2007). *Time Management*. Retrieved online at <http://video.google.com/videoplay?docid=-5784740380335567758>.

## Suggested Content Outline

### Beginner Level

Specific Learning Outcome	Reading and Learning Activity
<p><b>Incorporates Wellness Practices into Personal Lifestyle</b></p> <ul style="list-style-type: none"> <li>Identifies management strategies to promote work and life balance</li> <li>Identifies psychological strategies to promote work and life balance</li> <li>Applies the strategies to promotework and life balance</li> <li>Evaluates their current work and life balance</li> </ul>	<p><b>Online Courses</b></p> <ul style="list-style-type: none"> <li>Strategies for Work and Life Balance: The Fantastic Five!</li> <li><i>Time Management</i></li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>Youthworks Self Study Guide 5: Session I</li> <li>Partners in Community Leadership: Module 7</li> <li>Tackling the Tough Skills: Part 1, Session D</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Maintain personal hobby/recreation activity</li> </ul>
<p><b>Practices Stress Management and Stress Reduction</b></p> <ul style="list-style-type: none"> <li>Develops a realistic picture of self (abilities, stressors, etc.)</li> </ul>	<p><b>Online Courses</b></p> <ul style="list-style-type: none"> <li>Too much to do...Too little time.</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>Respect and Integrity through Skills and Evaluation - R.I.S.E. Program Manual: Life Skills Activities.</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Find a mentor who knows the profession and has work/life balance.</li> <li>Exercise 3 times per week</li> </ul>

### Advanced Beginner Level

<p><b>Incorporates Wellness Practices into Personal Lifestyle</b></p> <ul style="list-style-type: none"> <li>Practices time management strategies</li> <li>Develops a support system at home and on the job</li> <li>Asks for help when it is needed</li> <li>Takes time off when needed</li> <li>Maintains good health habits</li> </ul>	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li><i>The Seven Habits of Highly Effective People</i></li> <li>“Leadership in Action: A Work and Family Agenda for the Future”</li> <li><i>Balancing Work and Family in Cooperative Extension: History, Effective Programs and Future Directions</i></li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Attend a Time Management or Work Life Balance Workshop in your area that may be taught by local Universities or Community Colleges or professional trainers such as Career Track, Franklin Covey, Fred Prior, etc.</li> <li>Develop a new interest/hobby outside work</li> </ul>
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<p><b>Practices Stress Management and Stress Reduction</b></p> <ul style="list-style-type: none"> <li>• Sets realistic goals at home and work</li> <li>• Recognizes the symptoms of stress and burnout</li> <li>• Practices stress management strategies</li> <li>• Reframes or redefines stressful situations to make them more manageable</li> <li>• Practices and develops new coping strategies as needed</li> </ul>	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• <i>Career Management and Work-Life Integration: Using Self-Assessment to Navigate Contemporary Careers</i></li> <li>• <i>Burnout: how does Extension Balance Job and Family?</i></li> <li>• <i>Be a Better Leader, Have a Richer Life</i></li> </ul>
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**Practitioner Level**

<b>Specific Learning Outcomes</b>	<b>Reading and Learning Activities</b>
<p><b>Incorporates Wellness Practices into Personal Lifestyle</b></p> <ul style="list-style-type: none"> <li>• Articulates and demonstrates benefits to individual and organization of work/life balance</li> <li>• Fosters work/life balance with coworkers, especially those from different generations (Baby Boomers, Generation X, etc.)</li> <li>• Works toward systemic change as needed to balance work/life in organization</li> </ul>	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• <i>Geeks &amp; Geezers: How Era, Values, and Defining Moments Shape Leaders</i></li> <li>• <i>Be a Better Leader, Have a Richer Life</i></li> <li>• <i>Promoting work/family Balance: An organizational change approach</i></li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Design and lead a workshop on Work-Life balance for 4-H Volunteers/Teens</li> <li>• Mentor new professionals</li> </ul>
<p><b>Practices Stress Management and Stress Reduction</b></p> <ul style="list-style-type: none"> <li>• Controls their own schedule</li> <li>• Detaches oneself from clientele group</li> <li>• Delegates tasks</li> </ul>	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• <i>Balancing act: How managers can integrate successful careers and fulfilling personal lives</i></li> <li>• <i>Investing in the Future: Addressing Work/Life Issues of Employees</i></li> </ul>

## **About the National Learning Priorities- Organizational Systems Working Group**

The organizational systems working group of the National 4-H Learning Priorities project was charged with developing the educational content to help 4-H educators handle day-to-day functions of program management and develop core skills and competencies that are grounded in the Professional Research and Knowledge Competency model (4-H PRKC, 2004). The group focused on skills building to strengthen interpersonal communication and group facilitation; enhancing program governance (support for board and committee work); and cultivating strategies to strengthen scholarship. Mastering these competencies and learning skills to manage time and work priorities will help 4-H professionals work more proficiently in the youth development field and achieve greater job satisfaction.

The group consisted of six 4-H professionals with expertise in building effective organizational systems and communities where organizational learning can flourish. The group began its work in February of 2007 and finished June 30, 2009. The group met by phone, and at two face to face meetings in Atlanta, GA in October 2007, and Burlington, KY in July 2008. During the 29 month process the group worked to develop professional development content for proficiency in building effective organizational systems through the following steps:

- Identifying competencies in the 4-H Professional Research, Knowledge, and Competencies (National Professional Development Task Force, 2004) related to organizational systems. Narrowing our scope to include those not addressed by State Extension and associated Land-Grant University regulations.
- Developing a matrix of appropriate levels of knowledge and skills for each competency. Our matrix addressed the first three of the five difference levels as outlined by Senge (1990) that are useful for articulating organizational learning. The levels are: (1) Novice- a person who has little or no knowledge or skill of the subject; (2) Advanced Beginner- a person who has some knowledge, but needs assistance putting the knowledge to work; (3) Practitioner – a person who has sufficient knowledge and skill to work independently; (4) Mentor – a person who has developed significant knowledge and skill and is able to help others learn; and (5) Expert- a person who is advanced in knowledge and skill and contributes to the development of knowledge and learning at all levels.
- Developing rubrics for each section of the matrix that articulated what a person at each level should know or be able to do for each competency.
- Developing a series of seven subject modules that outline content for each of the organizational systems competencies.