



SECTION 2
QUALITY 4-H
PROGRAMS



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QUALITY 4-H PROGRAM EXPECTATIONS

Availability



A quality 4-H program should be offered to youth in each county.

Volunteers



Every Extension office should have a 4-H volunteer development plan in place.

Resources



Each county should strive to select and/or develop quality resources.

Budget



An annual 4-H budget should be developed and maintained in each county.

PROFESSIONAL DEVELOPMENT

Utah State University, Utah 4-H, and Extension Youth Programs are committed to personal and professional development. While the state 4-H office and Utah State University Extension will provide professional development opportunities, we believe it is the individual's responsibility to initiate and assure appropriate professional development takes place. As a 4-H professional, it is recommended that you identify people in the field who you admire and respect. Seek their advice and let them mentor you and help you grow.

As a 4-H professional, it is expected you will go through a career developmental process. The process is explained in the 4-H Professional Development Stages below. Like all developmental stages, it is important to go through each stage in order to learn the necessary knowledge and skills. It is also important to note that as you go through your career, you will be at different stages at different times depending on the project you are working on.

4-H PROFESSIONAL DEVELOPMENT STAGES

Employees who work in 4-H youth development typically go through the following stages of professional development. It is important that employees understand the normal progression from stage to stage.

STAGE 1: SERVICE/RELATIONSHIP

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





STAGE 2: EDUCATION

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



STAGE 3: MANAGEMENT



The focus of this stage is learning to do things through the work of others. It involves looking at the skills of existing leaders and recruiting others. At this stage, the capacity of the program is expanded because the faculty/coordinators are beginning to look at a “systems approach” and are recruiting leaders to do things that are beyond their own capacity. In the management stage, the educator is not removed from the program but understands that they cannot “be” the program by themselves. At this

stage, the faculty/coordinators may find that some leaders, who have been involved with them from the beginning, will wonder why they have stopped doing some of the things they used to do. Some volunteers or collaborators may accuse the faculty member/coordinator of being lazy or disengaged because of their new managerial style.

STAGE 4: LEADERSHIP

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



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

Jim Rutledge, January 2008 (revised)



4-H PROFESSIONAL DEVELOPMENT TRAINING

All faculty and staff are expected to complete training and/or review information in the following areas and use them in 4-H programming.

Topic	Timeline	Training Info
Professional Research, Knowledge, and Competencies (PRKCs)	Introduce within one month of hire and review within the first year	See links below
Volunteer Development	Within one month of hire	Pages 18-37
Volunteer e-Learning Modules	Within one month of hire	4-H Online
Essential Elements of Positive Youth Development	Within two months of hire	See links below
Experiential Learning Model	Within six months of hire	See links below
Youth Adult Partnerships	Within six months of hire	See links below
4-H Mission Mandates	Within six months of hire	See links below
4-H Online Training	Within six months of hire	See Resource . 89
USU Extension Training	Annual meetings	Extension Annual Calendar
Western 4-H Institute	Within five years of hire	Hosted every five years

PROFESSIONAL RESEARCH, KNOWLEDGE, AND COMPETENCIES (PRKCs)

Positive youth development is the framework by which all 4-H programs are developed and delivered. You will find professional development opportunities and resources in the six domains of the research-based PRKCs. These are skills and knowledge all 4-H professionals should know:

- Youth development
- Youth program development
- Equity, access, and opportunity
- Partnerships
- Organizational systems

***To access the following links, you will be prompted to set up an account with National 4-H at these locations:**

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

<https://nifa.usda.gov/sites/default/files/resources/4-H%20PRKC%202017%20Guide.pdf>



VOLUNTEER DEVELOPMENT

<http://4-h.org/professionals/professional-development/volunteer-development/>



Everyone Ready

Everyone Ready is a professional development program focused on volunteer development, consisting of six sections:

- Personal Readiness
- Organizational Readiness
- Engagement of Volunteers
- Education of Volunteers
- Sustainability of Volunteer Efforts
- Review and Analysis of Volunteer Delivery System

Fact Sheet Series

The Volunteerism for the Next Generation (VNG) Fact Sheet Series is adapted from the TAXI curriculum that was produced by National 4-H Council. The National 4-H Learning Priority Team on Volunteerism received permission from National 4-H Council to retrieve specific sections from TAXI and create new VNG Fact Sheets.

The fact sheets cover the following topics:

- Introduction to Volunteerism
- Infrastructure to Support a Volunteer Delivery System
- Personal Readiness
- Organizational Readiness
- Engagement of Volunteers
- Education of Volunteers
- Sustainability of Volunteer Efforts
- Volunteers as Managers
- Review and Analysis of Volunteer Delivery System



Volunteer Research, Knowledge, and Competency (VRKC)

The VRKC structure is based on the identified skills and competencies that volunteers will need to effectively deliver 4-H youth development programs and activities.

Topics include:

- VRKC Lesson Plans
- Communication Skills
- Organizational Skills
- Positive Youth Development
- Educational Design and Delivery
- 4-H Program Management
- Interpersonal Characteristics

e-Learning Modules

<http://utah4h.org/volunteers/training/> (new modules coming soon)





POSITIVE YOUTH DEVELOPMENT

<http://4-h.org/professionals/professional-development/youth-development/> 

National 4-H Resources

- Growth and Development
- Youth Development Practice
- Youth Adult Partnerships and Youth in Action
 - Youth/Adult Partnerships
 - http://extension.usu.edu/files/publications/publication/4H-Volunteers_2003-04.pdf 
- Organizational Alliances
- Essential Elements of Youth Development
- Review information under Section  Essential Elements of Youth Development
 - <http://4-h.org/professionals/professional-development/youth-development/#!essential-elements>
- Experiential Learning Model Training modules
 - https://www.youtube.com/watch?v=n_3jy5Tts-C 
- 4-H Mission Mandates 
 - Science
 - <http://www.4-h.org/resource-library/professional-development-learning/science-trainingguides-resources/>
 - Healthy Living
 - <http://www.4-h.org/resource-library/professional-development-learning/healthyliving-training-guides-resources/>
 - Citizenship
 - <http://www.4-h.org/resource-library/professional-development-learning/citizenshiptraining-guides-resources/>

USU Extension Professional Development

- Review the information at the following site:
 - <http://extension.usu.edu/StaSu/diversity/htm/employeeresources> 
- Expansion and Review Committees—review information within six months of hire.
 - <http://utah4h.org/files/Resources/policiesandfinances/4-HExpansionReviewCommittees.pdf> 

Logic Model

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

