# Table of Contents

Lesson 1: Four Corners of Leadership ........................................... 3

Lesson 2: Cooperation ................................................................. 7

Lesson 3: Character ................................................................. 12

Lesson 4: Communication ......................................................... 21

Lesson 5: Commitment ............................................................. 26
Lesson 1: Four Corners of Leadership

Objectives:
1. Relate leadership to putting together a puzzle.
2. Learn the five steps of leadership (putting the pieces together).
3. Understand the value of each person in the leadership process/puzzle.
4. Learn the Four Corners of Leadership: Communication, Commitment, Cooperation, and Character.

Lesson Time: 20-30 minutes

Materials Needed:
- Four Corners of Leadership—Communication, Commitment, Cooperation, and Character—puzzle pieces.
- Blank puzzle.
- Microphone and speaker.
- Small blank puzzle with pieces marked in different colors. Bag for puzzle pieces.

Ice Breaker: Knee to Knee -- A Get Acquainted Activity

Directions: Line up two rows (previous ambassadors in one row, new ambassadors facing them) of chairs or stand, facing each other. Participants sit in the chair so they are “knee to knee” with a partner (actually about 1 foot apart). Leader explains this is a get acquainted activity. Participants will introduce themselves to each other and then answer the question you ask. Each person has approximately 1 minute to answer the question. (I usually direct them to shake hands and introduce themselves because I think shaking hands is a nice way to connect and is also a life skill.)

When time is up, ask participants to stand up and move X seats to the left (or right). Persons on the end rotate around to the other end of their line. Always have people move the same direction for each switch, otherwise they will be with a partner they’ve had before. They then introduce themselves to their new partner and answer a new question you give them. Play as long as you like or as time allows. Usually five or six questions is a good amount (Gilbertson, Morreim, Skelly, & Stevenson, 2006).

Questions…
1. Tell about a favorite vacation you’ve taken.
2. Tell about your favorite way to relax.
3. Tell about your most fun 4-H activity.
4. Tell something that always makes you laugh when you think about it.
5. If you could invent something, what would you invent?

6. Tell about a favorite toy/game you had as a child.

7. What is one thing you want to accomplish this year?

8. If you were a hot air balloon, where would you go?

9. If you won $1,000 on a call-in radio contest today, what would you do with the money?

10. Tell about a favorite book you’ve read.

11. Tell about your favorite thing to do in your free time.

12. If you could win an award or prize for something, what would you like to win it for?

13. Tell about the first job you ever had.

14. If you were a vending machine, what would you dispense?

15. Other questions can also be used.

**Introduction:**

Ask the question, “How can we relate leadership training and skills to putting a jigsaw puzzle together?”

The first step in putting a puzzle together is to look at the picture on the box to see what the completed puzzle will look like. As a leader, you need to have a vision (picture) of the final product, and what it is you are trying to accomplish.

(Show a blank puzzle to the group.) It is extremely difficult, if not impossible, to put a puzzle together if you do not know what the picture looks like. (Crumble the puzzle and ask how hard this would be to put together.) It is also difficult to be a good leader if you do not know what you are trying to accomplish.

**Step #1—Have a vision, know what you want to accomplish.**

What is the next step in putting a puzzle together? Turning the puzzle pieces over and sorting them out, corners, straight edges, similar colors, etc. As our 4-H leadership club first meets, we begin by “sorting out and turning over the pieces.” We are getting to know everyone and discovering what qualities each person will contribute to the group. We will find out which people will fit easily into the puzzle, and which ones will take a little more time to fit into the puzzle.
Step #2-Get to know your group members.

Next, we single out the corner and edge pieces. The corner pieces are important because they help define the puzzle. They are the starting and ending points of a puzzle, the foundation, or the corner stones of a puzzle. The Four Corners of Leadership are: (Show four large corner puzzle pieces, each with one leadership trait printed on it) Communication, Commitment, Cooperation, and Character. At each of our four training meetings, we will focus on one of these corners. (Hand a corner puzzle piece to four different people, have them stand in a square shape with each puzzle piece, forming a corner. Leave enough room between the corner pieces for people to stand.)

![Diagram of Four Corners of Leadership]

Step #3-Identify leadership qualities you need to be an effective leader

The puzzle edges come next. They form the outline of the puzzle, help to keep it together, and enclose it to the proper size and shape. The puzzle edges are our leaders/mentors who teach us how to lead by establishing appropriate boundaries, and help us “keep it all together.” (Move the leaders into the edge spaces between the corner pieces.)

Step #4-Follow the guidelines

Lastly, we take all of the puzzle pieces and carefully begin to fit them into the puzzle boarders. (Place the youth in between the corners and edges of the puzzle.) The middle puzzle pieces are a variety of colors and shapes. There are large ones, small ones, plain ones, multi colored ones, round ones, and straight ones, but they all fit together. The middle pieces represent you as youth leaders. YOU, are the focal point of this program. YOU complete the picture we are looking for in training future leaders. YOUR unique personality traits and leadership qualities are what make our leadership puzzle so spectacular.

Step #5-Understand your importance, where you fit, and what you have to offer.

Some puzzles are easy to put together, while others are more complicated and take more time. The important thing to remember is that no matter how long it takes to complete a puzzle, eventually all of
the pieces fit together and create a beautiful picture. Your challenge throughout this leadership program is to figure out what YOUR piece of the puzzle is. Our leadership puzzle will take shape one step at a time as we develop leadership qualities, practice our skills, and plan and present at our teen retreat.

**Learning Activity:**

Have the youth find a partner and recite the Four Corners of Leadership: Communication, Commitment, Cooperation, and Character.

As a group, list the five steps of leadership.

**Step #1-Have a vision, know what you want to accomplish**

**Step #2-Get to know your group members**

**Step #3-Identify leadership qualities you will need to be an effective leader**

**Step #4-Follow the guidelines**

**Step #5-Understand your importance, where you fit, and what you have to offer**

Additional puzzle idea: Divide the youth and adults into groups using small puzzle pieces. Determine the number of participants and the number of groups you need, ex: 30 people, 3 groups. Use a blank puzzle with 30 pieces. Mark each section of 10 pieces with a different color such as blue, green, and purple. Place the puzzle pieces into a bag and let each participant choose one. They then find their color group and put the small puzzle section together. This is the group they will stay with for the rotation activities of the day. Explain that you want them to become connected/bonded/fit together during the activities, just like their puzzle pieces are.
Lesson 2: Cooperation

Objectives:

1. Learn the meaning of cooperation and how it relates to leadership.
2. Practice cooperation skills through hands-on activities.
3. Demonstrate how combining strengths makes you a better leader.

Lesson Time: 60 minutes

Materials Needed:

- Four leadership corner puzzle pieces
- Popsicle/craft stick for each person
- Markers
- Masking tape
- How to Be a Cooperative Person handout
- Raccoon Circle webbing (tubular nylon climbing webbing)

Introduction:

Hold up the Cooperation corner puzzle piece. Explain that this lesson will focus on the leadership quality of cooperation. Complete as many learning activities as time allows. Discuss how each activity uses cooperation to improve leadership. Debrief and reflect after each activity and at the conclusion of the session.

Learning Activity #1

Popsicle Stick Strength

Directions: Have each participant take one popsicle stick and a marker and write his or her name and best leadership trait or skill. Once everyone has done this, spread each participant along an imaginary line. The goal is to see who can throw their popsicle stick the farthest. (This represents how far their skills and talents will take them.) Determine the winner, then have everyone put their sticks together. Make them into a bundle and tape them together. Now take the bundle and throw it as far as you can. (This represents what they can do collectively when they combine their strengths.)

Discussion: Explain that even though everyone brings leadership qualities into this program, they cannot do everything by themselves. We become better leaders and plan better activities when we combine our skills and resources and cooperate with each other. Cooperation allows us to focus on our strengths and minimize our weaknesses.
Debrief: How far did the popsicle sticks fly individually? How far did the collective bundle fly? How does this represent our group? What can happen if we all work together and use our talents? How does this apply to what we are trying to accomplish? How does this apply to other aspects of our lives?

Source: Clint Albrecht, Utah State University Extension agent. The game of leadership.

**Learning Activity #2**

**How to Be a Cooperative Person**

Ask the following questions:

What are some synonyms of cooperation? Teamwork, assistance, support, joint effort, collaboration

What is the opposite of cooperation (antonyms)? Competition, everyone for him or herself, selfishness

Explain that cooperation creates a win-win situation, where competition produces winners and losers. When planning events and leading others, it is best to use cooperation.

Distribute and discuss the “How to be a Cooperative Person” handout (Elkind+Sweet Communication). Choose a youth to read each quality and then explain what he or she thinks it means to the group. Identify these cooperative leadership qualities as some that the youth should strive to develop.

**HOW TO BE A COOPERATIVE PERSON**

✅ **LISTEN** carefully to others and be sure you understand what they are saying.

✅ **SHARE** when you have something that others would like to have.

✅ **TAKE TURNS** when there is something that nobody wants to do, or when more than one person wants to do the same thing.

✅ **COMPROMISE** when you have a serious conflict.

✅ **DO YOUR PART** and do the very best you possibly can. This will inspire others to do the same.

✅ **SHOW APPRECIATION** to people for what they contribute.

✅ **ENCOURAGE PEOPLE** to do their best.
MAKE PEOPLE FEEL NEEDED. Working together is a lot more fun that way.

DON'T ISOLATE OR EXCLUDE ANYONE. Everybody has something valuable to offer, and nobody likes being left out.

Learning Activity #3

Raccoon Circle Team Building/Cooperative Activities (Cain, J., & Smith, T., 2007).

Choose the activities that best fit your group, size, ability, and need. Start with the more simple tasks and build up to the more difficult activities.

Circle of trust. Standing in a circle, all members of the group hold on to the web loop with both hands. Keep hands and feet about shoulder width apart. By moving the feet slightly to the center of the circle and leaning back, a circle of trust is formed. Explain that the only way this trust circle will work is by everyone cooperating to place tension on the rope. If one person fails to trust and hold the rope, the circle will fall apart. Also mention that the group must trust the person who tied to knot. Usually this is the leader.

Circle of Cooperation. When the group can hold the balanced trust circle, instruct them to slowly and cooperatively lower themselves to a sitting position. Then, slowly and cooperatively, pull back up to a standing position. Next, tell the group to do three consecutive movements of down, up, down, up, down, up. Let the people rest their arms and shake out their hands. Tell them that as they practice, they will be able to relax their tension on the rope.

The Wave. Have the members of the groups each hold the Raccoon Circle with their hands and feet, approximately shoulder-width apart in a standing position. Next, have one person bend his or her knees and sit, while keeping hands in contact with the Raccoon Circle. As they begin to sit, the next person should begin to sit. As this sitting “wave” is passed around the circle, each person to the right continues to sit. The “wave” can also be reversed. Debrief: focus on the reality of one’s involvement in a group—sometimes being dependent and “leaning on” others for support, and sometimes standing strong and being available for others to “lean on.” This requires cooperation as individuals sit down and then pull back up in a pattern.

Inside Out. Begin with the Raccoon Circle laid on the floor. Have one volunteer stand in the middle of the circle and try to get out of the circle by going under the rope without using hands, arms, or shoulders. Talk about how difficult it was to do this on your own. Next, have the entire group stand inside the circle. The task is now for the group to go from the inside of the circle to the outside, by going underneath the Raccoon Circle, without anyone using hands, arms, or shoulders. Encourage the
group to form a plan. Cooperation means that in order to assist the group in the completion of the task, they need to know the plan, and what their part is in the solution. Next, ask the group to go from the outside in. Remind them that as leaders it is important that no one is left “outside the circle.”

**The Raccoon Shuffle.** The Raccoon Shuffle starts with participants standing in a circle, supporting the Raccoon Circle with one raised foot. On the count of three, all participants are to jump and kick the opposite foot forward, catching the Raccoon Circle before it hits the ground. Team cooperation is a must to be successful in this activity.

**Tossing the Pizza.** Begin with a group holding onto a knotted Raccoon Circle, hands upward, elbows straight with no slack in the circle. The challenge is for the group to toss this Raccoon Circle pizza into the air, at least to the height of their heads, and then for everyone in the group to catch the circle as it drops back down, without anyone moving their feet. This is harder than it sounds.

Use Learning Activities #4 and #5 to conclude this lesson.

**Learning Activity #4**

**Trust Walk**

Blindfold everyone in the group except a leader and a caboose safety officer. Have them all hold on to a long rope, evenly spaced, alternating sides of the rope. Ask the leader to take the group on a short walk over a bridge, rocks, up the stairs, etc. Remind the leader that he or she is responsible for leading the group and making sure members get where they need to be. The caboose safety officer is to make sure that no one gets hurt or injured along the way. The leader can make this as simple or difficult as time and space allow.

**Learning Activity #5**

**If You Need Help, Just Ask**

Put all the youth inside the Raccoon Circle and have the adults stand outside the circle and hold it about waist high. Those on the inside are instructed to close their eyes. The rules for this challenge are then presented:

In this activity, the goal is to reach the outside of the circle. You cannot go under the circle. You cannot go over the circle. You cannot untie the knots. If you need help, just raise your hand.

While the challenge can seem a bit confusing and difficult, the solution is actually presented in the information above. If you need help, just raise your hand.
Debrief and explain that when you cooperate with others, sometimes you will need help, and it is okay to ask. Conclude with a challenge to the youth: Draw a circle of leadership to let people in, not to keep them out (Cain & Smith, 2007).

**Additional Information**

Many Raccoon Circle activities require the webbing to form a circle or loop. The water knot is one of the strongest and best knots to use. Here is a link to a short and easy YouTube video demonstrating how to tie the water knot. [https://www.youtube.com/watch?v=7YsYhGn4oWo](https://www.youtube.com/watch?v=7YsYhGn4oWo) (Allhandsfire, 2011)
Lesson 3: Character

Objectives:

1. Briefly review leadership puzzle lessons, including Cooperation.
2. Introduce and define the Character Corner traits: caring, fairness, respect, citizenship, responsibility, and trustworthiness.
3. Practice group presentations.
4. Youth will recognize what character traits they possess.

Lesson Time: 60 minutes

Materials Needed:

- Four leadership corner puzzle pieces
- Small puzzle pieces colored and numbered to divide the youth into six groups
- Character trait table tents for caring, fairness, respect, citizenship, responsibility, and trustworthiness
- Character trait questions form
- Pencils/pens
- Large poster-size note paper for each group
- Markers
- Large blank puzzle piece for each person (can be ordered from Oriental Trading or Amazon)

Introduction:

Review the previous leadership puzzle lessons.

The leadership puzzle was introduced in lessons one and two. As we continue to “put our leadership puzzle pieces together,” we will learn and practice leadership skills. The leader of the group has a responsibility to put the right people in the right places to create a vision of successful leadership. The adult mentors represent the puzzle edges, and help frame the leadership vision/picture. Some mentor responsibilities include: helping youth maintain proper boundaries as they plan and present, creating a safe environment where all youth voices will be heard, teaching leadership skills through example while keeping the youth as the focal point of the leadership puzzle, and “keeping it all together” by assisting youth in organizational skills and staying on task. Remind the youth that they are the middle puzzle pieces, the focal point of this leadership program. Youth complete the picture of future leaders. Their unique personalities and qualities are what make the leadership puzzle so spectacular.
Have someone hold up the Four Corners of Leadership puzzle pieces: Communication, Commitment, Cooperation, and Character. Explain that one leadership corner will be the subject at each of the trainings. In lesson #2, we learned about the Cooperation Corner. Today’s lesson will introduce and define the Character Corner.

Having a noble character is about knowing right from wrong, assuming responsibility for your actions, showing respect for others, developing decision making and problem solving skills, using self-discipline, working cooperatively with others, maximizing your time and talents, developing good self-esteem, and applying good character. Michael Josephson said, “The way we treat people we think can't help or hurt us - like housekeepers, waiters, and secretaries - tells more about our character than how we treat people we think are important. How we behave when we think no one is looking or when we don't think we will get caught more accurately portrays our character than what we say or do in service of our reputations.” (Josephson, 2017). This statement emphasizes that although it is easy to treat people well when we think it will benefit us or when it will protect us, it is more difficult to truly care about others and treat them kindly.

What is character? Each of us has unique qualities that make us who we are. Some of these are physical qualities, or qualities we can see: hair color, height, or shoe size. Others are unseen qualities such as thoughts, ideas, and beliefs that are important to us and that guide our actions. These “inside” qualities make up our character. Do you know what character traits you possess? Take a minute to think about what you are willing to stand up for. Ask youth to answer this question by “standing up” and telling the group a character trait they value. Discuss why positive character traits in leaders are important.

**Learning Activity #1**

**Character Trait Presentations**

Before the training, ask one or two youth to choose a character trait and prepare answers to the four questions on the character trait question form.

1. What does this character trait mean?
2. Who do you know that demonstrates this character trait?
3. Share a story or situation that involved this character trait.
4. What is something you can do to practice this character trait?

Have youth present (2-3 minutes) to the group as a sample of what the group will be expected to do in Learning Activity #1.

Divide the youth into six groups using the colored/numbered puzzle pieces, and assign each group one of the six character traits: caring, fairness, respect, citizenship, responsibility, or trustworthiness. Place the character trait table tents on each table and hand out markers, large poster sheets, and the character
trait question form to each group. Give the groups 10 minutes to discuss their character trait and to answer the four character trait questions. Ask each group to prepare a presentation on their character trait. Presentations should be approximately 3 minutes, and each group member should participate. Allow 20-25 minutes for group presentations.

**Learning Activity #2**

**Creating a Character Puzzle**

Give each youth a large blank puzzle piece (these can be ordered from Oriental Trading or Amazon), and provide markers for the group. Ask them to write their name on the back of the puzzle piece. Instruct them to decorate the front of the puzzle piece to reflect what character trait(s) they bring to the leadership puzzle. They may use drawings and/or pictures to portray their character traits. After decorating their puzzle piece, have them put the puzzle pieces together to create a large floor puzzle.

**Debrief:** Talk about how the leadership puzzle is coming together to form a beautiful picture. Tell them that as they meet together and learn leadership skills, the puzzle will develop and continue to change and grow. Emphasize that as the group becomes connected, and as they each determine what THEIR piece of the leadership puzzle is, all of the pieces will begin to fit together. It will be exciting to see the final leadership puzzle results.

Remember to take a picture of the group with their puzzle.
CARING

1. What does this character trait mean?

2. Who do you know that demonstrates this character trait?

3. Share a story or situation that involved this character trait.

4. What is something you can do to practice this character trait?
CITIZENSHIP

1. What does this character trait mean?

2. Who do you know that demonstrates this character trait?

3. Share a story or situation that involved this character trait.

4. What is something you can do to practice this character trait?
TRUSTWORTHY

1. What does this character trait mean?

2. Who do you know that demonstrates this character trait?

3. Share a story or situation that involved this character trait.

4. What is something you can do to practice this character trait?
RESPECT

1. What does this character trait mean?

2. Who do you know that demonstrates this character trait?

3. Share a story or situation that involved this character trait.

4. What is something you can do to practice this character trait?
RESPONSIBILITY

1. What does this character trait mean?

2. Who do you know that demonstrates this character trait?

3. Share a story or situation that involved this character trait.

4. What is something you can do to practice this character trait?
FAIRNESS

1. What does this character trait mean?

2. Who do you know that demonstrates this character trait?

3. Share a story or situation that involved this character trait.

4. What is something you can do to practice this character trait?
Lesson 4: Communication

Objectives:

1. Explore the importance of leadership communication.
2. Learn and understand how non-verbal cues affect communication.
3. Demonstrate interview skills.
4. Practice proper meal etiquette.

Lesson Time: 60 minutes (does not include interview time and etiquette meal time)

Materials Needed:

- Four leadership corner puzzle pieces
- Message quote poster or white board and marker
- Non-verbal communication word strips

Introduction:

Review the Leadership Puzzle, Putting the Pieces Together. The four corners of leadership are: Communication, Commitment, Cooperation, and Character (place the large puzzle pieces on the wall). We discussed Cooperation in Lesson #2, and Character in Lesson #3. Today we will concentrate on the leadership corner of Communication.

Communication

All of the Leadership Puzzle Corners, Cooperation, Character, Communication, and Commitment, are important leadership components. Communication is a crucial aspect of successful leadership. The Leadership Puzzle Corners are the connection (the communication) between each section of the puzzle. They also provide strength and stability to the puzzle. The best leaders are the best communicators, the best listeners, and are great at observation. They are skilled at reading a person/group by sensing moods, attitudes, and values, and then adapting their message to that environment.

(Display a poster of this quote or write it on the board.)

“The message is not about the messenger; it has nothing to do with the messenger; it is, however, 100% about meeting the needs and the expectations of those you are communicating with.” (MCG Partners, 2012).
**Learning Activity #1**

To deliver the full impact of a message, use non-verbal behaviors to raise the channel of interpersonal communication.

Choose six youth. Hand each youth a communication word strip, ask him or her to read it silently, and then demonstrate each statement for the group. Have the youth try to guess the non-verbal behavior, and then read the statement to the group.

**Communication Word Strips**

1. **Eye contact:** People who make eye contact open the flow of communication and convey interest, concern, warmth, and credibility.

2. **Facial Expressions:** Smiling is a powerful cue that transmits happiness, friendliness, warmth, and liking. People will be more comfortable around you and will want to listen to you more when you smile.

3. **Gestures:** If you fail to gesture while speaking, you may be perceived as boring and stiff. A lively speaking style captures the listener's attention, makes the conversation more interesting, and facilitates understanding.

4. **Posture and body orientation:** You communicate numerous messages by the way you stand and move. Standing erect and leaning forward communicates to listeners that you are approachable, receptive, and friendly.

5. **Proximity:** Cultural norms dictate a comfortable distance for interaction with others. You should look for signals of discomfort caused by invading the other person's personal space.

6. **Vocal:** Speaking can signal nonverbal communication when you include such vocal elements as: (write vocal elements on board) tone, pitch, rhythm, timbre, loudness, and inflection. For maximum teaching effectiveness, learn to vary these six elements of your voice.

Discuss the definition of the six vocal elements. The youth could look up definitions on their electronic devices and share what they learned with the group. Have them demonstrate each element. (Clark, 2016).

**Learning Activity #2: Non-verbal Activity, We Have to Move Now!** (Fleming, 2017).

Choose six more youth (with acting experience if possible) to demonstrate how different emotions can be expressed through non-verbal communication.
1. Cut several strips of paper.

2. On each strip of paper, write down a mood or a disposition like guilty, happy, suspicious, paranoid, insulted, or insecure.

3. Fold the strips of paper and put them into a bowl. They will be prompts.

4. Have each student take a prompt from the bowl and read the same sentence to the class, expressing the mood they’ve picked. The sentence is: "We all need to gather our possessions and move to another building as soon as possible!"

5. As a group, discuss the assumptions they made about each student as they read their prompts.

Summary: (Display a poster of this quote or write it on the board)

“Communication is so much more than the words you say. 55% of communication is visual, your body language, as compared to actual words at 7%, and tone of voice at 38%” (Belludi, 2008).

**Learning Activity #3: Individual Interviews**

What is your body language saying about you? Think about this as you participate in the interviews today. Each youth will participate in an 8-10 minute interview with an adult judge volunteer. Introduce and thank the judges before interviews begin. Youth should fill in their name on the interview rating sheet and review the interview judging criteria. It is nice to number the interview rooms and have youth assigned to a specific judge and room. There is time to have an additional activity for youth who are finished or waiting for their interview. Sample interview questions and a rating sheet are included. You do not need to ask all of the questions. Follow the time line and focus on quality of answers and experience.

**Learning Activity #4: Etiquette Meal**

Plan a nice meal for the youth. You could have it catered or you could go to a restaurant. (Try to make it at least a three-course meal with servers.) Invite a guest speaker to talk to the youth before and during the meal about proper etiquette. Leave time for youth to ask questions. Encourage youth to use their etiquette skills throughout the meal. Explain that behaviors and manners can communicate a lot about a person.

*Youth should be professionally dressed for the interviews and the etiquette meal.*
SAMPLE INTERVIEW QUESTIONS FOR YOUTH LEADERSHIP

1. Describe yourself in five words or less.

2. Please give a definition of leadership in your own words.

3. Briefly describe your schooling, 4-H training, and other skills that have prepared you to be a leader.

4. What is your greatest personality trait?

5. What hobbies, special interests, or talents do you have that you think make you a good leader?

6. What do you consider your most significant accomplishment?

7. Why are you a good role model?

8. Describe a situation where you had to plan or organize something.

9. How do you decide what gets top priority when scheduling your time?

10. What is your long-term career goal?

11. If you were hiring a person for this/a job, what would you look for?

12. Please share with me/us what you think it means to be professional and how you would portray that in a work environment?

13. How do you react to instruction and criticism?

14. What are you much better at than you used to be?

15. What questions do you have for me/us?
<table>
<thead>
<tr>
<th>The Job Interview</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal Appearance</strong>: Clean, appropriate attire.</td>
<td></td>
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<tr>
<td>Non-distracting makeup, perfume/cologne.</td>
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<tr>
<td><strong>Non-Verbal Communication</strong>: Proper posture, firm</td>
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<tr>
<td>handshake, pleasant eye contact, active stance.</td>
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<tr>
<td><strong>Attitude &amp; Personality</strong>: Sincerity, initiative,</td>
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<td>interest, compatibility, courtesy, sense of humor.</td>
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<td><strong>Mannerisms</strong>: Maintained a dignified demeanor,</td>
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<tr>
<td>controlled distracting mannerisms. No gum.</td>
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<tr>
<td><strong>Handling Questions</strong>: Prepared to respond,</td>
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<td>confident, appropriate responses to unexpected</td>
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<tr>
<td>difficult questions, provided specific examples.</td>
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<td><strong>Voice</strong>: Normal talking speed, appropriate</td>
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<tr>
<td>volume, proper grammar and word choice, clarity,</td>
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<tr>
<td>no excessive “uhh…” etc.</td>
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<tr>
<td><strong>Post-Interview</strong>: Applicant’s manner and skill in</td>
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<tr>
<td>terminating the interview.</td>
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<td><strong>Overall Performance</strong>: Asked appropriate questions,</td>
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<tr>
<td>knowledge of 4-H and the Southwest 4-H Region</td>
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<tr>
<td>Ambassador</td>
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**Interviewers Comments:**

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25
Lesson 5: Commitment

Objectives:

1. Youth will understand how commitment affects leadership skills.
2. Youth will create a puzzle illustrating their vision of leadership.
3. Youth will learn that modeling commitment is the best way to influence people to engage in commitment.

Lesson Time: 30 minutes + Activity #2 time

Materials Needed:

- Four Leadership Corner puzzle pieces
- Blank puzzles for each participant
- Small baggie for each participant
- Markers
- Leadership quotes (hang up around the room before the training begins)

Introduction:

We are continuing to “put the puzzle pieces together” to complete the leadership picture. We have learned about the importance of cooperation, character, and communication, and practiced these principles. The fourth leadership corner is commitment. (Display the Four Corner Puzzle Pieces.)

Display the six leadership quotes around the room. Ask the youth to take a few minutes to read them.

What is commitment, and how does it relate to the leadership puzzle?

Commitment level determines how long it will take to complete the puzzle, how well the puzzle pieces fit together, and what the picture will look like when it is completed. Commitment success is defined by how well the puzzle stays together. The best way to accomplish anything is to have a group of people who are committed to the leader’s vision. People will not usually follow a leader who is not committed to the cause. People will dedicate themselves to a project when they trust the leader and have received the information they need to make their own choice to become committed. When people feel a sense of shared values, they will better trust the leader and can become committed without having to receive too much information.

The question then is “How can you better influence people to engage in commitment”? The answer is “Model commitment.”
THE LEADERSHIP PUZZLE

- Be clear in what you want to happen and communicate your expectations.
- Be consistent. Consistent living of your values will build relationships, relationships build trust, and trust can inspire commitment.
- Listen and learn from those who follow you.
- Share your passion, demonstrate excitement, and remember to have fun together.

Direct the youth’s attention to the leadership quotes hanging around the room. Ask them to walk around the room and read the quotes, looking for ideas about what leadership commitment means to them. After the youth finish reading the quotes, call them back together. Ask for volunteers to explain what leadership quote resonated with them, and why.

Take a few minutes to reflect on and review your leadership training so far. Think about how committed you have been to the program. What has caused you to be committed, or to possibly lack commitment? Is there anything in your leadership experience that you would like to change that would increase your commitment? What could program leaders do to help you improve your commitment level?

Find a partner and discuss your leadership commitment. Tell him or her one thing you have done that demonstrates commitment to the program, and one thing you could improve upon.

Now is the time to complete your leadership puzzle. When we started our leadership puzzle journey, we were a little bit like this blank puzzle, no vision (picture), and limited leadership skills. Along the way you have each created an individual picture of leadership.

**Learning Activity #1**

You will each get your own puzzle to design. (Give each person a blank puzzle and provide markers for everyone.) Ask them to write the Four Corners Of Leadership—Cooperation, Character, Communication, and Commitment on the four corners of their puzzle. Explain that these four concepts have been the focus of this leadership curriculum. Invite the youth to reflect on their training and experiences and to determine their “picture” of leadership. Ask them to decorate the blank puzzle using words, pictures, quotes, etc. to reveal their vision of leadership. Emphasize that this is THEIR puzzle, THEIR definition or vision of leadership qualities.

When they are finished, ask for volunteers to share their “picture” of leadership with the group. Have them show everyone their puzzle and explain what it means to them. Display the puzzles for everyone to see throughout the rest of the day. At the end of the day, provide each youth with a small baggie to put their puzzle pieces in to take home.
Learning Activity #2

Reward the youth for their hard work learning and practicing leadership skills. Plan a fun activity where they can socialize and enjoy time spent with new friends, such as bowling, hiking, etc.

References


