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ABSTRACT

The guidelines on leadership development for urban 4-H Clubs contain two brief introductory sections: the first, rationale, presents definitions of the roles of volunteers, professionals, and paraprofessionals in 4-H Clubs; the second, purpose and objectives, explains the principles behind the curriculum. The section on curriculum format is divided into four sections: section one includes a description of the leadership roles of volunteers, paraprofessionals, and professionals with a model showing the relationship of the roles in the 4-H program; section two lists statements of the knowledge and skill needed to perform each function, along with statements about appropriate attitudes and some available resources and materials; section three describes learning experiences which may be appropriate for the teaching/learning process and includes a sample lesson plan for staff development; section four describes a plan for reporting evaluative data relative to the curriculum. (Author/JR)

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Leadership Development

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Guidelines Prepared by the National 4-H Urban Development Committee

CE 004 680

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NATIONAL 4-H URBAN COMMITTEE

CURRICULUM ON LEADERSHIP DEVELOPMENT

Prepared by Leadership Development Subcommittee

Dr. Violet M. Malone, State 4-H Staff, Urbana, Illinois - Committee Chairman

Dr. V. Milton Boyce, Program Leader, 4-H - Youth, Extension Service, USDA, Washington, D. C.

Joseph L. Fox, District Director, Extension Service, St. Paul, Minnesota

Mrs. Sara S. Morgan, Area Youth Specialist, St. Charles, Missouri

W. Dee Whitmire, Youth Adviser, Santa Rosa, California

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NATIONAL 4-H URBAN COMMITTEE

CURRICULUM ON

LEADERSHIP DEVELOPMENT

> LEADERSHIP is the art of influencing others in the making of decisions. It requires the performance of functions which help a group to achieve its directions. LEADERSHIP is developed learned behavior and requires the ability to find, develop and encourage the talent of others.

A. RATIONALE

Since the inception of the Cooperative Extension Service, educational programs in 4-H work have reached millions of American citizens. Leadership for these programs comes from various individuals, including the VOLUNTEER, defined as:

> A member of the staff who gives his or her time and expertise without receiving or expecting pay. However, he or she may receive reimbursement for out-of-pocket expenses or may be on release time from some other agency, organization or business. He or she acts with obedience to the unenforceable, for they may serve or not serve based on the non-momentary satisfaction they receive.

The volunteer greatly enhances the 4-H Youth Program by reaching and teaching more youth, thus relieving the professional youth person to complete responsibilities of program planning, coordination, management and decision making.

Volunteers are more effective where their level of experience can contribute the most to the program and at the same time be challenged with their leadership role. The volunteer may serve in an administrative capacity responsible for organization and coordination of club and/or county activities. The volunteer's role may be one of a project leader, having special responsibility to plan and give instruction in a particular project or project area. A third type of volunteer can be categorized as a resource leader, one who may not directly lead the 4-H member, but one who is an influential individual who is able to legitimize special programs, provide expertise in group activities and special problems.

Further, 4-H Program leadership is enhanced by the PARAPROFESSIONAL, defined as :

> An individual with specialized skills (example--subject matter, organization skills, etc.) who serves on a contractual or salary basis. They may be full or part time and serve as a link between the volunteers and professionals. They serve within a geographical area and ideally they are indigenous to those being served.

Finally, 4-H Program leadership involves the PROFESSIONAL, who:

> is a generalist, with a college degree, is on salary and is employed in full time equivalent position and has responsibilities of program leadership, coordination, management and decision making.

Basically, the professional delineates Extension's role to the volunteer, providing the leader with program content, subject matter, and tools to complete the leadership responsibility.

The leadership efforts of the volunteer, paraprofessional and professional have had a far reaching effect in rural America 4-H programs. Today 4-H programs are being implemented and are thriving in urban and suburban areas of the country.

B. PURPOSE AND OBJECTIVES

Reaching different audiences in the 4-H Program may require different techniques, but basically the principles are the same. (Example, "how to involve urban people," or "how to develop a common understanding in working with all people." Therefore:

The purpose of the curriculum is to illustrate a conceptual framework for leadership development in conducting a voluntary urban 4-H programs which should -

- Assist 4-H staff to better understand the basic functions undergirding the development and implementation of a voluntary 4-H program.
- Assist the 4-H staff in identifying the various leadership roles used in carrying out the 4-H program, i.e., volunteer leader, paraprofessional leader and the professional leader.
- Assist 4-H personnel in understanding the leadership development process of identification of needs, recruitment of resources, training of staff, evaluation of the program, and recognition of staff.

Based on the rationale and related to the general purpose of the curriculum, the following objective is stated:

Given an opportunity to participate in the study and application of this curriculum, the 4-H professional person working in urban areas will be able:

1. to define the professional staff person's role in working with the volunteer and the paraprofessional;
2. to define fifteen necessary functions for carrying on a voluntary 4-H program;
3. to describe several tasks for each function;
4. to state the knowledge, skills and attitudes needed by the professional to perform each leadership function;
5. to design appropriate learning experiences;
6. to list possible resources for program implementation;
7. to design an evaluative report.

C. CURRICULUM FORMAT

There are four sections to the curriculum. Each section may be used as a separate teaching/learning unit or a learning experience may be designed using all of the units in one session.

Section I includes a description of the various leadership roles, i.e., volunteer, paraprofessional, and professional, with a model to show the relationship of the roles in the 4-H program.

A listing of the functions for each role is presented also.

In Section II, a statement of the knowledge and skill needed to perform each function is listed, along with a statement about an appropriate attitude. Some available resources and materials are included for each function. An expanded list of resources is available in the curriculum guide on Methods and Materials in Urban 4-H.

Section III includes a description of learning experiences which may be appropriate for the teaching/learning process. A sample lesson plan is included.

Section IV includes a description of a plan for reporting evaluative data relative to the curriculum.

Note: A curriculum is a suggested guide for developing a program for a specific purpose. Keep in mind that this guide provides only small inputs into your total program planning process and is designed to be adapted for your specific county situation and not adopted as your county plan of work in the area of urban 4-H and youth development.

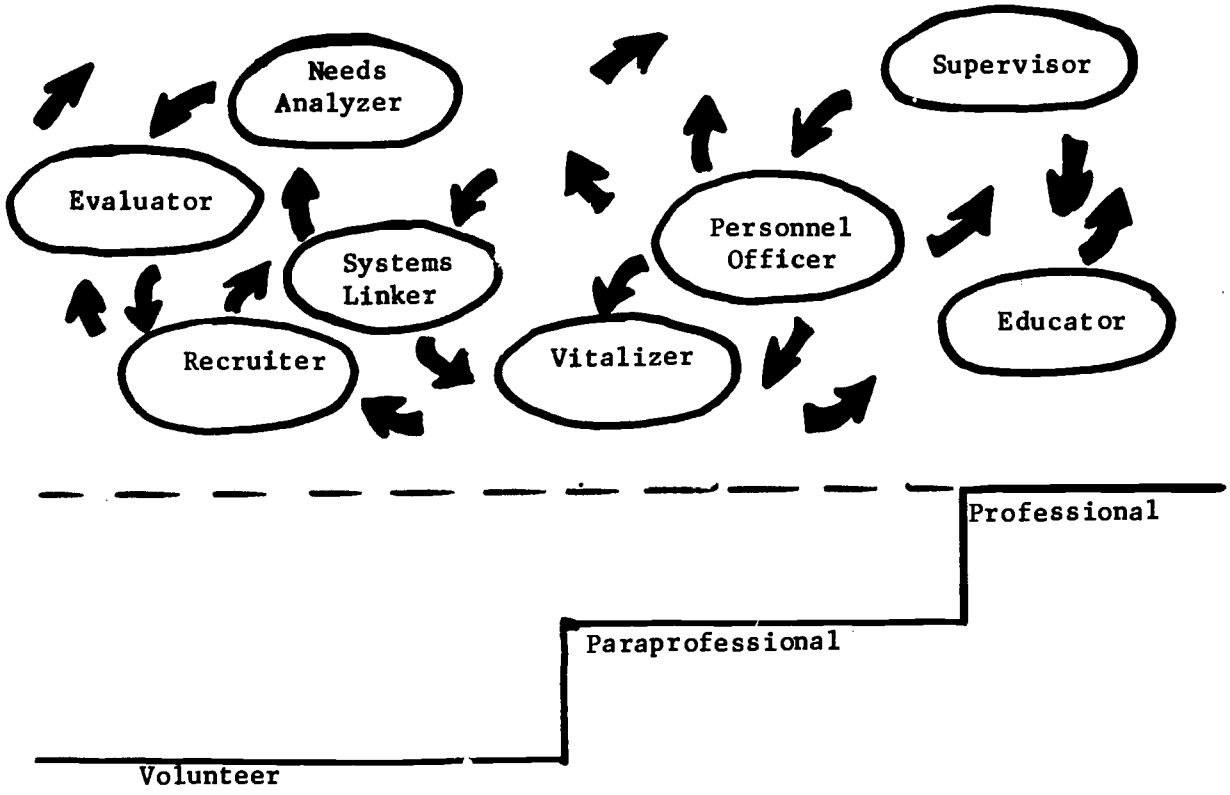
SECTION I - The Leadership Roles and Functions Needed to Carry Out a Voluntary 4-H Program

In a voluntary 4-H program, the leadership role may be divided into three main categories: The Volunteer leader, the Paraprofessional leader, and the Professional Leader. Although these roles were defined in the rationale, they are repeated here with the following idea about leadership.

> "Based upon a person's experiences, either from formal education or life experiences, any person should be permitted to perform those functions which they have time to do and for which they are qualified. We should not put lids on people and limit their motivation, creativity or contribution to the youth program. We should encourage people to develop, regardless of whether they be volunteer, paraprofessional, or professional.

This idea is best illustrated in the "Topless Role Model." The model is descriptive of a situation in which persons in three leadership roles recognize the fact that they each have the same functions. These functions differ only to the degree of time spent in a function, the audiences served, and the content and method used.

TOPLESS ROLE MODEL



The broad role descriptions include such terms as teen leader, resource leader, subject matter leader, activity/event leader, organizational leader, maintenance leader, community worker, program aide and agency volunteer leaders and other similar terms. Within each of these roles, there are certain functions which need to be performed if an efficient and effective voluntary 4-H program is to be maintained. These functions are listed here in alphabetical order. The degree to which a leader at the county level will perform these functions will depend on the county situation.

Advocator, Youth Needs

Analyzer, Needs

Educator

Evaluator

Financier

Linker, Systems

Manager

Personnel Manager

Programmer

Public Relationist

Recognition-ator

Recruiter

Referer

Superviser

Vitalizer

In Section I, a description of the three roles and the various functions needed to be performed by those in the roles have been stated. An example of how this information may be used in a specific county situation is shown here.

"CASE STUDY"

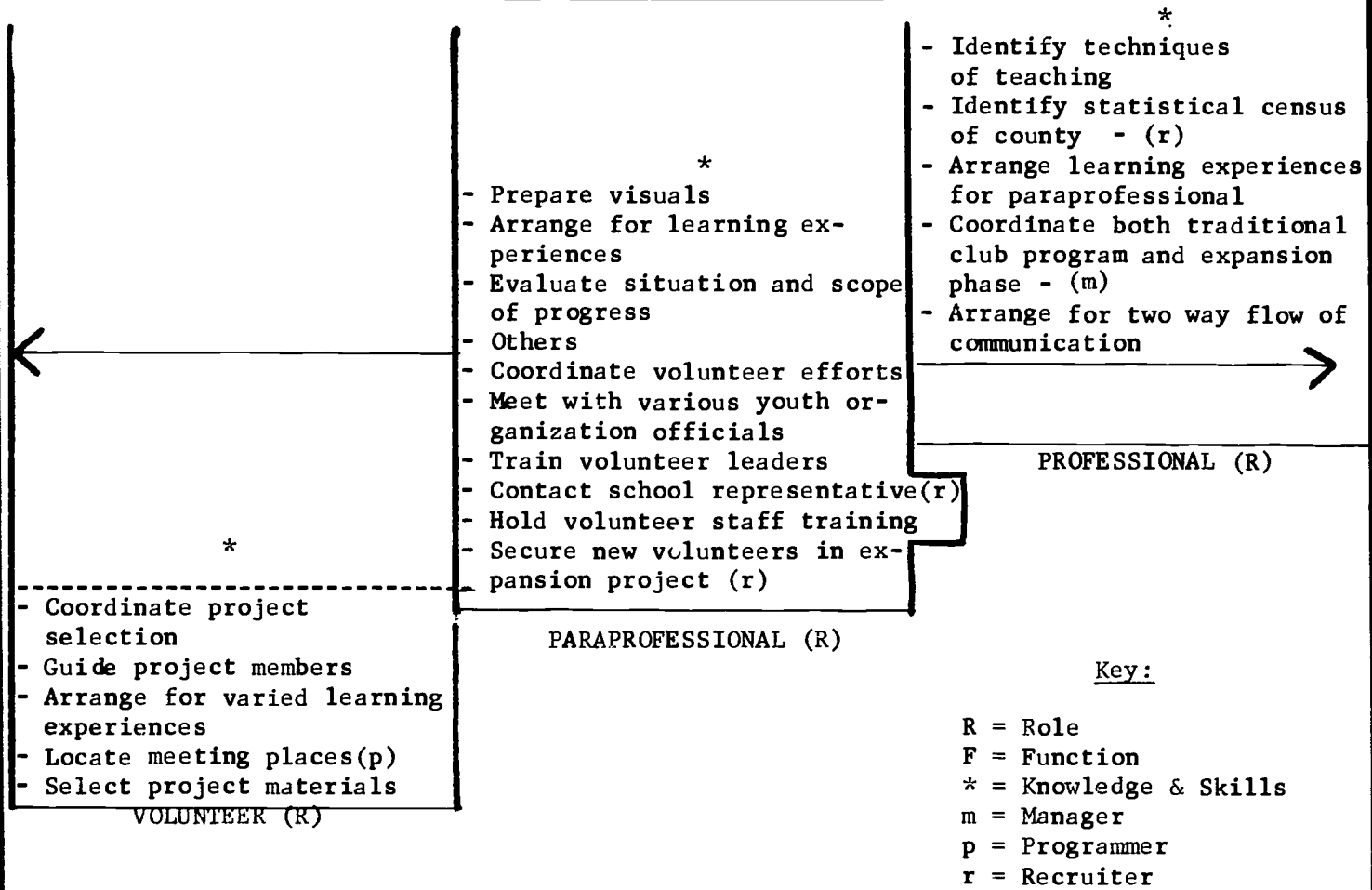
Highlight County, California, has 200,000 population. It is 65 miles long and 35 miles wide. The northwestern portion is a remote wooded area, having an Indian Reservation, the center and especially lower one-fourth is the most densely populated, with the remainder being primarily the rural sector of the county.

Youth organizations, including YMCA, Scouts, Bluebirds, Future Farmers of America, and 4-H are scattered throughout the county. The 4-H program has 3,000 members, 1,000 volunteer leaders enrolled in 60 local "traditional" clubs. 4-H School Enrichment programs are now being held in three local schools having 125 boys and girls; under the supervision of three Junior Leaders. Recently, an Extension program aide has been hired to enlarge this program in low income areas, two special education schools as well as two housing developments.

There are two professional staff members and one aide who is hired 90 days per year.

TOPLESS LEADERSHIP MODEL "CASE STUDY"
EDUCATOR, RECRUITER, PROGRAMMER, MANAGER (F's)

Attitude: People can learn



Key:

R = Role
F = Function
* = Knowledge & Skills
m = Manager
p = Programmer
r = Recruiter

In some county situations, the volunteer may perform some of the tasks done by paraprofessionals and the opposite is true also. That is why it is important to understand the county situation and then determine what part of each function will the volunteer leader, paraprofessional leader, and the professional leader perform in order to carry out the 4-H and youth development program.

SECTION II - Performance Tasks by Function

In this section of the functions is a statement which is descriptive of it as it relates to the curriculum. The definition is the basis for the statements on attitudes, knowledges, and skills.

To perform each function, a volunteer, paraprofessional or professional leader should have the stated feeling or belief (attitude) about the function. This team should have, as a minimum, the stated knowledges and skills. Some of the resources that are available and related to the learning of specific skills and knowledges for that function are also listed. Check the State 4-H Office and with your area and state specialists for local resources. Resources shown in the following pages and marked with an asterisk (*) may be obtained through the State 4-H Office. Local offices of national organizations will have resources also.

Finally, the professional staff person has a function as a learner; the tasks associated with this function are designed to be a part of each of the following experiences.

ADVOCATOR

FUNCTION: Advocator - A person who knows what youth are saying and feeling and reflects their needs to policy-making groups.

ATTITUDE: Youth should be involved as decision programmers.

KNOWLEDGE:

Professional:

- Needs of youth
- Group dynamics
- Developmental tasks
- Cultural appreciation
- Involvement of youth in determining needs
- Meaning and development of values

Paraprofessional:

- Same as professional

Volunteer:

- Same as professional

SKILLS:

Professional:

- Youth involvement on committees
- Listening to youth
- Communicating
- Observational skills
- Group dynamics
- Behavior interpretation

Paraprofessional:

- Listening to Youth
- Communicating

Volunteer:

- Arrange for visitations
- Listening to youth
- Communicating
- Behavior interpretation
- Select club representatives for 4-H council

RESOURCES: Slides & Tapes - Passport to Leadership - Wisconsin *
Developmental Tasks - Indiana *
Me, You and Others - Ohio *

EVALUATOR

FUNCTION: Evaluator - A person who collects, analyzes and interprets for the purpose of determining the worth of a given program.

ATTITUDE: People want to know how they are doing.

KNOWLEDGE:

Professional:

- Determination of behavioral change
- Evaluation

RESOURCES: ES-237 - USDA
Census data - Government Printing office
Local library

SKILLS:

Professional:

- Use of evaluation tools
- Listening
- Observing
- Appraising
- Complete necessary report forms
- Writing measurable objectives
- Questioning - How leaders are doing?
  Are goals accomplished?
  Are results achieved?

Volunteer: Complete necessary report forms; enrollment blank; secretary book; club progress and effectiveness

FINANCIER

FUNCTION: Financier - A person who generates funds.

ATTITUDE: Resources are available.

KNOWLEDGE:

Professional:

- Availability of funding sources
- Salesmanship

Paraprofessional:

- Officers' training

Volunteer:

- Fund raising ideas, i.e., sales of baked goods, candy, light bulbs; Club treasurer duties

SKILLS:

Professional:

- Proposal writing
- Budget preparation
- University funding channels
- Promotion
- Fund raising

Volunteer and Paraprofessional:

- Participation in county fund raising events
- Helping to secure donors

RESOURCES: The Directories of Foundations
Federal Domestic Directory Government Printing Office
Bennett, Claude F. & Joel R. Soobitsky, Obtaining Local Resources for County Extension Programs - FES - USDA

MANAGER

FUNCTION: Manager - A person responsible for program planning, coordination, and decision making.

ATTITUDE: Documentation is important.

KNOWLEDGE:

Professional:

- Time management
- Resource identification
- Management by objectives
- Office management
- Reason, type, maintenance & use of committees: Councils, program, task
- Conflict management
- Decision making process

Paraprofessional:

- Time management
- Use of committees
- Decision making process

Volunteer:

- Time management
- Decision making process

SKILLS:

Professional:

- Complete
- Program maintenance
- Establishing priorities
- Knowing resources
- Literature distribution system

Volunteer:

- Coordinate enrollment in projects and activities
- Secure needed literature

RESOURCES:
Modules: "Process Skills in Organization Development"--Illinois (Conflict Management)*
Film: Program Planning in a Land of "P"-Wisconsin*
Film: What Every Manager Needs to Know About Long Range Planning--Bureau of National Affairs, Rockville, MD.
Leadership Resources, Inc., 1025 Connecticut Avenue, Washington, D.C.

PROGRAMMER

FUNCTION: Programmer - A person who designs educational experiences.

ATTITUDE: Flexibility, response to new ideas and client involvement is important. Leadership development is a continuous process.

KNOWLEDGE:

Professional:
- Small & large group processes
- Behavioral sciences
- Past meeting minutes & by-laws
- Previous reports of group
- Group dynamics
- Power-prestige of group
- Communication equipment
- Available facilities
- Adult learning process
- Program process
- Staff training needs
- Teaching aids
- Group organization
- Community service needs
- Social action process

Paraprofessional:
- Group dynamics
- Communication equipment
- Available facilities
- Getting a club organized
- Program planning

Volunteer:
- Group dynamics
- Communications equipment
- Developing individual learning plan
- Getting a club organized
- Program planning
- Community service attitudes

SKILLS:

Professional:
- Scheduling arrangements for learning
- Formulating meeting agendas
- Room arrangement for effective learning
- Program implementation
- Group process
- ID subject matter resources
- Establishing 4-H advisory councils and committees

Paraprofessional:
- Idea exchange
- Formulating meeting agendas
- Using communication equipment
- Acquiring teaching aids
- Mechanics of club organization

Volunteer:
- Ideas exchange
- Formulating meeting agendas
- Using communication equipment
- Acquiring teaching aids
- Mechanics of club organization
- Conducting community service activities
- Planning a yearly program with member committee
- Liaison or member of 4-H advisory council or committee
- Arranging for project group to contribute to general club meeting

RESOURCES:

Staff directory *
Visual catalogs *
Reading lists
Calendar of events - county to national *
Program planning books
Constitution & by-laws for council
annual reports
Training the Trainer, Veri & Haar, Missouri
Adult Education Association"Leadership Pamphlets" Numbers 1-17
810 18th Street N.W. Washington D.C.
Urban 4-H Bibliography, Irving H. Blatt, N. J.*
Volunteer Staff Development, Phyliss Stout, N. Y.*

NEEDS ANALYZER

FUNCTION: Needs Analyzer - A person who identifies areas of program needs, tasks to be performed, and type of volunteers needed to meet these needs.

ATTITUDE: Belief that programming by needs assessment is important.
Openness is a key to information gathering.

KNOWLEDGE:

Professional:
- Area to be served
- Needs theory
- Power structure
- Data interpretation - economic, social, census, empirical

SKILLS:

Professional:
- ID Resource people
- Set priorities
- Conduct surveys
- Interpret census & community data
- ID jobs volunteers can do

Paraprofessional:
- Set priorities

Volunteers:
- ID volunteers
- Set priorities

RESOURCES:

Cantor, Elizabeth & Margaret Pepper, Guide for Staff Who Work with Volunteers, D.C. Dept. of Human Resources, Social Services Administration, 112 C St., N.W., Washington, D.C.

PERSONNEL MANAGER

FUNCTION: Personnel Manager - A person who is aware of jobs and staff uniquenesses leading toward job satisfaction.

ATTITUDE: Rights of personnel need to be protected.
People are unique.

KNOWLEDGE:

Professional:
- Laws & regulations
- Personality concepts
- Interpersonal relations
- Organizational relationship
- What's my job?
- Staffing
- Volunteerism - today's significant issues, priority needs
- Levels of volunteer staff
- Fringe benefit programs
- Working with other adults

Paraprofessional:
- What's my job?
- ID of self
- Organizational relationship

Volunteer:
- What's my job?
- Organizational relationship

SKILLS:

Professional:
- Interpret written word
- Appropriate inferences from observed behavior
- Inventory of existing leadership
- Inventory of potential leadership
- Job descriptions
- consult leaders on problems or progress of clubs

Paraprofessional:
- Orienting new leadership
- Job descriptions
- Screening & selecting volunteer
- Orienting volunteers
- Placing volunteers

Volunteer:
- Orienting new leadership
- Job description
- Encouraging junior leader work in project area
- Keeping the volunteer informed
- Screening & selecting volunteers
- Orienting volunteers
- Placing volunteers

RESOURCES:

American Management Assoc. materials
Royal Bank of Canada Newsletter
Teamwork Without Tears - United Methodist Church, Nashville, Tenn.

PUBLIC RELATIONIST

FUNCTION: Public Relationist - A person who projects images, accomplishments, purposes of the program.

ATTITUDE: Program visibility is important.

KNOWLEDGE:

Professional:
- Media
- Communications
- Involving parents

Paraprofessional:
- Communications

Volunteer:
- Involving parents

RESOURCES:

Newsletter
Brochures
Visuals
S & H pamphlet, local office
Check with the communications dept.
Identifying the Community Power Structure, NCRS Leadership Series No. 2, Iowa*

SKILLS:

Professional:
- Develop and maintain contact relationships with business, parents, public officers, civic and religious leaders in community
- Communications
- Documentation
- Working with sponsors
- Working with parents
- Promote 4-H
- Keeping influentials informed
- Know leaders
- Attend as many 4-H events as possible

Paraprofessional:
- Preparing newsletters
- Promote 4-H in the community
- Know leaders
- Attend as many 4-H events as possible

Volunteer:
- Attend all club and/or project meetings
- Promote 4-H in the community
- Know parents of members
- Help parents to know and participate in 4-H
- Distribute yearly programs
- Assist members with publicity

RECOGNITION-"ATOR"

FUNCTION: Recognition-"ator" - A person who plans for and maintains an atmosphere for the reinforcement of efforts.

ATTITUDE: People want an acknowledgment of appreciation.

KNOWLEDGE:

Professional:
- Gratification theory
- Motivation
- Philosophy of awards & rewards
- Thank you letters

Volunteer:
- Available awards & rewards
- Methods of recognition

RESOURCES:

"Volunteer Recognition," National Center Volunteer Action. "What is Recogni-," Red Cross, Washington, D.C.

SKILLS:

Professional:
- Plan of sequential recognition
- Keep listing of contributors
- Let leaders know they are essential
- Encourage expressions of appreciation
- Arrange for leaders to have prominent parts in meetings, demonstrations
- Give publicity where it is due
- Proceed with caution

Volunteer:
- Encourage participation for trips, pins, certificates
- Organize type of local recognition event
- Apply for membership pins and certificates

RECRUITER

FUNCTION: Recruiter - A person who finds the people who will be willing to give their time, talents and energies.

ATTITUDE: There is a right person for the right job in the helping relationship.

KNOWLEDGE:

Professional:
- Sociometrics
- Techniques of interviewing
- Task approach
- Human resource availability
- Inventory of existing leadership for program service, administrative
- Inventory of potential leadership
- 4-H & youth organization
- Calendar of events-Leadership task

Paraprofessional:
- Recruiting methods & duties
- Inventory of potential leadership
- 4-H & youth organization
- Calendar of events
- Training & resources available -- leadership task

Volunteer:
- Recruiting methods & duties
- Inventory of existing leadership by nominating committee, membership committee, former chairmen of leaders
- 4-H & youth organization
- Calendar of events
- Training & resources available Leadership task

SKILLS:

Professional:
- Interview--asking questions & listening
- Interest ID
- Write job descriptions
- Inventory check sheets
- Opinion sheets
- Placement match

Paraprofessional:
- Answers to frequent questions
- Inventory check sheets
- Opinion sheets
- Interview--asking questions & listening
- Placement match
- Calling a meeting for organization and enrollment --Organize new clubs

Volunteer:
- Answers to frequent questions
- Inventory check sheets
- Opinion sheets
- Interview--asking questions & listening
- Enrollment procedures
- Calling a meeting for organization and enrollment
- Organizing new clubs

RESOURCES: Calendar of events; interviewing leaflet; membership committee booklets; recruiter job description; inventory interest & hobby check sheet;
Recruiting Volunteer 4-H Leaders, CES, Pullman, Washington
Volunteer Recruiting, National Center for Voluntary Action.
Volunteers Today, Harriet Naylor

REFERER

FUNCTION: Referer - A person who knows community resources and matches them with expressed need.

ATTITUDE: One cannot be all things to all people.

KNOWLEDGE:

Professional:
- Agencies' purposes
- Key contact person
- CES policies

Paraprofessional:
- Key contact person

Volunteer:
- Key contact person

SKILLS:

Professional:
- Communications
- Agency visitation
- Empathy
- Evaluating program services

Paraprofessional:
- Empathy

Volunteer:
- Agency visitation
- Empathy

RESOURCES: Yellow pages
CES policy handbook
Community Directory of Agency

SUPERVISOR

FUNCTION: Supervisor - A person who guides the behavior of others and provides support when needed.

ATTITUDE: Support should be available when needed.

KNOWLEDGE:

Professional:
- Human relations; interpersonal relations
- Organization - structure, policies, & procedures
- Motivation
- Counseling & guidance

Paraprofessional:
- Supervision techniques

Volunteer:
- Depend on others for guidance & assistance in times of need

SKILLS:

Professional:
- Do group processing
- Counseling--groups and individuals
- Give new ideas to leaders and let them work
- Provide new ideas & teaching tools for leaders
- Talk about leader work (not your own work) when you are with them
- Give challenging jobs to leaders
- Put leaders "up front" as much as possible
- Allow leaders to help plan the programs & activities & they will be more likely to want to put the plan into operation
- Give contact appreciation to leaders' work

Paraprofessional:
- Organization of events

RESOURCES:

Adult Education Association Leadership pamphlets - 810-18th St N.W. Washington D.C.
Supervisor's Kit - Executive Briefcase Series - Girl Scouts of America

SYSTEMS LINKER

FUNCTION: Systems Linker - A person who brings together educational support groups for programming or legitimization.

ATTITUDE: Linkages broaden program impact.

KNOWLEDGE:

Professional:
- Functions & objectives of systems involved; when to intervene in the system
- How to use people to bring systems together
- Volunteer professional staff relation
- Accountability - Documentation techniques

SKILLS:

Professional:
- Communication
- Interpreting data
- Surveying techniques
- Cataloguing community youth programs
- Rapport building

RESOURCES:

Schindler-Rainman, Eva & Ronald Lippitt, 1971. The Volunteer Community, Creative Use of Human Resources. Center for Voluntary Action, Washington, D.C.
Powers, Ronald C., Identifying the Community Power Structure, CES, Ames, Iowa.
Power Quotient Bag, AAUW, Washington, D.C. or local chapter

VITALIZER

FUNCTION: Vitalizer - A person who provides psychological satisfaction.

ATTITUDE: Everything is not static. People have talent.

KNOWLEDGE:
Professional:
- Creativity
- Psychological satisfaction
- Systemic linkage
- Motivation
- Reinforcement theory

SKILLS:
Professional:
- Ability to use change process from resistance
- Ability to relate to people
- Interpersonal relationship
- Intervention techniques

RESOURCES:
McClelland - Achievement Motivation
Smith, et al - Handbook of Adult Education, AEA 810-18th St. N.W. Washington, D.C.

EDUCATOR

FUNCTION: Educator - A person who guides the teaching/learning experiences of others.

ATTITUDE: People can learn. Opportunity to perform is always open.

KNOWLEDGE:
Professional:
- Characteristics of learners
- Elements of leadership
- Developmental tasks
- Philosophy & objective of Extension work
- Problem solving & decision making process
- Learning process
- Educational technique
- Analysis of need

Paraprofessional:
- Program subject matter
- Human relations
- Philosophy & objective of Extension work

Volunteer:
- Needs of youth
- Program offering
- Project subject matter, purposes, goals
- Philosophy & objective of Extension work
- Teaching techniques
- Situation & scope of 4-H program
- New leaders--skills and techniques for conducting 4-H
- Handling of children
- Project motivational techniques (events & activity & tours)

SKILLS:
Professional:
- Techniques of teaching
- Conducting leader training
- Preparing visuals
- Arranging learning experiences
- Utilizing professional improvement opportunities

Paraprofessional:
- Arranging learning experiences

Volunteer:
- Project selection, development and completion
- Guide club officers and standing committee
- Locating & selecting project materials
- Arranging learning experiences
- Train members in giving demonstrations and other public presentations
- Assist club president in holding business meeting
- Give all members some club responsibility
- Attend leader training meeting and county 4-H council meeting
- Encourage 4-H'ers to participate in 4-H events

RESOURCES:
Vinyl discs of"Leadership,"Illinois * Correspondence courses. Newsletters. Short course programs. Events handbook. Slide - tape -"Foundation of Learning"- Indiana * Materials on tours, visuals.

The functions previously described are a few of the many which may be descriptive of your community situation. The point to remember is that each of the functions described may be performed by individuals in each of the leadership roles, volunteer, paraprofessional, professional, at the same time but at different levels or at different times.

SECTION III - A Sample Training Program for Staff Development

Because programs for State, County and City situations differ greatly in their approach to staff development, it is recommended that Extension Youth Programs in the urban areas utilize three distinct methods in the implementation of educational programs.

First, the training for professionals and adults who work with youth will be accomplished through short courses, institutes and experimental educational workshops.

Second, the problem-solving (process-orientated) programs, will be utilized where relevant. Problem-solving educational programs enable a community to improve its capability in providing meaningful opportunities for people to participate in solving their own problems. Official and voluntary citizen structures, as well as indigenous youth-adult leadership, are helped to identify problems, needs in services, planned change, strategies, and implement corrective action. Citizens are assisted through a process of community organization and action to make a self-survey, develop their own recommendations, and discover their own education needs.

Third, the task/achievement-oriented projects will be a major technique for involvement of youth. Task/achievement-oriented projects share the same philosophical base, values, and goals inherent in other educational methods. Utilizing a task approach -- "learning by doing" -- experiential learning

exercises assist youth in achieving the developmental tasks appropriate to their age and maturation level.

One should use a program plan with which they are most familiar. Therefore, the following training program is an example of one which might be adapted for your situation.

STAFF DEVELOPMENT PROGRAM (Example)

Audience: Paid Professional Staff, i.e., County, Area or District agents, and State agents.

Duration of Training: The length of time for training depends on the entry behavior of the staff. A training program may be conducted during a one day period (overview) through a two week program, which would include opportunities for application.

Materials Needed: Overhead projector, carousel slide projector, screen, flip chart and newsprint, chalk board, flannel board, work tables and chairs for small groups of six or seven persons, felt tip pens, blank transparencies.

Teaching Objectives	Learning Experiences
1. To define the professional staff persons'role in working with the volunteers and the paraprofessionals	-Illustrated talk on the concept of the leadership with group interaction relative to local situations. -Small group discussion for consensus purposes on the definition of the professionnal staff persons role relative to volunteers and paraprofessional -Feedback on consensus -Introduction of topless model concept -Group use visuals of models to describe local situation
2. To define fifteen necessary functions for carrying on a voluntary 4-H program	-Small group to brainstorm on functions of leadership-volunteer, paraprofessional, professional. -Group feedback to discuss points where functions are similiar -Illustrated talk on functions related to brainstorm situation -Group discussion for consensus purpose on fifteen functions

Teaching Objectives	Learning Experiences
3. Description of tasks	-Illustrated talk about meaning of task with examples of tasks related to the agents' current work. -Case study in small groups with feedback. -Group discussion & interaction on tasks for consensus purposes.
4. Knowledge, Skills & Attitudes needed	-Panel presentation on subject area related to Knowledges, Skills & Attitudes. Reactions to panel presentation. Buzz groups on topic
5. Design appropriate learning experiences with resources	-Illustrated talk on program planning. Group response to small group work sessions such as program design, state plan, county plan, city plan for one day, three day, one week sessions.
7. Evaluative report	-Illustrated talk on evaluation Small group discussion and work session in a simulation activity

SECTION IV - Planning the Evaluative Report

The Evaluation plan you select depends to a great extent on how you want to use the results. The following format may be used to report evaluation data.

I. Objectives of the Evaluation

A. Who is to be served by the evaluation?
B. What discussions about the program are to be made?

II. Content of the Evaluation

A. What basic assumptions have been made about the program/philosophy?
B. What is the purpose of the program?
C. State the teaching-learning objective
D. What learning experiences were conducted? Procedures? Media?
E. What is the Entry characteristic of the learner?
F. Describe the instructional setting
G. What standards will be used to measure worth of the program?

III. Program Outcomes

A. What opportunities or experiences were provided as a result of the program?
B. What were program costs?
C. What relationships or indications were observed

IV. Judgment of Worth

A. Of what value are the outcomes?
B. How relevant were the objectives to the needs?
C. How useful is the evaluation information gathered?

Evaluating the leadership development program for professional staff is an important aspect of a 4-H voluntary program. Therefore, whatever evaluative process is used with this curriculum should be one with which the planner is very familiar. Invite your state staff development and training officer to assist you in this process.

Finally, the leadership development curriculum has been developed to provide professional staff persons with a guide for the effective utilization of the leader, volunteer, paraprofessional and professional, for the purpose of carrying out a 4-H voluntary program. Adopting the content of this curriculum to your county or state staff development program should provide you with an opportunity to expand your efforts to reach a variety of audiences.