

# UTAH 4-H CAREER READINESS GUIDEBOOK



EXTENSION   
UtahStateUniversity®

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# SECTION 1: WHY CAREER READINESS?

According to the Utah State Board of Regents, “Utah’s workforce demands are rapidly changing and today’s jobs require an increasing amount of postsecondary education and training.” (Utah State Board of Regents, 2016). 4-H Career readiness programming is a proactive approach to providing a pathway to college and career opportunities for students, before they graduate from high school.

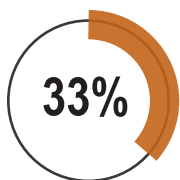
TODAY’S YOUTH ARE TOMORROW’S WORKFORCE,  
AND THE NECESSITY OF POST-SECONDARY EDUCATION IS WELL DOCUMENTED.

According to the Utah State Board of Education, Utah’s state graduation rate for the 2018 cohort is 87%. 41% of those high school graduates enroll in post-secondary education (Utah State Board of Education, 2018). Students who graduate with a Bachelor’s degree are more likely to be fully employed (89%) than those who do not pursue higher education (82%). More importantly, students with a Bachelor’s degree are far less likely to live in poverty (5.8%), than those with a high school diploma (21.8%) (Pew Research Center, 2014). The success of the next generation depends on higher education.

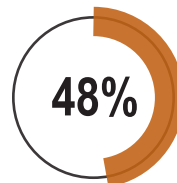
The Utah State Board of Regents has stated, “Utah is at a crossroads. It is in the midst of developing a strong technology and start-up sector, and continually ranks as the top state for business, career opportunity and economic competitiveness.” However, they anticipate a gap in career preparation, “In order for the state to maintain its upward trajectory, postsecondary education is critical.” (Utah State Board of Regents, 2016). The Society for Human Resource Management (SHRM) has also identified a very real workforce readiness gap on a national level. Longitudinal studies from the SHRM have found that “The skills gap may be as much a result of changing jobs and the requirement for more productivity as the skill level of employees.” (Society for Human Resource Management, 2017)

ENTERING THE WORKFORCE WITH SOFT SKILLS AND TECHNICAL UNDERSTANDINGS  
OF SUBJECTS RELATED TO PERSONAL INTERESTS  
IS KEY TO CREATING THE JOB SATISFACTION AND RETENTION EMPLOYERS ARE SEEKING.

4-H allows youth to experience hands-on activities related to their intrinsic passions, learning life skills that will launch them into successful, long term careers (Lancaster, Knobloch, Jones, & Brady, 2013).



**ONE IN THREE U.S. EMPLOYERS  
HAVE A HARD TIME FILLING  
POSITIONS DUE TO POTENTIAL  
EMPLOYEE’S TALENT SHORTAGE**



**48% OF U.S. EMPLOYERS  
ACKNOWLEDGE THAT TALENT  
SHORTAGES HAVE AN IMPACT ON  
THEIR BUSINESS.**

# SECTION 1: WHY CAREER READINESS?

4-H is the nation's largest youth development organization. 4-H is proven to develop those critical skills needed in today's workplace by allowing youth to explore, learn, practice, and experience new opportunities found inherently in youth project areas. (Lerner & Lerner, 2011)



A 2017 case study of 30 senior aged youth in Utah showed a lack of direct college preparation during their 4-H club meetings. While 4-Hers answered an average of 4 on a 5 point Likert scale when asked if they would like to seek a career related to their 4-H project area, they also responded an average of 2.8 when asked if they have learned about their personal fit with higher education. Their responses dropped further to 2.0 when asked if they had learned about the first steps toward attending college. The Utah 4-H Career Readiness Program has been created as a way to combine the passion cultivated in 4-H projects with future education and careers. This program simply defines the "how-to" in turning 4-H project areas into a clear pathway toward career success.

## Why Students Need a Pathway



The number of high school students reporting they are not prepared for life after school; most are unsure about their career path.



The number of fast growing occupations in the next decade and almost all will require at least some background in STEM.



Youth, especially those at-risk, do not understand the role of a particular job AND cannot identify a pathway to attain it.



The percentage of parents that believe preparing students for careers in STEM should be a priority for K-12 schools in the U.S.



The percentage of growth in STEM jobs between 2014-2024, as compared to 12% for non-STEM jobs.

SOURCE: [HTTPS://4-H.ORG/WP-CONTENT/UPLOADS/2016/02/4-H-CAREER-PATHWAY-INFOGRAPHIC.PDF](https://4-h.org/wp-content/uploads/2016/02/4-H-Career-Pathway-Infographic.pdf)

# SECTION 2: POSITIVE YOUTH DEVELOPMENT



## The Goal of Utah 4-H is Positive Youth Development

Employees of Utah State University Extension and Utah 4-H provide opportunities to youth for positive youth development. What does positive youth development look like? Though the terms may differ, there is agreement among youth development practitioners and researchers that youth who experience healthy, positive development exhibit certain attributes, such as:

- Internal Assets, which are among the 40 developmental assets of healthy youth as described by the Search Institute of Minneapolis, MN ([www.search-institute.org](http://www.search-institute.org)).
- The “5 C’s– Competence, Confidence, Connection, Character and Caring/ Compassion” as defined in the 4-H Study of Positive Youth Development (Lerner & Lerner, 2012).

# SECTION 2: POSITIVE YOUTH DEVELOPMENT

Positive Youth Development is defined as followed:

The Interagency Working Group on Youth Programs, a collaboration of 21 federal departments and agencies, created the following definition of positive youth development (PYD):

PYD is an intentional, prosocial approach that engages youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive; recognizes, utilizes, and enhances young people's strengths; and promotes positive outcomes for young people by providing opportunities, fostering positive relationships, and furnishing the support needed to build on their leadership strengths.

Similar to other living things, youth need nourishing, supportive, and protective environments where they can grow to be healthy and contributing adults.

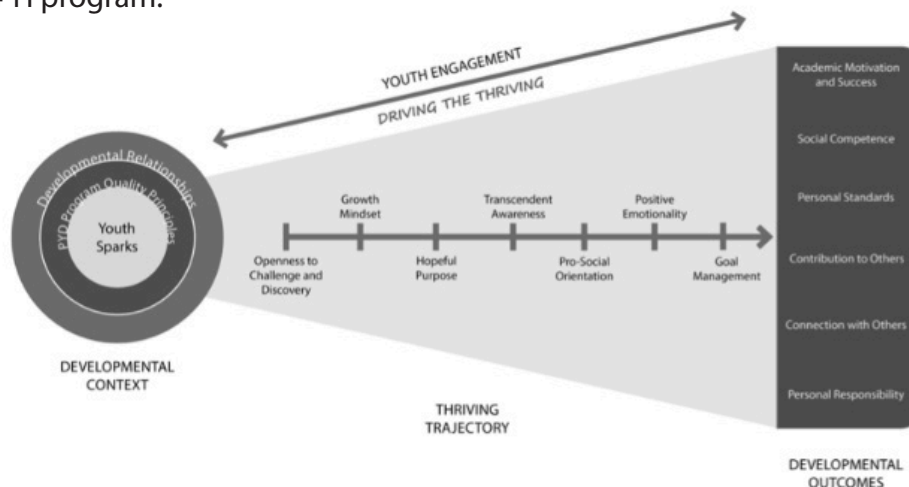
Every young person needs to:

- Know they are cared about by others
- Feel and believe they are competent
- Know they are able to influence people and events
- Practice helping others

4-H staff and volunteer leaders must be intentional and skilled about enriching settings with opportunities that lead to positive youth development.

Thrive model provides a framework how we understand and achieve PYD

For many years, the 4-H program created positive environments for youth and produced positive outcomes; however, our understanding of how these outcomes were produced was incomplete. There was no process to help ensure that these goals were met. The Thrive model now helps 4-H professionals implement programs that are beneficial for youth. By following the model, helping youth find or enhance an interest or spark, creating positive environments, and building healthy youth adult relationships we can make sure that more youth benefit fully from our state 4-H program.



# SECTION 2: POSITIVE YOUTH DEVELOPMENT

## Youth Spark

Dr. Mary Arnold defines youth spark as, “A passion for self-identified interest or skill, or a capacity that metaphorically lights a fire in a young person’s life, providing energy, joy, purpose, and direction.” These sparks are essential to youth thriving. Youth who have a spark(s) have a purpose, sense of direction, and may be better at goal setting. So, what makes something a spark? If a 4-H'er likes to go fly fishing is that their spark? Not necessarily. Sparks are separated from hobbies by the following:



1. Sparks create actions that contribute to the larger society and to the 4-H'er.
2. Sparks provide the intrinsic fuel that encourages youth to grow in knowledge and skill set.
3. Sparks enhance a young person’s networks through interacting with others who have similar sparks. This could be other youth or adults who can serve as mentors and help with further growth.

As 4-H professionals, we know that all young people have the potential to find things that they are passionate about or sparks. Utah 4-H is an important part of helping youth find what interest them, what they care about, and then turn it into a spark. Our program is youth driven which means that Utah 4-H'ers have the opportunity to explore different areas and then sustain their interest in those areas. When we help to facilitate these sparks, youth are supported to grow and overcome obstacles. Additionally, youth with a spark are more likely to help make their communities a better place and to stay out of trouble.

Back to fly fishing, can it be a spark? Sure, it can, but not on its own. A young person who goes fly fishing on the weekends has a hobby. A young person who like to go fishing and is encouraged may start teaching others. This young person may start leading workshops on fly fishing to teach other 4-H youth or even community members. They may look for more resources or go to events to deepen their understanding. You or a volunteer may work with them the better enhance their skills. This could lead to the 4-H'er having a passion for fishing, stream and wetland ecology, and pollution control. One day that little kid who just wanted to fish may be working with the U.S. Fish and Wildlife Service and look back on you and what you did to help them get there. This is a spark, and this is what 4-H and youth development is all about.

# SECTION 2: POSITIVE YOUTH DEVELOPMENT

## PYD Program Quality Principles = Essential Element for Youth Development

In 1998, the National 4-H Impact Design Implementation Team formed a task force to study characteristics of effective programs for positive youth development. The team identified early studies (Konopka, G., 1973; Pittman, K., 1991) that revealed eight critical elements that must be present for encouraging, effective experiences benefiting youth. The 4-H program nationally has adopted a list of eight essential elements. These elements are considered environmental attributes necessary or conducive to optimizing youth development. These critical components are now known as the Eight Essential Elements:

1. A positive relationship with a caring adult.
2. A safe emotional and physical environment.
3. An inclusive environment.
4. Engagement in learning.
5. Opportunity for mastery.
6. Opportunity to see oneself as an active participant in the future.
7. Opportunity for self-determination.
8. Opportunity to value and practice service for others.

The Eight Essential Elements are standards for the effective practice of youth development work. These elements are also a framework to design and measure the effectiveness of the program environments as well as the opportunities offered. The opportunities and programs of 4-H that are intentionally designed and thoughtfully executed with the Eight Essential Elements meet the needs of young people building positive attributes of Competence, Confidence, Connection, Character and Caring, commonly known as the “5 Cs” (Lerner, 2007). Every 4-H experience may not include all eight elements. However, program leaders should try to incorporate as many of the elements as possible.

The eight elements are often summarized into 4 key concepts:

**Belonging, Mastery, Independence, and Generosity.**



# SECTION 2: POSITIVE YOUTH DEVELOPMENT

In Utah, we often refer to these Essential Elements as the “BIG M”

## “BIG M”

- POSITIVE RELATIONSHIP WITH A CARING ADULT

- A SAFE AND INCLUSIVE ENVIROMENT WHICH FOSTERS A SENSE OF BELONGING IN ALL MEMEBERS

- ENGAGEMENT IN LEARNING

- OPPORTUNITY FOR MASTERY BY BUILDING KNOWLEDGE, SKILLS, WISDOM, AND ATTITUDE, AND THEN DEMONSTRATING THEIR USE

- OPPORTUNITY TO SEE ONESELF AS AN ACTIVE PARTICIPANT IN THE FUTURE

- OPPORTUNITY TO DEVELOP A SENSE OF RESPONSIBILITY AND INFLUENCES OVER ONE’S CHOICES, AS WELL AS THE CONSEQUENCES OF THOSE CHOICES

- OPPORTUNITY TO VALUE AND PRACTICE SERVICE FOR OTHERS - FINDING ONESELF OFTEN BEGINS WITH LOSING ONESELF IN THE SERVICE OF OTHERS

# SECTION 2: POSITIVE YOUTH DEVELOPMENT



## BELONGING

### Positive Relationship with a Caring Adult

A caring adult (4-H staff and/or leader) acts as an advisor, guide, and mentor. The adult helps set boundaries and expectations for young people. The caring adult should be viewed as a supporter, friend, and advocate.

### A Safe Emotional and Physical Environment

Youth should not fear physical or emotional harm while participating in the 4-H experience. A sense of safety should exist from the learning environment itself, from adults, other participants, and spectators.

### An Inclusive Environment

An inclusive environment allows a sense of belonging to develop, supports members, offering encouragement with positive and specific feedback. Healthy groups celebrate the success of all members, taking pride in the collective efforts of all.



## MASTERY

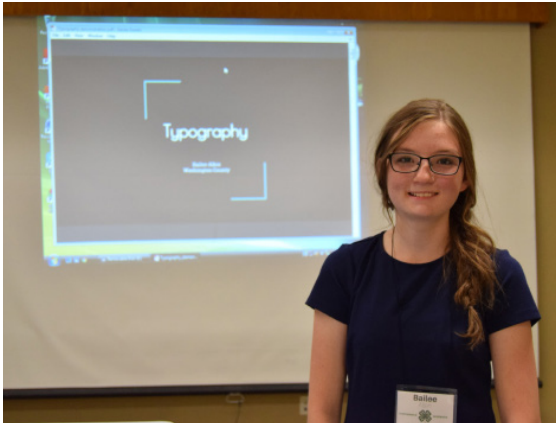
### Engagement in Learning

A youth engaged in learning is one who is mindful of the subject area, building relationships in order to develop greater understanding. Through self-reflection, youth have the ability to self-connect and learn from experience. The engaged learner has a higher degree of self-motivation and an inexhaustible capacity for creativity.

### Opportunity for Mastery

Mastery is the building of knowledge, skills or attitudes, and then demonstrating the competent use of knowledge in the manner of a proficient practitioner. The level of mastery is dependent on the developmental ability of the youth. The development of mastery is a process that exists in an evolution over time.

# SECTION 2: POSITIVE YOUTH DEVELOPMENT



## INDEPENDENCE

Opportunity to See Oneself as an Active Participant in the Future

The ability to see foresee oneself is by possessing hope and optimism that shape life choices to facilitate the transition into future participation.

Opportunity for Self-Determination

Believing that one has impact over life's events rather than passively submitting to the will or whims of others defines self-determination. Youth must exert a sense of influence over their lives, exercising their potential to become self-directing, autonomous adults.



## GENEROSITY

Opportunity to Value and Practice Service for Others

Finding oneself begins with losing the self in service to others. Service is a way for members to gain exposure to the larger community and the world's entirety. It is necessary to actively practice and uphold service in order to develop a sense of generosity. People understand others and themselves by comprehending how they can make a positive impact throughout the rest of their lives.

# SECTION 2: POSITIVE YOUTH DEVELOPMENT

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# SECTION 2: POSITIVE YOUTH DEVELOPMENT

## Developmental Relationships – From Search Institute.

One of the most important aspects of working with youth is the relationships that we build with them. These relationships have a critical impact on young people's lives. In our role as 4-H professionals, we may minimize the importance of these relationships. At times we may push this responsibility off to volunteers or cite that we are too busy to work with time consuming relationships. What we know is that these relationships need to be part of the foundation for intentional planning, measurement, and learning. The Search Institute has found that these relationships help youth discover who they are, develop abilities to shape their own lives, and learn how to engage with and contribute to the world around them.

Search Institute has identified five elements needed to make relationships meaningful and positive for youth.

### 4. Express Care

- Show youth that they matter to you – that they are not just part of your job.
- Be someone that youth can trust. Keep your promises and be dependable
- Actively listen to youth. Hear their opinions, their concerns. Be a person that 4-H'ers can come to.
- Believe in your 4-H members. Show them that they are valued and add to the program. Encourage their work and praise their achievements.
- Be warm and friendly to youth in your county.

### 5. Challenge Growth

- Challenge youth to do more, be more, and go further.
- Hold 4-H'ers accountable for their actions.
- When failures occur reflect with youth. Help them learn from their mistakes.
- Expect the best from your youth; after all, 4-H members are the cream of the crop.

### 6. Provide Support

- Help navigate youth through hard situations and processes.
- Empower youth to take charge of their lives and be confident.
- Be a voice for your 4-H members when needed. Advocate for them and stand up for youth.
- Give youth limits that help keep them on track.

### 7. Share Power

- Respect youth and take them seriously and be fair to them.
- Involve youth in decisions that affect them.
- Collaborate with youth to solve problems and reach goals
- Give me opportunities to take action and lead.

### 8. Expand Possibilities

- Inspire youth to see possibilities for their future
- Give youth opportunities to hear new and different idea, have experiences, and travel to places.

# SECTION 2: POSITIVE YOUTH DEVELOPMENT

When working with youth to create these relationships, 4-H professionals should remember that developmental relationships are two-way experiences and commitments between you and youth. Each of the above elements of these relationships can be expressed and experienced in different ways. Lastly, while these relationships are very important, they are not all that matter. When working with youth it is important to remember the context from which they view relationships and their personal qualities that impact how they develop relationships with others.

In the Thrive Model, developmental relationships are part of the developmental context of the model. For youth to start the process of thriving they must have a spark, a quality youth program, and have these positive relationships. In 4-H, we have a long history of youth-adult partnerships. In Utah 4-H, we must capitalize on our relationships with youth. In 20 years, 4-H'ers may not remember the specific programs that you lead, but they will remember the relationship they had with you.



## Youth Engagement = Dosage

The first three components of the Thrive Model (Spark, PYD Program Quality Principles, and Developmental Relationships) do not guarantee positive youth development outcomes. It is acknowledged that youth must spend a sufficient amount of time within a program to achieve PYD. The amount of time required for positive outcomes will vary from youth to youth. In general more time will equate to better outcomes.

# SECTION 2: POSITIVE YOUTH DEVELOPMENT

## Indications of Thriving

Youth who are thriving will have certain indications of this behavior. For Utah 4-H professionals, it is imperative that we look for these indications in youth to ensure that youth in 4-H are fully receiving the benefits of the program. These indications include:

**Challenge and Discovery** – Youth will have an intrinsic desire and willingness to try new challenges and do new things. This could be competing in a new contest, wanting to learn a new skill, going to an event for the first time, or other new things.

**Growth Mindset** – Cultivate a growth mindset that emphasizes effort in learning over innate ability. Youth should always be learning and working to develop their skills in what they are passionate about.

**Hopeful Purpose** – Believe in hopeful future and purpose in life. Our members should see what they can do in life. This could be in terms of careers, education, or simply what they can do to help others. Life should be viewed as an opportunity to do good.

**Transcendent Awareness** – Are connected to something greater than the self that provides meaning and purpose in life and shapes everyday thoughts and action. This could be youth's connection to the 4-H program, a community (local or larger), a religious or spiritual group or organization, a cultural connection, another group, or a combination of these.

**Pro-Social Orientation** – Demonstrate the pro-social values of respect, honesty, responsibility, empathy, and helping. Youth should respect adults and each other. They should work to build a culture of trust, honesty, and responsibility. Lastly, youth should feel the need to help others.

**Positive Emotionality** – Are able to express and manage emotions appropriately. Our 4-H'ers should not experience emotional outburst, huge amounts of anger, or feelings of unworthiness, depression, or lowliness. Youth should feel positive about themselves. However, some of our youth may struggle with a mental illness. It is our responsibility to help youth to the best of our abilities and then find professionals and resources to help youth beyond our capabilities.

**Goal Management** – Set and manage goals, with perseverance toward goal achievement. Young people in 4-H should set goals and then work to achieve them. This could be to win a clover awards, go to National Congress, win a prize at the state fair, or any number of other goals.

# SECTION 2: POSITIVE YOUTH DEVELOPMENT

## Outcomes

In 4-H programs using the Thrive model, we should see two sets of outcomes from continued engagement in programs. The first set should be the outcomes of using the Thrive Model while the second set should be the 5 C's of positive youth development. The strongest indication of positive youth development is the production of these outcomes. The Thrive Model includes the following outcomes:

1. Academic Achievement and Motivation
2. Social Competence
3. High Personal Standards
4. Contribution to Others
5. Connection with Others
6. Personal Responsibility

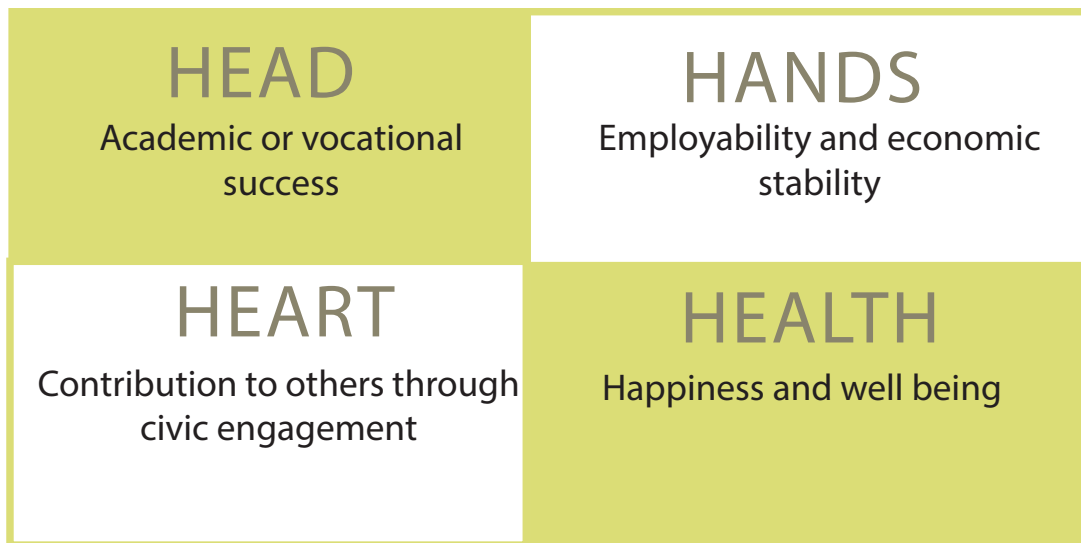
Most experts agree that the goals of positive youth development are the 5 C's, which were introduced in 1990 by Rick Little of the Kellogg Foundation. The 5 C's program was expanded upon by Karen Pittman & Richard Lerner and is now supported by the national "4-H Study of Positive Youth Development" (Lerner & Lerner, 2012). Dr. Richard Lerner, developmental psychologist and well-known specialist in adolescent development, encourages adults to use the 5 C's as a guide in their positive interactions with youth. The 5 C's are defined as followed:

1. **COMPETENCE** — the ability to perform adequately in the world; being able to accomplish what is needed so as to have effective interactions with other people and with social institutions.
  2. **CONFIDENCE** — the perception that one can achieve desired goals through one's actions; confidence is how we feel – what you believe you can do.
  3. **CONNECTION** — understanding relationships and the importance reveals that positive connections to others contribute to our personal well-being and the well-being of others.
  4. **CHARACTER** — respect for societal and cultural rules, standards for correct behaviors, a sense of right and wrong (morality) and integrity. Behaving with integrity to support society through moral interactions and acknowledgement of responsibility.
  5. **CARING** — feeling empathy and sympathy and behaving morally based on those emotions.
- The culmination of the 5 C's leads to the long-term impact, the sixth "C" CONTRIBUTION (Lerner & Lerner, 2012). Youth who experience Positive Youth Development become adults who contribute to family, work, home and community.



# SECTION 2: POSITIVE YOUTH DEVELOPMENT

Lastly, the Thrive Model also provides long term outcomes for youth that correlate to the 4-H Pledge



# SECTION 2: POSITIVE YOUTH DEVELOPMENT

## Implications for PDY Workers

For USU Extension professionals, who by necessity are positive youth development professionals, the Thrive Model makes it easier to design programs that benefit youth the most. Current youth programs should be evaluated to ensure that they are providing the highest quality experiences possible based on our knowledge of positive youth development and all future programs should adhere to these principles.

### Focus on Spark

Our 4-H programs should give youth the opportunity to explore their interest and to do things that they find intriguing. County 4-H programs should offer a wide range of programs. If you are only offering livestock and horse programs, or you are putting all of your resources there, then you are failing the youth in your county. We must offer livestock, horticulture, outdoor recreation, STEM, performing arts, civic engagement, consumer science, cooking, healthy living, shooting sports, and other programs.

### Focus on Environment

Alumni and current 4-H youth talk about 4-H being a family, a place of support, and an organization filled with people who accept you for you. One of the most important things we can do is make sure that young people feel like they belong. At all programs across Utah, youth should feel at home and not be ashamed to be themselves. By fostering a sense of belonging youth will feel more at ease, may explore different sparks more, create friendships, and be easier to work with.

### Focus on training volunteers about developmental relationships and characteristics of caring adults

In Extension work it is essential to use volunteers. This is something we all know because no one can do it all. With this being said, 4-H'ers having connections with Extension staff is vitally important. Volunteers can be used in multiple different ways, but no matter the way volunteers are used they all need to understand the importance of developmental relationships. County staff should train volunteers in order to provide the best information on connecting with youth from your county and how to build these relationships. It is great to have a shooting sports coach whose team wins every year, but if that coach is not fostering these relationships then is the program really doing its job? From a positive youth development standpoint, the answer is no.

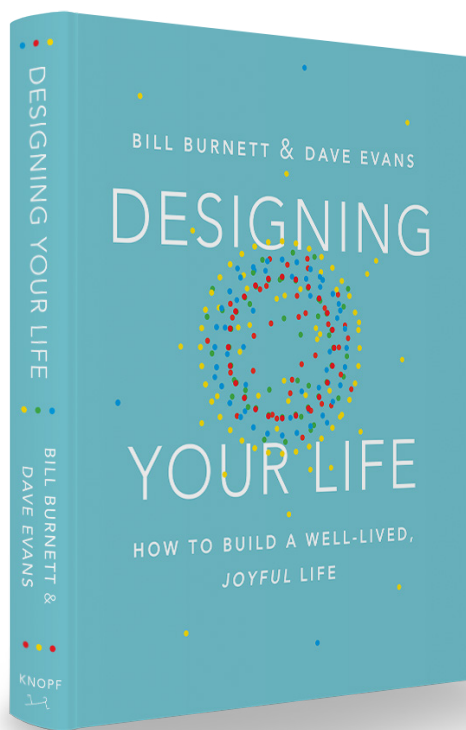
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# SECTION 3: DESIGNING YOUR LIFE CURRICULUM

Based on the book, “Designing Your Life” by Bill Burnett and Dave Evans, Utah State University has developed curriculum and resources to help debunk common myths about college and career decision making. This workshop is meant to help an audience of any age to approach their future with a designer’s mindset. Their tools help define what a successful, fulfilling career looks like for each individual, and creates a personal compass to help navigate through life’s next steps.



DYSFUNCTIONAL BELIEFS VS REALITY:

## **YOUR DEGREE DETERMINES YOUR CAREER:**

THIS MYTH CAN BE REFRAMED! AS THE AUTHOR EXPLAINED IN THE VIDEO, A MAJOR DOES NOT ALWAYS DICTATE ONE CLEAR PATH. CAREERS CHANGE AND EVOLVE- YOUR MAJOR CAN HELP YOU DEVELOP CRITICAL SKILLS THAT EMPLOYERS SEEK SUCH AS TEAMWORK, COMMUNICATION, PROBLEM SOLVING, CRITICAL THINKING, ETC.

## **IF YOU ARE SUCCESSFUL, YOU WILL BE HAPPY**

THIS MYTH CAN BE REFRAMED TO HELP YOU THINK ABOUT WHAT SUCCESS MEANS FOR YOU. TRUE HAPPINESS COMES FROM DESIGNING A LIFE THAT WORKS FOR YOU! THIS INCLUDES ALL FACETS OF LIFE.

## **ONCE YOU CHOOSE A MAJOR, IT IS TOO LATE TO CHANGE DIRECTION**

THE TRUTH IS THAT THE MAJORITY OF COLLEGE STUDENTS CHANGE THEIR MAJOR AT LEAST ONCE. IT IS NEVER TOO LATE TO DESIGN THE LIFE YOU WANT!

## **I SHOULD ALREADY KNOW MY PASSION OR PATH**

THIS IS A MYTH BECAUSE NOT EVERYONE ALREADY KNOWS THEIR PASSION. AS COLLEGE STUDENTS YOU MAY NOT HAVE EXPERIENCED SOMETHING THAT CREATED A PASSION. ONLY 1 IN 5 26 YEAR OLDS HAVE A CLEAR VISION OF WHAT THEY WANT TO DO. TRIAL AND ERROR ARE KEY IN DISCOVERING YOUR MULTIPLE PASSIONS.

# SECTION 3: DESIGNING YOUR LIFE CURRICULUM



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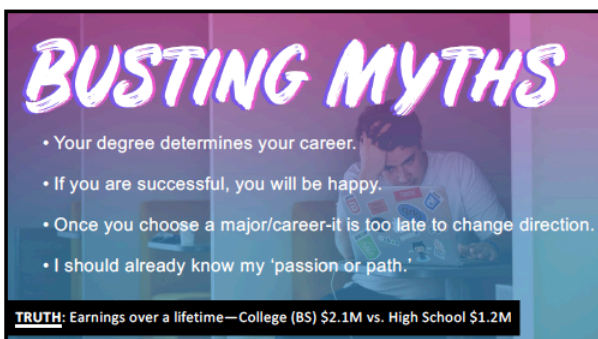
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# SECTION 3: DESIGNING YOUR LIFE CURRICULUM



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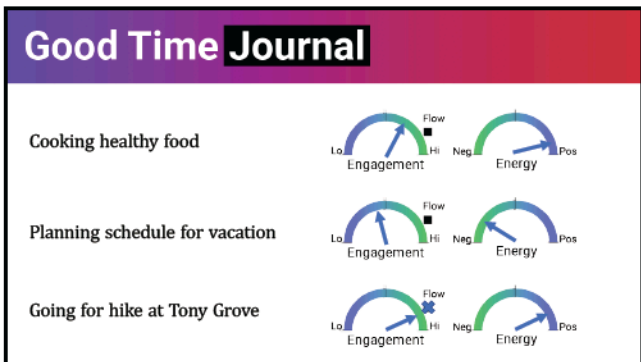
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# SECTION 3: DESIGNING YOUR LIFE CURRICULUM

## Good Time Journal

### States of Flow- High Points to Possible Majors/Careers

- Cooking healthy → Nutrition and food science
- Traveling to Asia → Asian studies, Japanese, teaching abroad, translator
- Planning a vacation → Event planning, incentive trip coordinator
- Going hiking → Natural resources, landscape architecture
- Rock climbing → Geology, GIS, outdoor products design
- Being spontaneous → ER doctor
- Creating costumes for Comi-Con → Theater, art

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## PROTOTYPE PLANNING

Title: Wildlife Biologist- Grand Teton National Park

Year 1	Year 2	Year 3	Year 4
Attend Summer Job Fair Complete assessments in Career Services Volunteer for Forest Service Job at marina checking out boats Join wildlife society	Attend fairs Meet with Career Coach and Academic Advisor Life design interviews with professionals Summer job being a tour guide in national park	Wild life tech for forest service Treasurer of Wildlife Society Work in bug lab on campus Attend Spring Fair	Research projects in campus labs with squirrels and elk Attend fairs and meet with Career Coach Secure job as Wildlife Tech for Forest Service

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## Life Design is a Way Forward

Question yourself and others

Get **unstuck** when you are stuck

Be open to unexpected **paths and opportunities**

Sometimes '**prototypes**' don't work

*A well designed life includes your: career, relationships, your mental and physical health, and recreation!*

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# SECTION 3: DESIGNING YOUR LIFE CURRICULUM



Visit **your** career coach at [Career Services](#) and...

- Complete AGGIE Handshake profile
- Update your resume and drop in for an edit
- Attend career fairs
- USU 1220 Career and Life Planning
- Ask for help early and often

**Utah State University**  
CAREER SERVICES

**AGGIE | handshake**

435-797-7777 | [career-services.usu.edu](http://career-services.usu.edu)

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**BIG DREAM GATHERING** Powered by AMERICAN FAMILY INSURANCE

**THE BIG Dream Gathering**  
is coming to  
**Utah State University**

**November 7<sup>th</sup>**  
6:15-8:00pm

**Utah State University**  
CAREER SERVICES

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# SECTION 3: DESIGNING YOUR LIFE CURRICULUM

## CAREER FOCUS AREAS INTRODUCTION

Six Career Focus Areas have been designed by the University Advising Office based on an analysis of course taking patterns from students across institutional disciplines. The advantage to using Career Focus Areas while developing the career readiness pipeline for youth is that it provides many entry/exit opportunities, while still providing clear direction.

Employers often hire based on education and experience within the Career Focus Areas, rather than specific degrees or qualifications. This will allow youth to gain competencies in multiple disciplines without being siloed into one career path, ultimately making them more employable in the future. The six Career Focus Areas are outlined as:

AGRICULTURE & NATURAL RESOURCES  
BIOLOGICAL & ENVIRONMENTAL SCIENCES  
BUSINESS & COMMUNICATION  
HUMANITIES & ARTS  
PHYSICAL SCIENCES, ENGINEERING, & MATH  
SOCIAL SCIENCES & HUMAN SERVICES

# SECTION 4: AN ADULT LEADER'S ROLE

Becoming an adult mentor is easier said than done. We have covered the indicators of an environment that cultivate positive youth development, however determining if you are equipped to create those environments can be complicated. To simplify the process, we have divided the resources you'll need into two main categories: soft skills and hard tools.



## PERSONAL DEVELOPMENT: SOFT SKILLS






Developmental relationships between youth and adults are an important aspect of the 4-H program. Developmental relationships begin by creating a secure attachment between the 4-H member and adult volunteer, reflected in mutual warmth, respect and trust. Developmental relationships also increase in complexity over time. As youth develop, their needs within the relationship will likewise change to reflect their increasing maturity and abilities. As such, healthy developmental relationships shift power over time. Developmental relationships with younger youth are typically highly adult driven and determined. Youth-adult relationships across the adolescent years, however, reflect the young person's increasing competence, personal autonomy, decision making, and identity formation. As youth grow, an effective 4-H program reflects these developmental changes through developmentally-appropriate activities and relationships with adults.

# SECTION 4: LEADER'S SOFT SKILLS



## The Developmental Relationships Framework

Young people are more likely to grow up successfully when they experience developmental relationships with important people in their lives. Developmental relationships are close connections through which young people discover who they are, cultivate abilities to shape their own lives, and learn how to engage with and contribute to the world around them. Search Institute has identified five elements—expressed in 20 specific actions—that make relationships powerful in young people’s lives.

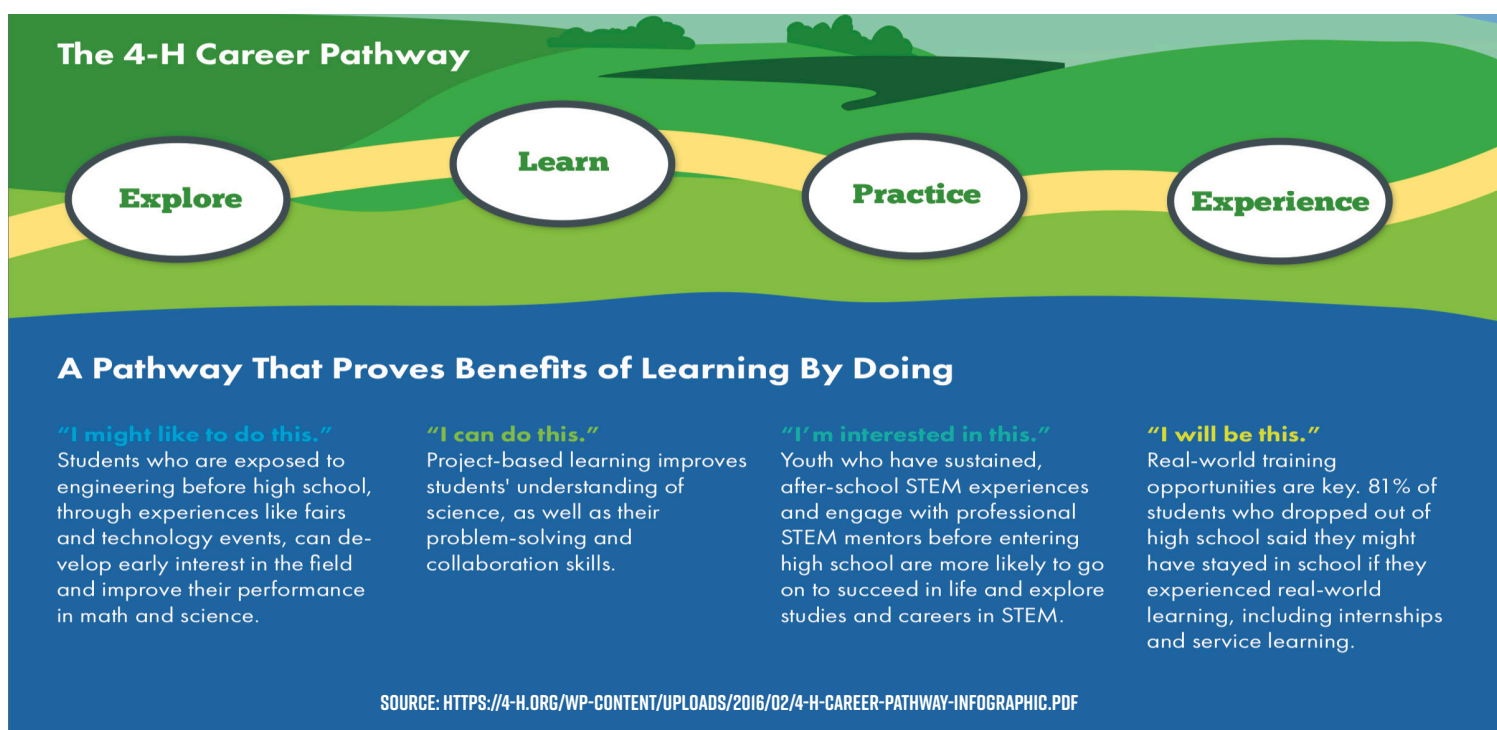
Elements	Actions	Definitions
 <p><b>Express Care</b> Show me that I matter to you.</p>	<ul style="list-style-type: none"> <li>• <b>Be dependable</b>.....Be someone I can trust.</li> <li>• <b>Listen</b>.....Really pay attention when we are together.</li> <li>• <b>Believe in me</b>.....Make me feel known and valued.</li> <li>• <b>Be warm</b>.....Show me you enjoy being with me.</li> <li>• <b>Encourage</b>.....Praise me for my efforts and achievements.</li> </ul>	
 <p><b>Challenge Growth</b> Push me to keep getting better.</p>	<ul style="list-style-type: none"> <li>• <b>Expect my best</b>.....Expect me to live up to my potential.</li> <li>• <b>Stretch</b>.....Push me to go further.</li> <li>• <b>Hold me accountable</b>...Insist I take responsibility for my actions.</li> <li>• <b>Reflect on failures</b>.....Help me learn from mistakes and setbacks.</li> </ul>	
 <p><b>Provide Support</b> Help me complete tasks and achieve goals.</p>	<ul style="list-style-type: none"> <li>• <b>Navigate</b>.....Guide me through hard situations and systems.</li> <li>• <b>Empower</b>.....Build my confidence to take charge of my life.</li> <li>• <b>Advocate</b>.....Stand up for me when I need it.</li> <li>• <b>Set boundaries</b>.....Put limits in place that keep me on track.</li> </ul>	
 <p><b>Share Power</b> Treat me with respect and give me a say.</p>	<ul style="list-style-type: none"> <li>• <b>Respect me</b>.....Take me seriously and treat me fairly.</li> <li>• <b>Include me</b>.....Involve me in decisions that affect me.</li> <li>• <b>Collaborate</b>.....Work with me to solve problems and reach goals.</li> <li>• <b>Let me lead</b>.....Create opportunities for me to take action and lead.</li> </ul>	
 <p><b>Expand Possibilities</b> Connect me with people and places that broaden my world.</p>	<ul style="list-style-type: none"> <li>• <b>Inspire</b>.....Inspire me to see possibilities for my future.</li> <li>• <b>Broaden horizons</b>.....Expose me to new ideas, experiences, and places.</li> <li>• <b>Connect</b>.....Introduce me to people who can help me grow.</li> </ul>	

NOTE: Relationships are, by definition, bidirectional, with each person giving and receiving. So each person in a strong relationship both engages in and experiences each of these actions. However, for the purpose of clarity, this framework is expressed from the perspective of one young person.

# SECTION 4: LEADER RESOURCES

## LEADER RESOURCES: HARD TOOLS

Utah 4-H College and Career Readiness Resources have been organized based on the 4-H Career Pathway Model. By understanding the stages of the pathway, mentors should be able to select the resources that are most applicable to their youth audience.



# SECTION 4: LEADER RESOURCES

## **EXPLORE:** "I MIGHT LIKE TO DO THIS."

Club Meeting Warm Ups

How to expand project experiences (project sheets)

College vs Trade School - Age Appropriate Required

## **LEARN:** "I CAN DO THIS."

Club Specific Trainings - Working Groups Guide Books

Awards and Recognition Achievements

## **PRACTICE:** "I'M INTERESTED IN THIS."

Career Readiness Pipeline Modules

Financial Readiness

Adulting 101

4-H Portfolios

## **EXPERIENCE:** "I WILL BE THIS."

Service Learning

4-H University

Internship Preparation

# SECTION 5: CHARTING THE COURSE

Determining how to implement Career Readiness programming varies based on your role, volunteer vs 4-H employee, and the population you are serving. Here are a few questions to consider as you move forward. If you are a volunteer, answer these questions specifically based on the youth you serve; if you are an employee, approach them with a broad perspective of your county.

\_\_\_\_\_ CLUB/COUNTY ARE CONNECTED WITH ALL OF THE RESOURCES NEEDED TO PREPARE FOR POSTSECONDARY EDUCATION.

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\_\_\_\_\_ CLUB/COUNTY MEMBERS ARE AWARE OF A PATHWAY TO CONNECT THEIR CURRENT 4-H PROJECTS WITH POTENTIAL CAREERS IN THE FUTURE.

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DURING 4-H ACTIVITIES, I AM CREATING AN ENVIRONMENT WHERE SOFT SKILLS ARE BEING CULTIVATED.

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# SECTION 5: CHARTING THE COURSE

## Goal Setting Characteristics

Setting goals is a great way to chart the course as a parent, volunteer leader, or 4-H employee. While there are many methods to outline your goals, there are four goal setting characteristics that research shows are the underlying factors to be successful.

### 1. FOCUS ON A POSITIVE FUTURE GOAL, RATHER THAN CURRENT OBSTACLES.

It is easy to visualize all of the obstacles in the way of achieving goals. Using planning methods that acknowledge obstacles, but put the main focus on idealistic goals are more likely to become realities. Creating new, positive objectives brings energy and motivation - the opposite is likely to happen if you are constantly focused on how to eliminate problems.

### 2. TELL OTHER PEOPLE YOUR GOAL SO THAT YOU FEEL ACCOUNTABLE.

Writing down your goals down will help bring clarity to benchmarks and your overall plan. However explaining your objectives and plan of action to others helps bring a new sense of ownership to your ideas. Finding a peer to help compare your progress over time takes accountability to another level.

### 3. SET UP A REWARD SYSTEM TO ALIGN WITH MILESTONES.

Whether you are making group or personal goals, planning to celebrate benchmarks is a great way to keep a steady pace toward the finish line. Rewards can be big or small, and should be proportional to each phase.

### 4. FIND THE BEST WAY TO RECORD PROGRESS.

Reflecting on progress can come in several forms. Whether you want to journal, schedule meetings with a group, make small notes on a calendar, or use tools like the template we provide below, research shows that looking back at progress is a great way to guide you through the future. You can examine what's working, versus what hasn't, and adjust the course of action.

# SECTION 5: CHARTING THE COURSE

## SHORT TERM GOALS: 1-9 MONTHS

**WHAT 1.**

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**HOW**

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**WHEN**

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**WHAT 2.**

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**HOW**

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**WHEN**

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**WHAT 3.**

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**HOW**

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**WHEN**

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# SECTION 5: CHARTING THE COURSE

LONG TERM GOALS: 9-15 MONTHS

**WHAT 1.**

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**HOW**

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**WHEN**

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**WHAT 2.**

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**HOW**

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**WHEN**

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**WHAT 3.**

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**HOW**

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**WHEN**

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