4-H LEADERSHIP UNBOXED

Leadership Opportunities for County Officers (LOCO)

Competency Report

Follow-Up

July 17-18, 2018

UNBOXED TRAINING SOLUTIONS

A New Generation of Training

BACKGROUND

At Unboxed, we're more than just delivering a training program, but the focus is on making sure that the training component of your solution is research-based, high quality, and meets standards established by you and your stakeholders. After years of research, we've determined that most solutions for corporate and organizations are based on training. At Unboxed, we focus on backwards approach to solution development and management. This factors in human resources, training and development, and the organizational development approach to problem-solving.

Our team utilizes a revised version of the ADDIE Curriculum Design Model. "The ADDIE Model is one of many approaches used by instructional designers and content developers for creating instructional course materials. The model has been adopted as the standard approach by many instructional designers because of its flexibility. ADDIE is a five-phase process of which each phase is interrelated and can take place sequentially or concurrently. The five phases are: analysis, design, development, implementation and evaluation (Training Industry Journal, 2018)."

ANALYSIS	ASSESSMENT	EVALUATION
OUTCOMES	IMPLEMENTATION	FOLLOW-UP
DESIGN	DEVELOPMENT	RE-EVALUATION
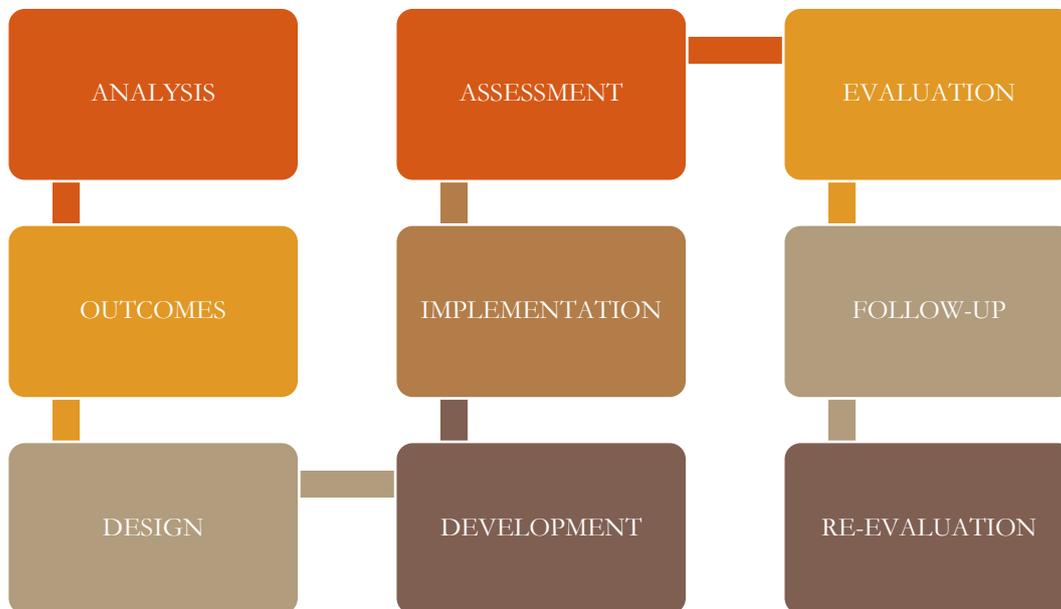
UNBOXED LEADERSHIP COMPETENCY MODEL: 4-H APPROACH

The Latent Leader box of solutions is designed to assist the new or novice leader in learning skills, practicing behaviors, and utilizing cases to become an Unboxed Leader. Anyone and everyone can be a leader regardless of your title, rank, or position. This toolkit will provide you with key themes and messages to achieve success. A famous Mother Teresa quote is "You can do what I cannot do. I can do what you cannot do. Together we can do great things." So, let's teach one another in our learning. This is built to be an interactive learning tool. This leadership curriculum is adaptable Middle School, High School, Higher Education, Tribes, and Corporate Clients.

The Unboxed Training Solutions Latent Leader Competency Model is based off of competencies established by Korn Ferry. "Competencies provide a clear set of expectations that are aspirational in the same way a business strategy is aspirational. Competencies describe leadership skills that are general enough to prepare leaders for a dynamic business environment, one in which jobs are never the same from year to year. And competencies are the 'how' of performance. (Korn Ferry, 2016)."

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Completion of this course requires demonstration and mastery of the following competencies:

Integrity
Do the right thing, even when no one is watching. If you make a promise or commitment, always follow through. If you are not able to meet the commitment, explain why you were not able to perform.

Goal-Oriented
All successful leaders set goals. It's not enough to just set goals, but make sure they are SMARTER! That is, each goal is specific, measurable, attainable, realistic, timely, evaluable, and reflective.

Communicator
Have you even been frustrated because you don't have all the information you need to be successful? Learn from that experience, and be a leader that clearly communications vision, expectations, and information.

Learner
My grandfather always said, "get an education…because no one can ever take that away from you." Education doesn't end when school is over. Dedicate yourself to lifelong learning and realize it's never too late to teach an "old" dog new tricks.

Innovator
Innovation comes more natural to some people; however, it can be learned. Being an innovator is simply thinking outside of the box to find creative solutions. There are very few times in life where you have no options. Innovation comes from asking questions, researching, and exploring all options – even those we've never done before.

Problem-Solver
This competency also comes more naturally to some people. Innate problem-solvers love puzzles and "hands-on" activities. Leaders are constantly required to creatively solve problems in difficult situations. If you're not a natural problem-solver, the key is to stay positive!

Risk-Taker
While some may think that risk-taking is scary and not professional, quite the opposite is true regarding leadership. Strong leaders are willing to accept challenges, try new things, and take risks to move an organization forward – even if it means stepping off a ledge.

Visionary
Visionary leaders can not only think outside of the box, but also regularly think about where the organization is going long-term. Often referred to as the "30,000 foot-view," these leaders can look above the weeds to make sure all team players are headed in the same direction.

Strategic
Strategy is a key element in sports and even in chess. If a leader and/or organization does not utilize strategy, often team members are not on the same page. Just as Sun Tzu, wrote in The Art of War, "victorious warriors win first and then go to war, while defeated warriors go to war first and then seek to win."

Inclusive
You've read those disclosure statements in job descriptions, employment applications, loan applications, etc. They read, "we do not discriminate based on XYZ…" As an effective leader, you must meet the challenge of being inclusive to everyone on your team, regardless of everything. Everyone has the same right to be a leader and it is your responsibility to help nurture and coach them to success.

Relationship-Builder
Marketing, networking, and public relations are critical for any present-day leader. If you are at a professional event or function, make it your goal to meet as many people as possible. You'll never know when you will meet someone who can help achieve your goals – and in turn, you'll be able to help meet their goals.

Facilitator
Facilitation skills could be the hardest competency to learn and master. Whether you are presiding over a meeting or leading a simple conversation about a community service fundraising event, you will be required to hear multiple perspectives. Flip-charts often help with brainstorming ideas and capturing everyone's input. As a facilitator, it is your role to stay neutral, respect all speakers, and ensure that all ideas are captured and acknowledged.

> *Anyone and everyone can be a leader regardless of your title, rank, or position.*

FINDINGS

From the data gathered, we anticipate future training should focus around Integrity, Goal-Oriented, Learner, Innovator, Visionary, and Strategic. Upon completion of the program, participants can take the competency assessment again and you'll be able to show an increase in leadership knowledge and skills! This data can also assist in comparing multiple years of program development.

Skill Indication
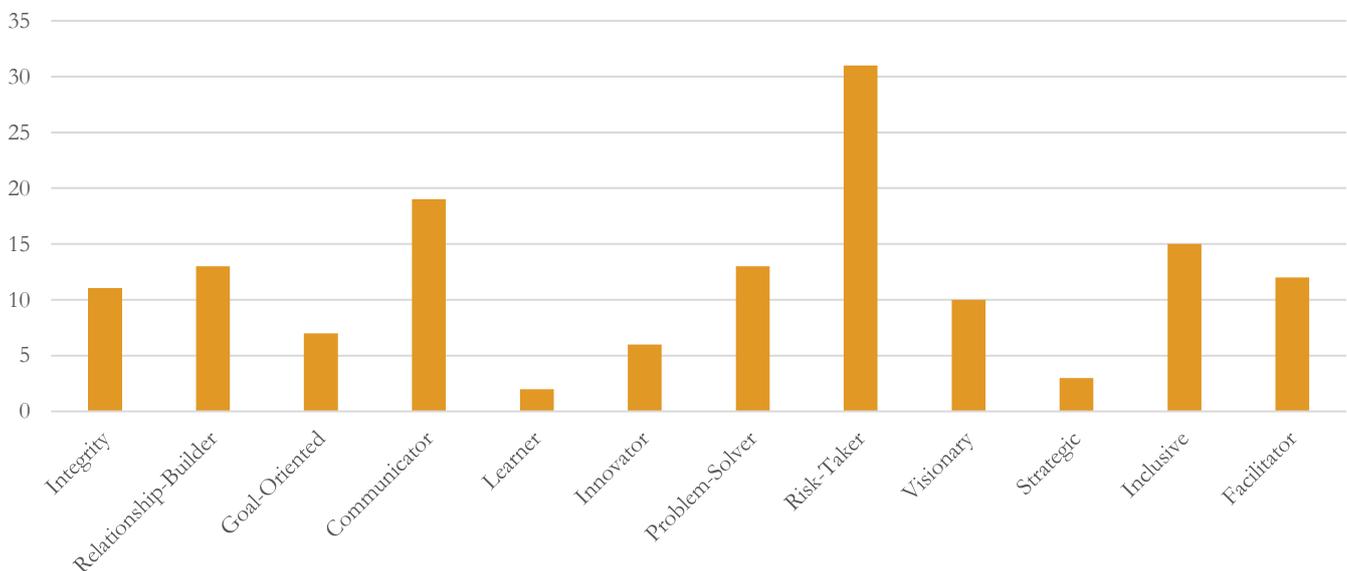
Moving forward, Relationship-Builder, Communicator, Problem-Solver, Risk Taker, Inclusive, and Facilitator will become the focus of LOCO 1. For reference, in reviewing individual scores, the LOW benchmark was 8.3%, while the HIGH benchmark was 66.67%. The average score being 35.42%. Individual scores are compared and referenced in the chart below.

4-H LOCO 1 Participant Overall Scores
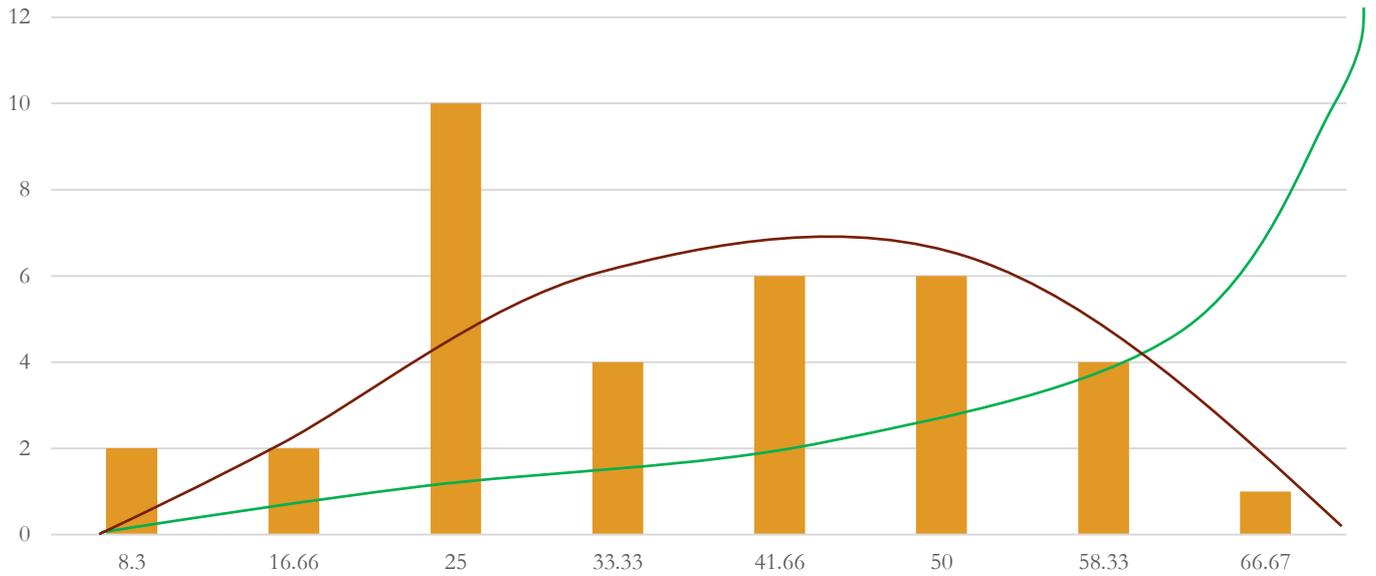
Based on the traditional bell-curve model (illustrated by the red curve), students are placing normal among most grade level and understanding methods. "In education, grading on a bell curve is a method of assigning grades designed to yield a desired distribution of grades among the students in a class. Strictly speaking, grading "on a bell curve" refers to the assigning of grades according to the frequency distribution known as the Normal distribution (also called the Gaussian distribution), whose graphical representation is referred to as the Normal curve or the bell curve. Because bell curve grading assigns grades to students based on their relative performance in comparison to classmates' performance, the term "bell curve grading" came, by extension, to be more loosely applied to any method of assigning grades that makes use of comparison between students' performances, though this type of grading does not necessarily actually make use of any frequency distribution such as the bell-shaped Normal distribution (K-12 Academics, 2018)." Our goal is to follow a model based on the green curve, where (upon program completion) very few students may have a slight or moderate understanding of the concepts, but at the end of the program, all scores are more indicative of the green curve. Very few placing in the lower score ranges, while most students demonstrate mastery and understanding of the knowledge and skills in the curriculum and program.

"By enabling students to master skills at their own pace, competency-based learning systems help to save both time and money. Depending on the strategy pursued, competency-based systems also create multiple pathways to graduation, make better use of technology, support new staffing patterns that utilize teacher skills and interests differently, take advantage of learning opportunities outside of school hours and walls, and help identify opportunities to target interventions to meet the specific learning needs of students (U.S. Department of Education, 2018)."

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