

Planning for Professional Development Using 4-H PRKC

Self-Assessment

The purpose of this self-assessment is for 4-H youth development professionals to use the 4-H Professional Research, Knowledge and Competencies model to better understand what's important when conducting 4-H youth development work, identifying areas for their own improvement or to assess staff development needs of program staff. See the Growing Together: 4-H PRKC 2017 guide for more information.

The 4-H PRKC is organized around six domains and related competencies: youth development; youth program development; volunteerism; access, equity and opportunity; partnerships; and organizational systems. Competencies are described as proficiencies or specific skills and behaviors that are necessary for being an effective youth development professional. Each competency is defined in terms of how it reflects your understanding and proficiency. When using this self-assessment tool you will identify areas you want to strengthen. With those area identified, refer to the full competency list to define specific strategies for improvement.

INSTRUCTIONS

Read each of the statements on the following pages and indicate the rating that best reflects your understanding and proficiency.

Reflect Me Scale

- 1** ***Untrue of me***
- 2** ***Somewhat of untrue of me***
- 3** ***Neutral***
- 4** ***Somewhat true of me***
- 5** ***True of me***

YOUTH DEVELOPMENT

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

Reflect Me Scale

- 1 *Untrue of me*
- 2 *Somewhat of untrue of me*
- 3 *Neutral*
- 4 *Somewhat true of me*
- 5 *True of me*

- 1 2 3 4 5 Utilizes knowledge of physical development in youth program implementation.
- 1 2 3 4 5 Incorporates understanding of cognitive development when working with youth.
- 1 2 3 4 5 Develops programs that assist youth in social and emotional development.
- 1 2 3 4 5 Knows when and how to support youth with mental health issues.
- 1 2 3 4 5 Understands how to implement trauma-informed approaches.
- 1 2 3 4 5 Creates youth programs that promote positive youth development.
- 1 2 3 4 5 Considers how multiple systems impact youth.
- 1 2 3 4 5 Actively encourages youth resiliency.
- 1 2 3 4 5 Creates appropriate relationships with youth and volunteers.
- 1 2 3 4 5 Effectively manages behavior in youth development settings.
- 1 2 3 4 5 Maximizes program impact by incorporating life skill development throughout experiences.

YOUTH PROGRAM DEVELOPMENT

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

Reflect Me Scale

- 1 *Untrue of me*
- 2 *Somewhat of untrue of me*
- 3 *Neutral*
- 4 *Somewhat true of me*
- 5 *True of me*

- 1 2 3 4 5 Knows how to access and interpret existing information to help identify program opportunities.
- 1 2 3 4 5 Knowledgeable of the various methods and techniques to gather community perspectives.
- 1 2 3 4 5 Knows how to work with the appropriate groups to obtain input to set priorities and secure commitment from collaborators.
- 1 2 3 4 5 Understands what theories of action and change are and can apply those theories to youth program development.
- 1 2 3 4 5 Able to design, facilitate, communicate, and review relevant frameworks for program planning.
- 1 2 3 4 5 Has an understanding of current research and knowledge as it applies to learning and curriculum development.
- 1 2 3 4 5 Knows and is able to apply the quality standards for program design and delivery.
- 1 2 3 4 5 Understands what the characteristics of an effective youth development program are and can use program quality assessment tools for improvement and accountability.
- 1 2 3 4 5 Understands learning styles and am able to modify and adapt teaching strategies based on the audience needs.

- 1 2 3 4 5 Can develop lesson plans and/or teaching outlines and use the appropriate teaching methods to facilitate learning.
- 1 2 3 4 5 Knows what appropriate equipment, devices, and technology to use to support teaching and learning.
- 1 2 3 4 5 Understands how to use educational technology as a remote learning tool, using current technology without it being a barrier or distraction.
- 1 2 3 4 5 Has an understanding of multiple approaches to evaluation, including process and outcome evaluation, as well as qualitative and quantitative methods.
- 1 2 3 4 5 Understands evaluation protocols for collecting and handling data and knows when to seek approval from the Internal Review Board (IRB) process is appropriate.
- 1 2 3 4 5 Able to develop a timeline for evaluation implementation and able to use standard evaluation tools with meaningful questions.
- 1 2 3 4 5 Can analyze and interpret quantitative and qualitative data to articulate reasonable conclusions.
- 1 2 3 4 5 Can communicate the results of an evaluation to stakeholders.

VOLUNTEERISM

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

Reflect Me Scale

- 1 *Untrue of me*
- 2 *Somewhat of untrue of me*
- 3 *Neutral*
- 4 *Somewhat true of me*
- 5 *True of me*

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| 1 | 2 | 3 | 4 | 5 | Believes in the competence of volunteers and understands the role and value of volunteers in our organization. |
| 1 | 2 | 3 | 4 | 5 | Aware of societal trends in volunteerism and actively adjusts and adapts volunteer management strategies accordingly. |
| 1 | 2 | 3 | 4 | 5 | Communicates the value of volunteerism both within and outside the organization. |
| 1 | 2 | 3 | 4 | 5 | Creates and supports a positive organizational environment to support meaningful volunteer roles. |
| 1 | 2 | 3 | 4 | 5 | Develops volunteer roles and position descriptions based off community and organizational assets and needs assessments. |
| 1 | 2 | 3 | 4 | 5 | Understands and implements multiple recruitment strategies based on varying volunteer roles and community demographics. |
| 1 | 2 | 3 | 4 | 5 | Implements appropriate selection strategies to match individuals' motivation, skills, and time commitment with available roles. |
| 1 | 2 | 3 | 4 | 5 | Develops and conducts an orientation and ongoing educational opportunities on relevant subject matter. |
| 1 | 2 | 3 | 4 | 5 | Provides supervision, motivation, and coaching to volunteers as well as providing regular performance feedback. |
| 1 | 2 | 3 | 4 | 5 | Implements appropriate intrinsic and extrinsic recognition strategies. |
| 1 | 2 | 3 | 4 | 5 | Develops and conducts impact assessments of volunteer efforts and communicates impact value to stakeholders. |

ACCESS, EQUITY AND OPPORTUNITY

How to interact effectively and equitably with individuals and build long-term relationships with diverse communities. Culture is defined as the intersection of one's national origin, religion, language, sexual orientation, socioeconomic class, age, gender identity, race, ethnicity, and physical and developmental ability.

Reflect Me Scale

- 1 *Untrue of me*
- 2 *Somewhat of untrue of me*
- 3 *Neutral*
- 4 *Somewhat true of me*
- 5 *True of me*

- 1 2 3 4 5 Has a personal readiness for valuing diversity.
- 1 2 3 4 5 Promotes, respects and honors cultural and human diversity.
- 1 2 3 4 5 Understands differing values, norms and practices.
- 1 2 3 4 5 Understands multiple perspectives and pluralistic thinking.
- 1 2 3 4 5 Knowledgeable on power, privilege and policy.
- 1 2 3 4 5 Communicates with an open attitude.
- 1 2 3 4 5 Ensures that speech and written communication meets the cultural/language/literacy level for fuller understanding.
- 1 2 3 4 5 Listens for mutual understanding and is an active listener.
- 1 2 3 4 5 Promotes the program for meaningful engagement.
- 1 2 3 4 5 Applies program design strategies appropriate for intended audience(s).
- 1 2 3 4 5 Ensures barriers are removed or reduced for program implementation.
- 1 2 3 4 5 Encourages collaboration in program design and implementation.
- 1 2 3 4 5 Knowledgeable about organizational policies and procedures.
- 1 2 3 4 5 Understands and intentionally ensures that community resources are utilized for outreach.

PARTNERSHIPS

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

Reflect Me Scale

- 1 *Untrue of me*
- 2 *Somewhat of untrue of me*
- 3 *Neutral*
- 4 *Somewhat true of me*
- 5 *True of me*

- 1 2 3 4 5 Understands the term “continuum of youth engagement” and can apply it to the work.
- 1 2 3 4 5 Creates and maintains effective youth and adult partnerships.
- 1 2 3 4 5 Fosters an environment in support of youth contributing to their communities.
- 1 2 3 4 5 Builds positive relationships with families.
- 1 2 3 4 5 Understands the unique differences in family structures and culture and finds ways for youth to be included in the program.
- 1 2 3 4 5 Creates good interpersonal and external communication pathways between families, youth and the program.
- 1 2 3 4 5 Understands the community partnership development process.
- 1 2 3 4 5 Applies appropriate tools and processes to enhance partnership development.
- 1 2 3 4 5 Assesses the viability of an organizational and community partnership.
- 1 2 3 4 5 Manages and secures grants and gifts to support partnership programs.
- 1 2 3 4 5 Effectively evaluates the partnership program.
- 1 2 3 4 5 Facilitates dialogue that ensures youth voice and community needs.

ORGANIZATIONAL SYSTEMS

Using systems to build capacity of the organization and its people to work with and on behalf of young people effectively.

Reflect Me Scale

- 1 *Untrue of me*
- 2 *Somewhat of untrue of me*
- 3 *Neutral*
- 4 *Somewhat true of me*
- 5 *True of me*

- 1 2 3 4 5 Understands the mission and structure of the Cooperative Extension System and 4-H Youth Development Program.
- 1 2 3 4 5 Provides visionary leadership that empowers others to effectively implement change and achieve long-term goals.
- 1 2 3 4 5 Creates organizational systems that improve the effectiveness and efficiency of 4-H programs.
- 1 2 3 4 5 Facilitates the growth and professional development of all staff.
- 1 2 3 4 5 Able to manage time effectively, while delegating and prioritizing important tasks.
- 1 2 3 4 5 Understands stress management, while practicing wellness activities (exercise, healthy eating, and adequate sleep) in order to maintain a good work-life integration.
- 1 2 3 4 5 Able to establish and maintain personal and professional boundaries and relationships effectively.
- 1 2 3 4 5 Knows and understands current communication and technology trends to engage youth, volunteers, and families, including social media.
- 1 2 3 4 5 Able to identify target markets and develop public and media relations to meet those specific needs.

- 1 2 3 4 5 Collects and reports program impacts to stakeholders.
- 1 2 3 4 5 Understands that fiscal guidelines and standards guide the budget creation and accountability processes in the 4-H program.
- 1 2 3 4 5 Identifies and conducts potential fundraising activities, following the policies and standards set forth by the land-grant university.
- 1 2 3 4 5 Understands and follows the variety of policies and laws related to risk management when designing and implementing 4-H programs.
- 1 2 3 4 5 Able to educate others on issues around child protection and what is required by the land-grant university.
- 1 2 3 4 5 Designs and monitors safe physical environments for 4-H'ers.
- 1 2 3 4 5 Knows what it means to properly care for physical property that belongs to 4-H and have a system in place to maintain records and inventory.
- 1 2 3 4 5 Protects the image (including the use of the 4-H Name and Emblem) and reputation of the 4-H program.
- 1 2 3 4 5 Understands and educates others about the importance of digital safety for those youth involved in the 4-H program.
- 1 2 3 4 5 Understands and maintains the role of leadership and organization integrity when representing the 4-H program.
- 1 2 3 4 5 Contributes to the knowledge base of the youth development field by applying research and best practices and sharing that information with the public.
- 1 2 3 4 5 Feels it is important to promote the profession of youth development through partnerships and education of others.
- 1 2 3 4 5 Participates in continuing educational opportunities and the professional association related to field of interest.