



UTAH 4-H PROGRAM GUIDE

PROFESSIONAL DEVELOPMENT





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Introduction

The Utah State University and the State 4-H Office is committed to personal and professional development. While the State 4-H Office and Utah State University Extension System will provide professional development opportunities, we believe it is the individual's responsibility to direct and assure appropriate professional development takes place. Below is a brief summary of the personal and professional development opportunities provided by Utah State University and Utah 4-H.





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STAGE I Service / Relationship

At the very beginning of any new position we may spend a lot of time just observing and getting acquainted with the programs and the people. After some period of time we believe we have figured it out and now we are ready to be in charge. At this point the focus of our work may be on service. Doing whatever it is we believe is expected, whatever it takes to prove we are worthy of the position we have been given. When working with volunteers, we are reluctant to turn them loose on their own. To a large extent the educator in the service stage sees themselves as “the” program. The program is limited to what the agent/educator can do themselves. At this stage there may be serious conflict with volunteers or constituents who understand that the agent/educator does not have to do everything. On the other hand, at this stage, there will be some leaders who will take advantage of the agent’s desire to “serve” and will let them know all the ways they can do what needs to be done.

STAGE II Education

The focus of the education stage is on teaching others to do the things the educator knows how to do. The agent/educator sees their role as providing all the expertise needed to run their local program. They are expanding their program to the extent that they are looking at others to teach programs or to lead specific activities. However, programs are limited to those things that the agent can teach others to do. At this stage there may still be conflict with experienced leaders or constituents who already understand that the agent is not the sole source of expertise for the county program.

STAGE III Management

The focus of this stage is learning to do things through the work of others. It involves looking at the skills of existing leaders and recruiting others. At this stage the capacity of the program is expanded because the agent/educator is beginning to look at a “systems approach” and is recruiting leaders to do things that are beyond their own capacity. In the management stage the educator is not removed from the program, but understands that he or she cannot “be” the program by themselves. At this stage the agent/educator may find that some leaders, who have been involved with them from the beginning, will wonder why they have stopped doing some of the things they used to do. Some volunteers or collaborators may accuse the agent of being lazy or disengaged because of their new managerial style.

STAGE IV Leadership

The focus of the leadership stage is on looking at the system to find new ways to expand the program in content, audience, and quality. In the leadership stage the agent/educator is the one that sees how the program should change to fulfill its potential. In this stage the agent/educator is able to assume the role of servant, educator, manager or leader depending on what is needed to move the program forward. The leader builds a team of stakeholders that set the vision and direction and create opportunities for others to buy into the vision so they don't have to do it by themselves. A true leader does not see any limits for the potential of the program, but is always looking for new creative ways to make things happen. This may be through empowering other professionals or volunteers, through fund development, partnerships, or other new ways of doing business.

At any stage, you will see some behaviors that look like some other stage. This is consistent with the concepts of situational leadership, and also allows an educator to retain some of their most favorite activities.





KNOW YOUR TEAM

As a leader, you need to guide the development of your group. So, start by learning about the phases that a group goes through as it develops. When you understand these, you'll be able to preempt problems that could arise, including issues with poor group dynamics.

TACKLE PROBLEMS QUICKLY

If you notice that one member of your team has adopted a behavior that's affecting the group unhelpfully, act quickly to challenge it. Provide feedback that shows your team member the impact of her actions, and encourage her to reflect on how she can change her behavior.

DEFINE ROLES AND RESPONSIBILITIES

Teams that lack focus or direction can quickly develop poor dynamics, as people struggle to understand their role in the group. Create a team charter – defining the group's mission and objective, and everyone's responsibilities – as soon as you form the team. Make sure that everyone has a copy of the document, and remind people of it regularly.

BREAK DOWN BARRIERS

Use team-building exercises to help everyone get to know one another, particularly when new members join the group. These exercises ease new colleagues into the group gently, and also help to combat the “black sheep effect,” which happens when group members turn against people they consider different.



FOCUS ON COMMUNICATION

Open communication is central to good team dynamics, so make sure that everyone is communicating clearly. Include all of the forms of communication that your group uses – emails, meetings, and shared documents, for example – to avoid any ambiguity. If the status of a project changes, or if you have an announcement to make, let people know as soon as possible.

That way, you can ensure that everyone has the same information. Opinionated team members can overwhelm their quieter colleagues in meetings. Where this happens, use techniques such as Crawford’s Slip Writing Method , and make sure that you develop strong facilitation skills.

PAY ATTENTION

Watch out for the warning signs of poor group dynamics. Pay particular attention to frequent unanimous decisions, as these can be a sign of groupthink, bullying, or free riding. If there are frequent unanimous decisions in your group, consider exploring new ways to encourage people to discuss their views, or to share them anonymously.

1. Group Dynamics

FORM → STORM → NORM → PERFORM →

TRANSFORM

Debriefing

WHAT?

SO WHAT?

NOW WHAT? **4.**

Art of facilitation = ability to assess the group

G.R.A.B.B.S.S.

COALS	READINESS	AFFECT	BEHAVIOR
2.	BODY	STAGE	SETTING

Facilitation Techniques **5.**

- ATTENTION GETTERS
- GROUP FORMING
- ENERGIZERS
- DE-ENERGIZERS
- FRONT LOADING
- PARABLES/ANALOGIES

Activity Types

1. ICE BREAKER/DE-INHIBITOR	}	Form Stage / Transform Stage
2. TRUST ACTIVITY		
3. PROBLEM SOLVING	}	Storm & Norm Stage
4. DECISION MAKING/LEADERSHIP		
5. COMMUNICATION/TEAMWORK	}	Perform Stage
6. RESPONSIBILITY		

3.



PROFESSIONAL READINESS

Includes sharing a philosophy of volunteerism, identifying trends in volunteerism, and advocating for volunteerism.

- Building the Foundation for Volunteer Involvement
- Bridging the Gap Between Volunteers and Employees: Key to Effective Partnerships
- Budgeting for the Volunteer Program
- Cutting-edge Trends and Issues in Volunteerism...and Why They Matter
- Demonstrating the Impact of Volunteer Involvement
- Keeping Volunteers Motivated (So They Stay!)
- Managing Change (and Dealing with Resistance to It!)
- Middle Managers: Their Vital Role in Volunteer Success
- Our Volunteer Program: The Management Team Approach to Enhancing Volunteer Programs
- Pro Bono Services: Get Ready for the Highly-Skilled Volunteer
- Taking the Lead: The Key Decision Maker's Role in Demonstrating Support of a Volunteer Program
- Volunteer Performance Assessment

ORGANIZATIONAL READINESS

Includes creating a climate for volunteerism, identifying volunteer needs, and developing volunteer positions.

- Building and Sustaining Strong Volunteer Leadership
- Designing Work for Today's Volunteers
- Focus on the Volunteer Program Manager: A Task Analysis of the Role and its Significant Issues
- Generations: Adapting to Volunteers of Different Ages
- It Takes Two to Tango: Building Successful Relationships Between Volunteers and Paid Staff
- Mandated Service: A Human Resource Opportunity
- Pitfalls and Obstacles to Volunteer Involvement
- The Power of Integrating Volunteers Throughout the Organization
- Tapping into Corporate Volunteer Programs



ENGAGEMENT OF VOLUNTEERS

Recruiting and selecting volunteers.

- Building and Sustaining Strong Volunteer Leadership
- Building the Foundation for Volunteer Involvement
- Interviewing, Screening, and Placing Volunteers
- New Approaches to Volunteer Recruitment
- Turning Single Days of Service into Longer Volunteer Involvement
- Welcoming Diversity in Volunteer Participation

EDUCATION OF VOLUNTEERS

Orienting and educating volunteers, utilizing adult development and learning theory, and managing risk for volunteer delivery systems.

- First Days Count: Orienting and Welcoming Volunteers for Success
- Just a Click Away: Making the Most of Volunteer Resources on the Web
- Volunteer-related Issues in Risk Management

SUSTAINABILITY OF VOLUNTEER EFFORTS

Supervising and coaching volunteers, managing performance of volunteers, recognizing volunteers, and evaluating volunteers.

- Building and Sustaining Strong Volunteer Leadership
- Demonstrating the Impact of Volunteer Involvement
- Effective Supervision of Volunteers
- Handling Challenging Behavior by Volunteers
- Informal Recognition: Creating a Culture of Appreciation
- It Takes Two to Tango: Building Successful Relationships Between Volunteers and Paid Staff
- Methods of Volunteer Program Evaluation
- Middle Managers: Their Vital Role in Volunteer Success
- Pro Bono Service: Get Ready for the Highly Skilled Volunteer
- Reports with Clout: Showing the Impact of Volunteers
- Volunteer Performance Assessment

REVIEW AND ANALYSIS OF VOLUNTEER DELIVERY SYSTEM

Demonstrating the Impact of Volunteer Involvement



This document is intended for use by faculty with a 4-H assignment in conjunction with the Roadmap for Excellence. The Roadmap for Excellence outlines steps completed by successful Extension faculty. This Roadmap for Excellence in 4-H is designed to address and guide the unique roles, programs, and situations for Extension faculty with 4-H assignments in carrying out those general expectations. As a result, this document does not repeat information outlined in the Roadmap for Excellence such as promotion and tenure guidelines or scholarship.

Within Utah 4-H, there are faculty with minor, major, and full 4-H assignments. While the purpose and elements of the 4-H program remain constant, the roles or degree of participation by faculty with different levels of assignments may vary. This document will help outline some of these differences in expectation.

UTAH 4-H CRITERIA

In addition to completing the requirements for promotion and tenure, successful faculty with 4-H assignments will demonstrate proficiency in knowledge and skills related to 4-H, as well as involvement in professional organizations and conferences, and program development. A successful 4-H program will be based upon the needs and interests of the local community. As a result, 4-H programs in different counties or communities will not be exactly the same even though they will have similar components.

FACULTY AND STAFF DEVELOPMENT

Success of the 4-H county and community programs in Utah is directly related to the quality and commitment of faculty, staff, and volunteers participating in the programs. As a result, faculty and staff can expect to receive initial training from the State 4-H Office in the basic components of 4-H that contribute to a successful 4-H program. Additionally, faculty and staff can keep current in 4-H research, knowledge, and skills by following the recommendations outlined below.

Training

to be completed within...

FIRST MONTH OF HIRE

Volunteer Development e-Learning Modules (4)–to be completed within one month of hire.

<http://utah4h.org/htm/volunteers/get-involved/new-volunteer-training>

FIRST 3 MONTHS OF HIRE

Logic Model

http://www.national4-hheadquarters.gov/comm/PD_Logic_Model_06.pdf

<http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html>

FIRST 6 MONTHS OF HIRE

Experiential Learning Model

Training modules: <http://www.experientiallearning.ucdavis.edu/default.shtml>

Essential Elements

Review information under section 1: Essential Elements of Youth Development

<http://www.4-h.org/resource-library/professional-development-learning/4-h-youth-development/youth-development/essential-elements/>

4-H Mission Mandates–review information within six months of hire.

Science

<http://www.4-h.org/resource-library/professional-development-learning/science-training-guides-resources/>

Healthy Living

<http://www.4-h.org/resource-library/professional-development-learning/healthy-living-training-guides-resources/>

Citizenship

<http://www.4-h.org/resource-library/professional-development-learning/citizenship-training-guides-resources/>

Youth / Adult Partnerships–review information within six months of hire.

http://extension.usu.edu/files/publications/publication/4H-Volunteers_2003-04.pdf

4-H Online training–completed within six months of hire.

- Contact the State 4-H Office to schedule training
- Expansion and Review–review information within six months of hire.
- Contact the State 4-H Office to schedule training
- Also review the information at the following site (click on 4-H Expansion and Review Committees under Forms and Guides):
<http://extension.usu.edu/diversity/htm/employee-resources>



Each adult volunteer needs to:

Complete the 4-H volunteer packet. This should not be done at the extension office since research shows that allowing individuals to complete the packet off site is the best way to avoid those who would fail background checks from returning the form.

After reviewing the completed volunteer packet, if there are any negative references or any other concerns, then volunteers will need to pass a background check.

Complete the online volunteer training before starting as a volunteer. This is standard for new volunteers and encouraged for current volunteers.

<http://utah4h.org/html/volunteers/get-involved/new-volunteer-training>

4-H *Clubs*

Promote and support Afterschool, Community, and Family Clubs in each county. Facilitate 4-H volunteer leader orientation and ongoing training and support. Provide curriculum and contest options for 4-H project areas.

In order to document impacts, you can establish baseline data from the 4-H Online report starting the year before hire. This data can show changes to programs, project areas, volunteers, clubs, etc. to compare to later reports to show progress or needs. These reports can be used to show trends in 4-H or signify the necessity for a needs assessment. As a result, a reduction in numbers may not only be a call for increased effort in that area, it is one source of information used to assess if you should modify, move in another direction, stop, or to continue. In addition, you may use the 4-H Online reports in your first couple of years in addition to the year prior to hire to set goals based on your county situation. These goals or impacts may be reported in terms of results, actions, or changes that occurred because of your program or efforts.

Establish baseline data (usually the year before hire) for club participation in your county using 4-H Online.

- Afterschool Clubs
- Community Clubs
- Family Clubs

Expansion and Review

Hold an annual 4-H Expansion and Review Committee Meeting to contribute to effective programming, ensure appropriate representation and consideration of minority needs and interests, and provide a mechanism to link local needs to the total programming process. The Expansion and Review meeting is required by the federal government to be held annually at each Extension county office. (For more information, you may refer to the USU Extension website, under Civil Rights:

<http://extension.usu.edu/diversity/htm/employee-resources>).

County, Region, and State 4-H Programs / Events

Faculty with a 4-H assignment can enrich their local programs through involvement in county, region, and state programs. Involvement beyond the county level may range from planning, to sending youth, recruiting volunteers, attending, teaching, or facilitating events according to the type and location of the program.

Faculty with 4-H assignments have responsibility for all county events including training youth, volunteers, and staff. An additional purpose for county events is to help prepare youth to participate at the state (and higher) level.

- County Contests—faculty with any 4-H assignment are responsible to provide training to youth and volunteers on the contest areas, and conduct county contests each year
- State Contests - Faculty with a part-time/minor 4-H assignment are expected to hold or assist with county contests to prepare youth and volunteers for State Contests. Faculty are also expected to promote and provide opportunity to attend State Contests.
- Faculty with a major 4-H assignment are additionally expected to attend State Contests each year and facilitate at least one contest.
- Faculty with a full 4-H assignment are additionally expected to help plan and facilitate state, regional, and national contests when appropriate.
- Other State Events: Junior Youth Conference, Teen Leadership Training, Adventure Camp, Mock Legislature, State Horse Show, etc.
- County and State Fair Judging
- Other (e.g., farm field days, day camp, sewing camp, etc.)



4-H *Leadership Councils and Committees*

Establish and maintain youth and adult 4-H leadership councils and committees. Provide support and direction to members of the councils and committees.

Youth Councils

- Record name of council / committee (e.g., Teen Council, etc.)
- Record dates of meetings (recommend 4 per yr) and attendance

Adult Councils

- Record name of council / committee (e.g., Sewing Camp Committee, etc.)
- Record dates of meetings (recommend 4 per yr) and attendance





USU EXTENSION ANNUAL CONFERENCE

This professional development opportunity is sponsored by the Vice President of Extension, is designed for all Extension employees. Extension Annual Conference takes place each March.

2016 - March 2-3 - Eccles Conference Center, USU Campus, Logan, Utah

2017 - March 1-2 - TBD

4-H ANNUAL INSERVICE

4-H Inservice is sponsored by the Utah 4-H State Office and the Utah Association of Extension 4-H Workers(UAE4-HW). 4-H Inservice is designed specifically for the 4-H professional and takes place each November.

REGIONAL EXTENSION MEETINGS

Regional Meetings are held twice a year in the spring and fall (May and October). The structure of Extension changes but currently we have two regions North and South. These meetings are designed for 4-H faculty and educators.

UTAH ASSOCIATION OF EXTENSION 4-H WORKERS (UAE4-HW)

The purpose of the Utah Association of Extension 4-H Workers is to promote the 4-H youth development profession and support educators providing leadership for Utah 4-H. Active membership is open to 4-H youth development professionals; affiliate membership is open to 4-H sponsors and donors and other youth development professionals. <http://extension.usu.edu/uae4hw/>

NATIONAL 4-H COUNCIL

National 4-H Council has a number of great resources related to Professional Development. Topics such as 4-H Youth Development, 4-H Volunteer Development and Program Management, Science, Healthy Living, Citizenship, and other virtual learning opportunities can be found at this link:

<http://www.4-h.org/resource-library/professional-development-learning/>



PROFESSIONAL RESEARCH KNOWLEDGE AND COMPETENCIES (PRKC)

Positive Youth Development is the framework by which all 4-H programs are developed and delivered. You will find professional development opportunities and resources in the six domains of the research based Professional Research Knowledge and Competencies Taxonomy (PRKC): youth development; youth program development; volunteerism; equity, access, and opportunity; partnerships; and organizational systems. Resources related to the PRKC can be found at this web address. <http://www.4-h.org/resource-library/professional-development-learning/4-h-youth-development/>

