REFERENCES


Adapted by NYSACCE4-HE (March 2010) with permission from the Department of 4-H Youth Development, Rutgers Cooperative Extension. Written by Rita Natale Saathoff, April 1996. Revised by Ginny Powell, Chair, February 2008.
**4-H Professional Needs Assessment**

**Introduction:** This needs assessment is designed to determine the "professional needs" of a new 4-H professional (mentee). The information provided by each individual may be used to assist mentees in selection of mentors, assist mentors in working with mentees, and assist NYSACCE4-HE Mentoring Committee District Representatives in seeking mentors for new mentees, and in mentor orientation and training. If the mentee chooses to share this information, it will be shared in a confidential manner with your mentor and your NYSACCE4-HE Mentoring Committee District Representative.

**Instructions:** For each item below, circle the appropriate number to indicate how much help you feel you need in that area. Use the following scale:

1 = I am at a loss; I need a lot of help  
2 = I have some knowledge and skills, but could use some help  
3 = I am doing OK, but could use a little advice or help to enhance my work  
4 = I am doing pretty well and need very little advice or help  
5 = I am doing very well and have this under control; no help needed

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<th>Item</th>
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<td>1. Understanding the 4-H Philosophy, Mission, and Goals</td>
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<td>2. Establishing Priorities and Goals. Developing a Focus for Teaching and Extension Practice</td>
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<td>3. Interpersonal Communication Skills (listening, non-verbal, verbal)</td>
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<td>4. Human Relations Skills</td>
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<td>5. Conflict Management Skills</td>
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<td>6. Organizational Skills (organizing self and/or program)</td>
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<td>7. Time Management Skills</td>
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<td>8. Group Process Skills</td>
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<td>9. Supervision of Paid Staff</td>
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<td>10. Supervision and Training of Adult Volunteers</td>
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<td>11. Recruitment, Orientation and Retention of Volunteers and Members</td>
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<td>12. Development of Volunteer Middle Management Systems</td>
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<td>13. Utilizing Volunteers to their Full Potential</td>
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<td>14. Establishing and Effectively Utilizing Expansion and Review Committees/Advisory Groups</td>
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<td>15. Planning and Conducting Successful Meetings</td>
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<td>16. Assessing Community and Participant Needs</td>
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<td>17. Innovative Program Development</td>
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<td>18. Knowledge of Available Youth Research Literature</td>
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19. Utilizing Applied Research in Program Development  
20. Effectively Adapting Research-Based Curriculum to Meet Community and Participant Needs  
21. Utilizing Effective Teaching Methods, Techniques and Delivery Modes  
22. Designing and Using Relevant Evaluation Methods/Tools (which document clientele practices adopted)  
23. Utilizing a System for Documentation of Program Impact  
24. Understanding the Basic Principles of Youth Development  
25. Teen Programming/Utilizing Teens Effectively as Leaders  
26. Targeting New Audiences (i.e., Youth At Risk; School Age Child Care, Unreached Communities)  
27. Keeping Abreast of Current Issues and Concerns Related to Youth  
28. Networking with Other Agencies/Building or Becoming Involved with Relevant Coalitions  
29. Writing Educational Objectives  
30. Grantsmanship - Internal and External (writing and submitting proposals for alternative funding)  
31. General Writing Skills/Writing for Specific Audiences  
32. Mass Media Skills (getting on/in radio, TV, newspapers)  
33. Public Relations Skills/General 4-H Promotion  
34. Marketing the 4-H Program/Specific Programs  
35. Development of Audio/Visual Materials  
36. Writing/Publishing Journal Articles  
37. Professional Presentations (applying for, being Invited to present, presenting)  
38. Sharing Innovative Programming with Colleagues  
39. Developing a Solid Base of Potential External "Letter Writers" for Promotion Packet  
40. Balancing Personal and Professional Time

Name _______________________________________________ Date _____________________________

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**ATTAIN RECOGNITION**

Needs assessments, surveys, literature searches, focus groups, clientele requests, county program review, expansion and review committee, advisory groups, local initiatives.

**DEMONSTRATE IMPACT ON PROFESSION**

Professional presentations; articles in *Journal of Extension*, *News & Views*, other refereed and trade journals; published abstracts; conference proceedings; requests for materials; documentation of use by colleagues; leadership roles in state and national professional associations.

**IDENTIFY AND OBTAIN SUPPORT**

State and local Cooperative Extension budgets, internal and external grants, monetary donations, material gifts, advisory groups, in-kind support, paid staff, volunteers, collaborators, partners.

**DEVELOP OBJECTIVES AND DESIGN PROGRAM**

Develop measurable objectives and design program using appropriate methods such as educational events, workshops, research, demonstrations, collaboration, conferences, home study, adaptation of curriculum.

**IDENTIFY ISSUES AND DOCUMENT NEEDS**

Identify issues and document needs through community, university and professional association awards; appointment to boards and committees; requests to share expertise with local, state or national government bodies, organizations, businesses, committees, coalitions.

**REPORT RESULTS**

Program impact reports, grant reports, county accomplishment/budget reports, data collection forms, ACCESS 4-H, state, local, and national committee reports.

**EVALUATE PROGRAMS AND DOCUMENT IMPACT**

Evaluation forms, end-of-program evaluation tools, participant and parent post-program surveys, pre/post tests, standardized tests, research design and implementation.

**DELIVER PROGRAMS**

Direct teaching, volunteer and staff training, innovative outreach efforts. Development/use of curriculum, fact sheets, teaching materials, audio-visuals, mass media, computer materials, newsletters. Pilot testing new programs and/or curriculum.

**4-H Programming Cycle**

R. Saathoff – REV. 03/03
PLANNING AHEAD FOR SUCCESS

It’s important to develop a system for managing your workload and organizing the information you will need to prepare for potential promotions and awards. Planning ahead will make your job easier. The following are some tips for success.

Position Description

The basis of your position as a 4-H educator is a position description with responsibilities clearly listed and categorized. Review you job description annually and work with your supervisor to make revisions.

Mentoring and the Development of Performance Goals

Take advantage of the mentoring process. Sharing your performance goals with your mentors provides you with a framework to discuss ways to best meet the responsibilities of your position description. Informal mentoring with other colleagues is also a good way to gather information and advice as needed.

Focusing Your Efforts - Finding a Niche

As your career progresses, you will determine a focus area. This most likely will depend on your program interests and strengths, as well as, community and participant needs and available resources. To strengthen your efforts in this area:

- ask to be assigned to Extension committees, scholarship teams, task forces, strategic planning groups and event planning committees which relate to your focus.
- join NYSACCE4-HE and NAE4-HA committees which relate to your focus. Develop contacts as potential external evaluators.
- join other related professional associations.
- proactively seek related opportunities in your county, such as membership on advisory councils, coalitions, and projects with other youth-serving organizations.
- respond to related grant opportunities.

Your job as a 4-H educator encompasses a broad variety of responsibilities; sometimes there is flexibility and other times there is not. The key to success in this area is this: When you have the opportunity to make a choice, choose wisely in support of your focus.

Evaluation and Documentation of Impact

Through evaluation, document your teaching effectiveness and the impact of your programs on clientele on a regular basis. Select appropriate methods, such as standard CCE instruction evaluation forms, pre/post tests, end-of-program evaluations, or other methods. In addition, document and evaluate outreach of paid staff and volunteers who are working directly with youth, using similar evaluation tools and data collection methods, such as the 4-H Group Registration Form.

Keeping Track of Numbers

When you teach or conduct a program, it’s important to keep track of data which will be used in completing your county’s 4-H ACCESS report. This data includes program participation numbers, as well as data related to your role and percentage of participation in collaborative efforts. Use the Youth Group Enrollment Form and Leadership Training Form as a guide for keeping track of numbers which you will need at a later date.
Collecting Materials to Document Your Work

Develop a system which will help you organize your materials. You may wish to file by the three criteria (Teaching, Extension Practice, Service), by major program, or any other method with which you are comfortable. Types of materials to file:

**Teaching**
- teaching evaluation survey summaries (both youth and adult versions).
- lesson plans.
- curriculum you developed.
- sample educational materials you developed - scripts of audio visuals, transparency sets, computer materials.
- documentation of outreach by those you trained - evaluations, letters of commendations or appreciation, news articles.

**Extension Practice**
- copies of program impact reports.
- evaluation summaries.
- letters of commendation.
- letters requesting materials you developed or other items which documenting use by others.
- news articles, especially those written about you and your program efforts.
- copies of journal articles, publications, abstracts, professional meeting programs indicating your name as a presenter, and any other items which document your impact on the profession.
- grant proposals, reports, abstracts and letters from grantors.
- research instruments, results and related papers; needs assessments tools and results.

**Service**
- printed programs, reports, and project results from involvement in professional associations, listing your name and role.
- letters, agendas, and printed programs documenting involvement in collaborative efforts with external agencies and groups, as well as membership on local, state and national boards.
- letters of appointment, project results, reports relating to involvement on department, Extension, college and university committees.

**Awards**
- letters, copies of certificates, etc. relating to awards and other recognition you have received.

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