

4-H PROFESSIONAL RESEARCH,
KNOWLEDGE AND COMPETENCIES STUDY 2004

NEW FOUNDATIONS FOR THE 4-H YOUTH DEVELOPMENT PROFESSION

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Since its inception in 1985 and through subsequent updates, the 4-H Professional Research and Knowledge Base (4hprk) has come to be the foundation for the 4-H youth development profession.

The new 4-H professional research, knowledge and competencies (4-H PRKC, 2004) model provides a road map for the 4-H youth development workforce of the future. The most current and comprehensive research and knowledge representing the field of 4-H youth development, has been compiled in this study. This study identifies the current and emerging competencies that are essential to conducting 4-H youth development programs. The results of the study are key resources for:

- Individuals preparing for a career in the field of youth development
- Individuals just entering the 4-H workforce or returning to 4-H
- Designing job descriptions or hiring new youth workers
- Designing training and learning experiences for 4-H educators and volunteer staff
- Building individual learning plans or performance standards
- Focusing on strategies critical to attracting, developing and retaining an outstanding, diverse 4-H workforce
- Adding value to individual career development
- Professional association initiatives
- Increasing research and evaluation efforts for 4-H youth development

Suggested citation:

Stone, B, & Rennekamp, R. (2004) *New Foundations for the 4-H Youth Development Profession: 4-H Professional Research, Knowledge, and Competencies Study, 2004.* Conducted in cooperation with the National 4-H Professional Development Task Force. National 4-H Headquarters, CSREES, USDA

METHODOLOGY

The 4-H PRKC study was led by the National Professional Development Task Force. Some of the members were involved in the initial development of the 4-H PRK taxonomy and in subsequent revisions. The study was completed by task force members, who held teaching and Extension faculty positions, and represented all 4-H system partners. Subject Matter Expert groups were closely involved in the process. The goals of the study were to:

- Update the existing professional research and knowledge base for 4-H
- Identify competencies essential to conducting 4-H youth development
- Create a foundation for 4-H professional development work

Work groups or “domain teams” from within the task force, were assigned to examine each of the five existing domains of the 4-H PRK taxonomy. A sixth group was charged with reviewing the potential for an additional domain related to cultural and human diversity.

The task of the domain teams resembled an environmental scan. They looked at the current data supporting the domains, examined current trends, reviewed internal and external contemporary documents for interpretation of meaning, and conducted interviews with key informants (Mattingly, 2002). Key informants included State 4-H Program Leaders, university and Extension administrators, individuals involved in the past development of 4-H PRK, the professional development Subject Matter Expert group, and internal and external experts in the youth development field. The goals of the environmental scan were to:

- Identify omissions
- Recommend language that is useful in communicating the body of knowledge
- Establish congruence with current scholarship (Mattingly, 2002)

The work completed by the domain teams were then compiled into a draft document. The document was shared with internal and external experts, state program leaders, representatives from NAE4-HA work groups, state association presidents and association representatives, faculty, and youth development educators across the United States. The document was also posted on the 4-H related web sites for comments. The comments were considered by the task force and revisions were made.

HIGHLIGHTS OF THE STUDY

The results of the study included the identification of six domains. They were:

- Youth Development
- Youth Program Development
- Volunteerism

- Equity, Access and Opportunity
- Partnerships
- Organizational Systems

The study also recommended the use of a 4-level format: Domain, Topic, Component, and Competency. The structure helped connect the dots between “What is the essential subject matter necessary in the field of youth development?” to “How do we prepare and develop people to be effective in the field of youth development?”

The revised 4-H Professional Research and Knowledge and Competencies (4H PRKC, 2004) base taxonomy (4-H PRKC) served as the organizing framework for the field of 4-H youth development. The updated domains represent the subject matter under girding 4-H youth development work.

4-H PRKC (2004) ADOPTED

The National 4-H Leadership Trust officially adopted the updated 4-H Professional Research, Knowledge, and Competencies for use by the 4-H system (June 2004). By adopting the 4-H PRKC (2004) it is recognized that:

- 1) The study to revise the current 4hprk was designed and conducted with methodological rigor and the results reflect the most current research and thinking in 4-H youth development.
- 2) The domains and topics listed in the 4-H PRKC (2004) reflect the complexity and sophistication of the 4-H youth development profession and can be used with confidence to guide the 4-H youth development profession academic base. Examples of use may include: research agendas, graduate study, scholarly activities, and youth development degrees and certificate programs.
- 3) The competencies identified in the 4-H PRKC (2004) represent a *composite* of the knowledge, skills and behaviors demonstrated by outstanding 4-H youth development professionals
- 4) The 4-H PRKC (2004) can be used with confidence in designing job descriptions, individual learning plans, performance management, broad professional development strategies, and professional association initiatives.
- 5) The 4-H PRKC (2004) will be housed at National 4-H Headquarters. The authority to request modifications or regular updates will be with the National 4-H Leadership Trust. The responsibility of updating the 4-H professional research and knowledge base, lies with the Director of Youth Development a CSREES/USDA or their designee(s) at National 4-H Headquarters.

4-H PROFESSIONAL RESEARCH AND KNOWLEDGE DOMAINS

YOUTH DEVELOPMENT

Utilizing the knowledge of the human growth and development process to create environments that help youth reach their full potential

Topic: Growth and Development (15-19 YEARS)

- Physical Development
- Cognitive Development
- Social & Emotional Development

Topic: Youth Development Theory

- Positive Youth Development
- Ecological Model
- Resiliency Theory

Topic: Youth Development Practice

- Relationship Building
- Behavior Management
- Programming for Life Skill Development

YOUTH PROGRAM DEVELOPMENT

Planning, implementing, and evaluating programs that achieve youth development outcomes

Topic: Situation Analysis

- Accessing Existing Information
- Gathering Community Perspectives
- Setting Priorities and Securing Commitment

Topic: Program Design

- Theories of Change
- Design Frameworks
- Curriculum Development
- Program Quality Standards
- Evaluation Planning

Topic: Program Delivery

- Learning Strategies
- Instruction

Topic: Program Evaluation

- Approaches and Perspectives
- Evaluation Design
- Evaluation Methods
- Analysis and Interpretation
- Communicating Evaluation Results

VOLUNTEERISM

Building and maintaining volunteer management systems for the delivery of youth development programs

Topic: Personal Readiness

- Philosophy of Volunteerism
- Trends in Volunteerism
- Advocating for Volunteerism

Topic: Organizational Readiness

- Climate for Volunteerism
- Identifying Needs for Volunteers
- Developing Volunteer Positions

Topic: Engagement of Volunteers

- Recruiting Volunteers
- Selecting Volunteers

Topic: Education of Volunteers

- Orientation of Volunteers
- Education of Volunteers
- Adult Development and Learning Theory

Topic: Sustainability of Volunteer Efforts

- Supervising, and Coaching Volunteers
- Performance Management of Volunteers
- Recognition of Volunteers
- Evaluation of Volunteer Efforts

EQUITY, ACCESS AND OPPORTUNITY

Interacting effectively and equitably with diverse individuals and building long-term relationships with diverse communities

Topic: Sensitivity

- Personal Readiness
- Dimensions of Diversity

Topic: Awareness

- Values, Norms and Practices
- Pluralistic Thinking
- Power, Privilege and Policy

Topic: Communication

- Open Attitude
- Speaking Consciously
- Active Listening

Topic: Relevant Programming

- Needs Assessment
- Program Design
- Program Implementation
- Collaboration

Topic: Inclusive Organizations

- Policies and Procedures
- Staffing and Staff Development
- Community Outreach

PARTNERSHIPS

Engaging youth in community development and the broader community in youth development

Topic: Youth-Adult Partnerships

- Assessment and Readiness
- Continuum of Youth Engagement
- Creating Partnerships
- Building and Maintaining Partnerships

Topic: Youth Action

- Youth Organizing
- Youth Advocacy
- Youth Leadership

- Youth in Governance
- Service Learning

Topic: Organizational Alliances

- Assessment and Readiness
- Networking
- Cooperation
- Partnerships
- Coalitions
- Collaboration

Topic: Community Development

- Analysis
- Tools and Processes
- Government
- Workforce
- Community Youth Development

ORGANIZATIONAL SYSTEMS

Positioning the organization and its people to work with and on behalf of young people most effectively

Topic: Organizational Effectiveness

- Knowledge of the Organization
- Strategic Planning
- Program Governance

Topic: Personal Effectiveness

- Management
- Work/Life Balance
- Interpersonal Skills

Topic: Communication Strategies

- Diverse, targeted strategies
- Marketing
- Accountability/Impact

Topic: Resource Development and Management

- Budgets
- Resource Development Stewardship

Topic: Risk Management

- People
- Property

- Financial
- Goodwill/Image/Reputation Management

Topic: Professionalism

- Ethics
- Scholarship
- Advocacy

4-H PRKC COMPETENCIES

YOUTH DEVELOPMENT

Utilizing the knowledge of the human growth and development process to create environments that help youth reach their full potential

- ❖ **TOPIC: GROWTH AND DEVELOPMENT (5-19 YEARS):** The stages youth progress through as they grow physically, cognitively, socially and emotionally.

COMPONENT: Physical Development

- Identifies biological transitions of development
- Articulates how these transitions influence program design and adult-youth relationships
- Understands the affects of nutrition and exercise on growth and development

COMPONENT: Cognitive Development

- Recognizes cognitive stages across age groups
- Facilitates the growth in thinking from concrete to abstract
- Understands how the cognitive stages inform program design and the need for age-appropriate curriculum

COMPONENT: Social & Emotional Development

- Recognizes the changing role of peers
- Creates programs that are responsive to these changes.
- Identifies the stages of identity development
- Provides opportunities for exploration in multiple skill or project areas
- Aware of the signs of emotional and mental stress

- ❖ **TOPIC: YOUTH DEVELOPMENT THEORY**

COMPONENT: Positive Youth Development

- Intentionally designs programs to promote positive outcomes for youth through the provision of opportunities, relationships, and supports
- Understands history, changes and trends of the roles of youth in society

- Recognizes transitions and the role of rites of passage in youth development
- Recognizes gender differences in learning and participation

COMPONENT: Ecological Model

- Recognizes the influence of multiple contexts on youth development
- Articulates the impact of these contexts on youth development for specific situations
- Recognizes the cultural and structural differences for various youth within systems

COMPONENT: Resiliency Theory

- Recognizes risk and protective factors
- Maps risk and protective factors
- Designs programs and create relationships that maximize protective factors and minimize risks

❖ **TOPIC: YOUTH DEVELOPMENT PRACTICE:** *The integration of youth development growth and development and youth development theory into the actual activities planned and implemented in a program.*

COMPONENT: Relationship Building

- Creates a positive relationship at all levels with youth, families, and community partners
- Maintains appropriate emotional and physical boundaries with youth
- Maintains a mentor-learner relationship with youth and volunteers
- Understands impacts of adult role models and mentoring, and is aware of community referral and intervention opportunities
- Demonstrates character and models proper behaviors

COMPONENT: Behavior Management

- Sets up environments and programs to promote positive behavior
- Implements personal and group strategies to deal with inappropriate behavior in appropriate and affirming ways
- Demonstrates understanding of conflict management and resolution
- Models positive behavior and provides leadership for others in this area

COMPONENT: Programming for Life Skill Development

- Articulates the relationship between program activities and life skills.
- Ensures activities are intentionally designed to develop critical life skills
- Provides meaningful engagement for participants
- Uses or develops programs that allow youth the opportunity to practice life skills

- Articulates the importance of basic life skill development and age appropriate learning

YOUTH PROGRAM DEVELOPMENT

Planning, implementing, and evaluating programs that achieve youth development outcomes.

❖ **TOPIC: SITUATION ANALYSIS**

COMPONENT: Accessing Existing Information

- Knows how to access existing sources of situational data
- Uses and interprets data from various sources
- Uses current research to help identify program opportunities

COMPONENT: Gathering Community Perspectives

- Knows methods and techniques for gathering data from both young people and adults (community forums, focus groups, interviews, surveys)
- Skilled in the use of appropriate methods and techniques for gathering community perspectives

COMPONENT: Setting Priorities and Securing Commitment

- Works with advisory boards and committees to obtain input regarding program priorities
- Determines significance and prioritizes problems and issues
- Identifies potential community partners and collaborators

❖ **TOPIC: PROGRAM DESIGN**

COMPONENT: Theories of Change

- Understands and applies theories and approaches for facilitating change

COMPONENT: Design Frameworks

- Understands and subscribes to a framework for program planning (logic modeling, TOP, etc.)
- Facilitates program development using a planning framework
- Communicates program plans to relevant stakeholders
- Periodically reassesses program plans

COMPONENT: Curriculum Development

- Knows and applies experiential approaches to learning
- Knows characteristics of quality youth development curricula
- Selects, adapts, and utilizes curricula appropriately

- Develops curricula based on current research and knowledge

COMPONENT: Program Quality Standards

- Knows characteristics of effective youth development programs
- Applies quality standards in program design and delivery

COMPONENT: Evaluation Planning

- Incorporates evaluation planning into program design

❖ **TOPIC: PROGRAM DELIVERY**

COMPONENT: Learning Strategies

- Identifies learning styles of participants
- Assesses contextual factors which affect learning
- Demonstrates ability to modify and adapt strategies in accordance with audience needs and other contextual factors

COMPONENT: Instruction

- Utilizes lesson plans or teaching outlines
- Understands and applies appropriate teaching methods
- Facilitates learning using various teaching techniques
- Uses appropriate equipment, devices, and technology in support of teaching and learning

❖ **TOPIC: PROGRAM EVALUATION**

COMPONENT: Approaches and Perspectives

- Understands multiple approaches to evaluation
- Understands the difference between process and outcome evaluation

COMPONENT: Evaluation Design

- Develops meaningful evaluation questions
- Specifies appropriate indicators of change
- Selects evaluation methods appropriate for the evaluation question and indicators
- Develops a timeline for evaluation activities

COMPONENT: Evaluation Methods

- Skilled in the use of both qualitative and quantitative evaluation methods
- Knows protocols and procedures for collecting and handling data

COMPONENT: Analysis and Interpretation

- Knows procedures for analyzing quantitative and qualitative data
- Can interpret findings and articulate reasonable conclusions

COMPONENT: Communicating Evaluation Results

- Communicates evaluation results in a manner congruent with stakeholder needs

VOLUNTEERISM

Building and maintaining volunteer management system for the delivery of youth development programs

TOPIC: PERSONAL READINESS

COMPONENT: Philosophy of Volunteerism

- Develops and demonstrates personal philosophy of volunteerism in congruence with professional ethics
- Articulates a belief in the competence of volunteers
- Develops and/or supports an organizational philosophy of volunteerism

COMPONENT: Trends in Volunteerism

- Identifies and engages expanded, diverse audiences as both volunteers and recipients of volunteers' services
- Understands societal trends and adapts volunteer management strategies accordingly

COMPONENT: Advocating for Volunteerism

- Knows role of organizational volunteers and communicate benefits to community, organization, and individuals
- Identifies and nurtures staff/volunteer teams to manage change
- Educates peers and co-workers on the value of volunteerism

❖ **TOPIC: ORGANIZATIONAL READINESS**

COMPONENT: Climate for Volunteerism

- Creates and supports a positive organizational environment for volunteerism
- Develops and supports staffing structures that align and support meaningful roles for volunteers

COMPONENT: Identifying Needs for Volunteers

- Develops and conducts community needs and assets assessments
- Develops and conducts organizational needs and assets assessments

COMPONENT: Developing Volunteer Positions

- Identifies potential volunteer roles and responsibilities

- Develops written volunteer position descriptions

❖ **TOPIC: ENGAGEMENT OF VOLUNTEERS**

COMPONENT: Recruiting Volunteers

- Understands fundamentals of human motivation as related to volunteerism
- Understands and implements multiple recruitment strategies based upon position responsibilities and community demographics
- Communicates available positions to the community
- Knows and communicates roles and responsibilities for episodic, short-term, long-term, and virtual volunteer commitments
- Promotes different levels of responsibilities for volunteers
- Develops and disseminates applications to potential volunteers

COMPONENT: Selecting Volunteers

- Understands the purpose of appropriate selection strategies
- Identifies selection strategies appropriate for the volunteer position based upon the position's responsibilities, organizational policies, and the clientele to be served
- Conducts potential volunteer interviews, reference checks, and criminal background checks
- Identifies and matches individual motivations, skills and time commitment with available roles and responsibilities
- Evaluates and determines the appropriateness of individuals for volunteer position(s) for final placement

❖ **TOPIC: EDUCATION OF VOLUNTEERS**

COMPONENT: Orientation of Volunteers

- Develops and conduct initial orientation to the organization
- Conducts on-going orientation that reflects organizational changes

COMPONENT: Education of Volunteers

- Provides educational opportunities for volunteers on youth development, organizational operations, personal development, etc.
- Provides educational opportunities for volunteers on relevant subject-matter and organizational leadership strategies
- Provides educational opportunities for volunteers related to organizational policies and procedures

COMPONENT: Adult Development and Learning Theory

- Applies teaching and learning strategies appropriate for diverse adult audiences

❖ **TOPIC: SUSTAINABILITY OF VOLUNTEER EFFORTS**

COMPONENT: Supervising, and Coaching Volunteers

- Delegates appropriate responsibilities to volunteers
- Supports a positive volunteer esprit des corps
- Motivates volunteers to stimulate creativity and reach potential
- Addresses behaviors not consistent with acceptable standards

COMPONENT: Performance Management of Volunteers

- Conducts and provides regular/routine performance feedback to volunteers
- Implements disciplinary strategies including remediation, counseling, probation, and dismissal

COMPONENT: Recognition of Volunteers

- Promotes and implements appropriate intrinsic and extrinsic recognition strategies for volunteers
- Provides and supports expanded leadership opportunities for volunteers

COMPONENT: Evaluation of Volunteer Efforts

- Develops and conducts impact assessment of volunteer efforts
- Communicates impact of volunteer efforts to stakeholders

EQUITY, ACCESS AND OPPORTUNITY

Interacting effectively and equitably with diverse individuals and building long-term relationships with diverse communities

❖ **TOPIC: SENSITIVITY**

COMPONENT: Personal Readiness

- Seeks out and explores commonalities and differences (expand comfort zone) beyond one's own race/ethnicity, gender, religion, etc.
- Is proud of one's own identity and encourages others to do the same.
- Committed to learning about and working with people from varying backgrounds.
- Builds relationships of trust, safety and mutual respect with the many different individuals and groups.
- Acknowledges "not knowing" when you don't understand
- Committed to lifelong learning of about diverse individuals, groups and communities.
- Exhibits Self-awareness including one's cultural/social identities, assumptions, values, norms, biases, preferences, experience of privilege and oppression, and how they shape one's worldview.

- Displays an awareness of their own communication, learning, and teaching styles; acceptance of others' styles, and willingness to learn new skills to bridge differences

COMPONENT: Dimensions of Diversity

- Is aware of and open to youth and volunteers who are diverse based on Primary Dimensions of Diversity (more permanent, impossible or hard o change) such as: Race/Ethnicity, Gender and Sexual Orientation, Age, Physical Differences and Abilities, Learning Differences and Abilities
- Is aware and open to youth and volunteers who are diverse based on Secondary Dimensions of Diversity such as: Religion and Belief Systems, Socioeconomic Status, Family Structure, Language, Geographic (urban, rural, suburban)
- Exhibits and awareness of varying levels of assimilation or acculturation within groups

❖ **TOPIC: AWARENESS**

COMPONENT: Values, Norms and Practices

- Understands their own identities and how they shape your worldview
- Understands differing concepts of time and space and how they communicate meaning
- Understands differing body language, verbal expressions, and how they communicate meaning.
- Understands differing values, norms, practices, traditions

COMPONENT: Pluralistic Thinking

- Recognizes the validity of multiple perspectives
- Thinks openly without prejudging
- Thinks inclusively

COMPONENT: Power, Privilege and Policy

- Understands the effects of differences in historical power and privilege, including institutional privilege and internalized oppression.
- Knows laws and policies that promote and support diversity and pluralism.
- Knows history of diverse groups in America and the effect of historical events on present day behavior.
- Knowledgeable of prejudice, classism, homophobia, etc. and the origins of “isms”

❖ **TOPIC: COMMUNICATION**

COMPONENT: Open Attitude

- Reserves judgment in a cross-cultural interaction.
- Interrupts oppressive behavior (preserving the dignity of all people)
- Applies “mind set” to address conflict in a cross-cultural setting. Mind-set includes recognizing, understanding and knowing how to adapt to communication style differences such as direct and indirect, linear and circular, low-context and high-context.
- Reacts in a non-defensive manner
- Applies cultural knowledge to address conflicts and negotiate common ground

COMPONENT: Speaking Consciously

- Opens and continues dialogue in a non-threatening way.
- Communicates one’s own perspective with clarity.
- Uses non-blaming language to talk about issues of difference.
- disagreeing respectfully
- Demonstrates an awareness of the impact of words and actions

COMPONENT: Active Listening

- Listens in accordance with the cultural context.
- Provides feedback in order to check for mutual understanding.
- Listens deeply and encourages feedback as a means of gaining clarity in intended meaning.

❖ **TOPIC: RELEVANT PROGRAMMING**

COMPONENT: Needs Assessment

- Gains sufficient, meaningful input of diverse communities/individuals to design programs
- Examines root causes of needs
- Expresses an openness to surprises – No predetermined needs
- Listens to individuals and not just data/statistics
- Involves community in the entire process

COMPONENT: Program Design

- Uses appropriate marketing techniques such as personal marketing, relationship marketing and/or ethnic marketing
- Uses applications and activities appropriate for the learner’s needs
- Uses content that reflects the norms, values and preferences of the learners

COMPONENT: Program Implementation

- Considers accessibility, availability, neutrality, language, etc. when implementing programs
- Covers issues/topics on the subject that are important to the learners

- Provides application exercises for applying the ideas that would be interesting to the learner
- Uses examples relevant to the learners' life experiences
- Involves learners as partners in learning

COMPONENT: Collaboration

- Collaborates with diverse communities/individuals to assess their needs
- Engages local, diverse, community-based individuals in advisory committees, volunteer opportunities, etc.
- Engages local, grassroots organizations as equal partners with an equal voice in the programming process

❖ **TOPIC: INCLUSIVE ORGANIZATIONS**

COMPONENT: Policies and Procedures

- Uses sensitive policies, procedures and practices
- Recruits, supports and retains diverse volunteers
- Fosters an Inclusive work environment where human differences and similarities are welcomed, valued, and utilized at all levels
- Encourages a nurturing environment where all employees have equal access to opportunities for personal and professional growth, recognition and rewards, as well as other opportunities
- Establishes goals and accountability measures to ensure diversity in program participation and program content

COMPONENT: Staffing and Staff Development

- Hires, retains and promotes diversity faculty and staff at all levels.
- Provides training, resources and support for faculty and staff at all levels

COMPONENT: Community Outreach

- Forges constructive alliances with local, grassroots community-based organizations to expand outreach to diverse communities
- Designs materials and information that reflects the needs of diverse communities
- Shows an awareness of existing assets and resources in diverse communities
- Knowledgeable of how to gain sufficient, meaningful input from diverse communities to design programs

PARTNERSHIPS

Engaging youth in community development and the broader community in youth development

❖ **TOPIC: YOUTH-ADULT PARTNERSHIPS**

COMPONENT: Assessment and Readiness

- Assesses readiness of young people and adults to engage as partners
- Recognizes own strengths and limitations in engaging in youth adult partnerships
- Serves as a role model

COMPONENT: Continuum of Youth Engagement

- Articulates the continuum of youth engagement (objects, recipients, resources, partners)
- Advocates for the engagement of young people
- Provides examples of how to apply the continuum in youth work
- Possesses values consistent with youth engagement

COMPONENT: Creating Partnerships

- Creates safe, open, accepting environments for both youth and adults
- Fosters development of intergenerational relationships
- Ensures adequate representation of young people in all areas of decision making
- Facilitates dialogue that ensures a youth voice

COMPONENT: Building and Maintaining Partnerships

- Provides opportunities for young people to lead
- Builds youth capacity to lead
- Understands realistic expectations from youth and adults in partnerships
- Builds adult capacity to follow youth leadership
- Provides consistent encouragement for the growth of the partnership

❖ **TOPIC: YOUTH ACTION**

COMPONENT: Youth Organizing

- Possesses ability to serve as a resource and ally to youth
- Fosters an environment that provides support to youth organizing for community change
- Provides access to resources, systems, and power structures
- Encourages critical thinking throughout community change

COMPONENT: Youth Advocacy

- Models appropriate channels and avenues for youth advocacy

- Speaks on behalf of underrepresented youth

COMPONENT: Youth Leadership

- Facilitates exploration of personal leadership styles
- Structures real world opportunities for leadership training
- Encourages young people to self-reflect on leadership experiences

COMPONENT: Youth in Governance

- Builds capacity of existing governing bodies to accept youth members
- Builds capacity of young people to serve on governing bodies
- Builds governing structures that incorporate youth voice
- Manages youth-adult interactions on governing bodies
- Models and engages youth in appropriate avenues for education and change in government

COMPONENT: Service Learning

- Develops and demonstrates a philosophy of service learning
- Helps young people identify issues and opportunities for service in local communities
- Supports young people in the process of community change

❖ **TOPIC: ORGANIZATIONAL ALLIANCES**

COMPONENT: Assessment and Readiness

- Assesses readiness for organizational alliances
- Identifies opportunities for potential alliances
- Understands implications of organizational self-interest
- Understands the mission and programs of other youth serving organizations

COMPONENT: Networking

- Establishes and maintains effective professional networks
- Utilizes appropriate networks to acquire resources and information

COMPONENT: Cooperation

- Understands and respects roles of community agencies and organizations
- Cooperates to ensure efficiency in program delivery

COMPONENT: Partnerships

- Actively seeks out and initiates discussion with potential partners.
- Jointly designs, implements and evaluates youth programs with community partners
- Facilitates group processes to help achieve common goals

COMPONENT: Coalitions

- Organizes or joins community coalitions to address current issues

COMPONENT: Collaboration

- Identifies common interests for which collaborations can be formed
- Develops and sustains long-term relationships among coalition partners

❖ **TOPIC: COMMUNITY DEVELOPMENT**

COMPONENT: Analysis

- Assesses community assets and needs

COMPONENT: Tools and Processes

- Utilizes tools and processes which encourage and facilitate community development

COMPONENT: Government

- Understands and applies knowledge of governmental structures, systems, and policies

COMPONENT: Workforce

- Understands the nature of the local workforce
- Helps young people acquire skills and abilities for the workforce
- Helps young people understand and articulate their 4-H experiences as “work” experience
- Articulates to the public how 4-H contributes to career exploration and skill development
- Engages community in career development of young people

COMPONENT: Community Youth Development

- Engages broader community in youth development
- Engages young people in building strong communities
- Understands the interrelationships between youth and their communities

ORGANIZATIONAL SYSTEMS

Positioning the organization and its people to work with and on behalf of young people most effectively

❖ **TOPIC: ORGANIZATIONAL EFFECTIVENESS**

COMPONENT: Knowledge of the Organization

- Understands CES/4-H history, structure and mission
- Displays commitment to CES/4-H/mission

COMPONENT: Strategic Planning

- Uses mission and vision to shape programs and organizational structure
- Uses mission and vision for long-range planning
- Plans, manages and embraces change

COMPONENT: Program Governance

- Establishes appropriate management structures
- Creates governance policies
- Monitors and supports board and committee work

❖ **TOPIC: PERSONAL EFFECTIVENESS**

COMPONENT: Management

- Sets priorities
- Manages time effectively
- Balances conflicting demands

COMPONENT: Work/Life Balance

- Incorporates wellness practices into personal life style
- Practices stress management and stress reduction

COMPONENT: Interpersonal Skills

- Listens effectively and actively
- Takes others' perspectives into account
- Manages conflicts effectively
- Demonstrates group facilitation skills

❖ **TOPIC: COMMUNICATION STRATEGIES**

COMPONENT: Diverse, targeted strategies

- Writes and speaks effectively for diverse audiences
- Possesses operational proficiency in use of the technology needed to function effectively in current position

COMPONENT: Marketing

- Develops and maintains public relations efforts
- Works effectively with the media
- Identifies target audiences and markets programs to meet their specific needs

COMPONENT: Accountability/Impact

- Collects and reports data, enrollments
- Establishes and manages communication flow
- Communicates program impacts to stakeholders

❖ **TOPIC: RESOURCES DEVELOPMENT AND MANAGEMENT**

COMPONENTS: Budgets

- Develops and manages budgets
- Follows policies and standards for fund reporting

COMPONENT: Resource Development Stewardship

- Develops grants and proposals
- Follows policies and standards for resource development
- Plans and conducts fundraising activities
- Identifies and partners with donors and sponsors
- Integrates reporting and evaluation into resource development efforts

❖ **TOPIC: RISK MANAGEMENT**

COMPONENT: People

- Works with volunteers and staff to assess and plan for potential risks
- Designs and maintains a safe, inclusive program environment for youth and adults
- Plans for special needs of participants
- Engages program participants in safety-awareness and self-protection practices
- Responds effectively to crises
- Understands and follows insurance/liability policies and procedures
- Understands youth legal systems (Child labor laws, community ordinances affecting youth, child protection issues, and school policies).

COMPONENT: Property

- Designs and monitors safe physical environments
- Works with volunteers and participants on stewardship and respect for property and resources.
- Provides appropriate care and accountability for physical property of the organization.

COMPONENT: Financial

- Understands and follows policies on fund stewardship
- Facilitates appropriate financial management practices by volunteers and participants when handling program financial matters.

COMPONENT: Goodwill/Image/Reputation Management

- Understands, follows and communicates policies regarding the 4-H name and emblem
- Understands and judiciously implements program policies and guidelines
- Develops proactive approaches to crisis response and communications

❖ **TOPIC: PROFESSIONALISM**

COMPONENT: Ethics

- Demonstrates attributes of a positive role model
- Follows ethical standards of profession at all times
- Is accountable and accepts responsibility for actions

COMPONENT: Scholarship

- Applies research and best practices to all aspects of work
- Contributes to knowledge-base of the youth development field
- Provides research-based information to the public and collaborates with other youth development educators and professionals
- Seeks professional affiliations that will enhance the youth development profession and their own professional knowledge base

COMPONENT: Advocacy

- Promotes youth development profession
- Promotes the University
- Is a catalyst for response to needs of youth and family
- Partners and collaborates with other youth organization professionals at the national, state, and local levels.
- Promotes positive youth development to decision makers

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