The Extension Volunteer Administration Handbook for 4-H Youth Development

A guide for Extension professionals, serving as volunteer administrators

developed by:

2010 – 2012 Advanced Volunteer Administration Academy
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PREFACE

Working with volunteers is a long-standing Extension tradition (Patton, 1990) as well as the primary method of delivering 4-H and Extension programs. Volunteer leaders have been central to the success of the 4-H Youth Development program since its inception in 1902 (Wessel & Wessel, 1982). Extension professionals from all program areas volunteers by involving them in a variety of roles and delegating to them responsibility for projects, programs, events and activities (Culp, McKee & Nestor, 2007).

Volunteers are an essential component of the Cooperative Extension Service in the United States. Nearly 625,000 volunteers deliver 4-H Youth Development programs to American youth annually (National 4-H Headquarters, 2002.) 4-H Youth Development professionals should consider the most effective ways to manage volunteer programs in order to maximize volunteer contributions to Extension. 4-H professionals need to effectively work with volunteers to fulfill the goals of Extension programs (Culp, McKee & Nestor, 2007).

However, most orientation programs for new Extension agents either completely omit or superficially cover the topic of administering volunteer programs. Therefore, the idea to develop a volunteer administration handbook, specifically targeting Extension professionals, was conceived.
ACKNOWLEDGEMENTS

This volunteer administration handbook for 4-H Youth Development Professionals is dedicated to those individuals who realize that the program is too big for one person to deliver. These 4-H Youth Development Professionals understand that the most effective way to improve their programs is through increased volunteer involvement.

“Blessed are the volunteer administrators, for they shall move mountains.”
~ Ken Culp, III
CONTENTS

Chapter 1  INTRODUCTION
  1.1  History of Extension
  1.2  Background of volunteers involved in Extension

Chapter 2  STRUCTURE
  2.1  Need for structure in Extension volunteer program
  2.2  Overview of volunteer models
      2.2.1  ISOTURE
      2.2.2  Bridge from Dreams to Reality
      2.2.3  Volunteer Professional Model
      2.2.4  The Volunteer Management Cycle (The “Heart” of Volunteerism)
      2.2.5  4-H Volunteer Leadership Development Program
      2.2.6  LOOP
      2.2.7  GEMS Model of Volunteer Administration
      2.2.8  4-H Model of Volunteer Administration
      2.2.9  SERVE
  2.3  The Scholarship of Extension

Chapter 3  THE EXTENSION VOLUNTEER ADMINISTRATOR
  3.1  Introduction
  3.2  Core Competencies of the Extension Volunteer Administrator
  3.3  Responsibilities
  3.4  Performance evaluation

Chapter 4  A MODEL FOR WORKING WITH VOLUNTEERS IN THE COOPERATIVE EXTENSION SERVICE
  4.1  Introduction
  4.2  Mission of Extension and the Role of Volunteers
  4.3  Need for a Strong Volunteer Program
  4.4  The GEMS Model of Volunteer Administration
  4.5  Generating Volunteers
      4.5.1  Needs Assessment
      4.5.2  Position Descriptions
      4.5.3  Identify
      4.5.4  Recruit
      4.5.5  Screen
      4.5.6  Select
  4.6  Educating Volunteers
      4.6.1  Orient
      4.6.2  Protect
      4.6.3  Resource
      4.6.4  Teach
4.7 Mobilizing Volunteers
   4.7.1 Engage
   4.7.2 Motivate
   4.7.3 Supervise
4.8 Sustaining Volunteers
   4.8.1 Evaluate
   4.8.2 Recognize
   4.8.3 Retain
   4.8.4 Redirect
   4.8.5 Disengage

Chapter 5 PROGRAM ADMINISTRATION
5.1 Introduction-Administration of the Extension Volunteer Program
5.2 Organizational Climate
5.3 Volunteer Work Area
5.4 Record Keeping
5.5 Risk Management and Liability Shields
   5.5.1 Safety Issues
   5.5.2 Criminal Record Checks
   5.5.3 Managing Liability
   5.5.4 Liability Shields
5.6 Transfer of Records
5.7 Reports

Chapter 6 MARKETING THE EXTENSION VOLUNTEER PROGRAM
6.1 Introduction
6.2 Marketing to Potential Volunteers
   6.2.1 Create a Marketing & Communication Plan
   6.2.2 Develop Outreach Strategies
   6.2.3 Implementing the Marketing Program
   6.2.4 Evaluate the Marketing Program utilizing Activity Indicators and Outcome Measures
6.3 Tips for Promoting the Extension Volunteer Program

Chapter 7 APPENDIX
7.1 Laws / Codes
7.2 UK Cooperative Extension Service Client Protection Policy
7.3 Kentucky 4-H Volunteer Awards Packet
7.4 County Extension Awards
7.5 National Awards
7.6 Additional Volunteer Awards
7.7 Volunteer Position Description Template and Collection
7.8 Volunteer Planning Aid Collection
7.9 Mentoring Guide Collection
7.10 360 Degree Evaluation Collection

Introduction
Working with volunteers is a long-standing Extension tradition (Patton, 1990) as well as the primary method of delivering 4-H and Extension programs. Volunteer leaders have been central to the success of the 4-H Youth Development program since its inception in 1902 (Wessel & Wessel, 1982). Extension professionals from all program areas engage volunteers by involving them in a variety of roles and delegating to them responsibility for projects, programs, events and activities (Culp, McKee & Nestor, 2007).

Volunteers are an essential component of the Cooperative Extension Service in the United States. Nearly 625,000 volunteers deliver 4-H Youth Development programs to American youth annually (National 4-H Headquarters, 2002.) 4-H Youth Development professionals should consider the most effective ways to manage volunteer programs in order to maximize volunteer contributions to Extension. 4-H professionals need to effectively work with volunteers to fulfill the goals of Extension programs (Culp, McKee & Nestor, 2007).

However, most orientation programs for new Extension agents either completely omit or superficially cover the topic of administering volunteer programs. Therefore, the idea to develop a volunteer administration handbook, specifically targeting Extension professionals, was conceived by the 2010 – 2012 Advanced Volunteer Administration Academy graduate class at the University of Kentucky.

The handbook is entitled *The Extension Volunteer Administration Handbook for 4-H Youth Development* and is a guide for Extension professionals serving in the role of volunteer administrators. The Handbook includes historical background information, research-based information, best practices, tools and resources. The Handbook is a “turn-key” resource developed to provide all of the background information and tools needed by Extension professionals to administer volunteer programs.

**Problem Statement**

The pressure applied to Extension professionals to reach a growing audience and serve an expanding, diversifying clientele is increasing. With shrinking budgets and increasing demands on time and programs, the only way to expand outreach is through expanded volunteer efforts. Extension professionals are generally hired based upon their expertise and qualifications in a specific subject matter area. Conversely, in order to be successful, these subject matter specialists must be proficient volunteer administrators. However, no resource has ever been developed, at a national level, for Extension professionals to utilize to administer volunteer programs. *The Extension Volunteer Administration Handbook for 4-H Youth Development* is designed to meet this need.

**Procedures**

Seven 4-H Youth Development Professionals, all of whom had successfully completed the year-long Volunteer Administration Academy, collaborated with their professor to create *The Extension Volunteer Administration Handbook for 4-H Youth Development*. Many of the tools and resources included in the Handbook had previously been
developed through the Volunteer Administration Academy, but were not aggregated into one collection or repository. Using the GEMS Model of Volunteer Administration (Culp, Deppe, Castillo and Wells, 1998) as the theoretical framework, the class began by identifying all of the components already in existence, as well as those that needed to be created. An expansive review of the literature, including an exhaustive search of the archives of *The Journal of Extension*. was conducted. The result was a complete collection of information, best practices, tools and resources, that include the information necessary for Extension Professionals to work effectively and efficiently as volunteer administrators in 4-H Youth Development.

**Results**

*The Extension Volunteer Administration Handbook for 4-H Youth Development* includes seven chapters and an appendix. These include: Introduction (the history of Extension and the background of Extension volunteers); structure (the need for structure in Extension volunteer programs through a volunteer administration model), the Extension Volunteer Administrator, (Core Competencies, Responsibilities and Evaluation); a model for working with volunteers in Extension (the GEMS Model of Volunteer Administration: Generating, Educating, Mobilizing & Sustaining); program Administration (Organizational Climate, Record Keeping, Risk Management, transfer of records and reports); marketing the Extension volunteer program (developing, marketing, implementing, evaluating and promoting); and appendix (laws, policies, awards, volunteer position descriptions, volunteer planning aids, mentoring guides and 360 degree evaluations.)

**Conclusions**

Extension professionals have greater impact and reach larger and more diverse audiences with an effective volunteer program. Effective volunteer programs don’t just happen; they must be planned and executed. Planning is easier with a structure to follow. Extension professionals may more effectively coordinate and administer volunteer programs once they have been provided the tools and resources to do so.

**Implications**

- Provide research-based volunteer information in a single resource.
- Store resources in a single location.
- Include examples of letters, evaluations and other information available in one location to be printed and utilized.
Chapter 1 INTRODUCTION
1.1 History of Extension
1.2 Background of volunteers involved in Extension

1.1 History of Extension

In 1862, when nearly 50 percent of all United States residents lived on farms, farming employed almost 60 percent of the labor force. The business of the day was agriculture. The fastest way to facilitate the growth and development of a fledgling nation was to build its agricultural infrastructure.

Passage of original Morrill Bill

On July 2, 1862, President Abraham Lincoln signed the Morrill Act of 1862, which established the Land Grant University System. This legislation was introduced by U.S. Representative Justin Smith Morrill of Vermont and granted to each state 30,000 acres of public land for each Senator and Representative under apportionment based on the 1860 census. Proceeds from the sale of these lands were to be invested in a perpetual endowment fund which would provide support for colleges of agriculture and mechanical arts in each of the states. [http://Extension.usu.edu/100years/htm/history/](http://Extension.usu.edu/100years/htm/history/)

Land-Grant Colleges

The purpose of the land-grant colleges was:

“...without excluding other scientific and classical studies and including military tactic, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life.”

Under the act, each eligible state received a total of 30,000 acres of federal land, either within or contiguous to its boundaries, for each member of Congress the state had as of the census of 1860. This land, or the proceeds from its sale, was to be used toward establishing and funding the land-grant colleges. In reference to the recent secession of several Southern states and the coincident American Civil War, provision six of the Act was added which stated:

"No State, while in a condition of rebellion or insurrection against the government of the United States, shall be entitled to the benefit of this act."

After the war, however, the Morrill Act of 1862 was extended to the former Confederate states. It was eventually extended to every state and territory, including those created after the bill was passed in 1862. Overall, the 1862 Morrill Act allocated 17,400,000 acres of land, which, when sold, yielded a collective endowment of $7.55 million. The state of Iowa was the first to accept the terms of the Morrill Act which provided the funding boost needed for the fledgling Ames College (now Iowa State University.)

With a few exceptions (including Cornell University and the Massachusetts Institute of Technology), nearly all of the land-grant colleges are public. (Cornell University, while private, administers several state-supported contract colleges that fulfill...
Hatch Act of 1887

While the Morrill Act created the land-grant college system, colleges quickly found themselves faced with the need to fund both applied and scientific research in order to fully accomplish their mission of disseminating research-based information to citizens. The Hatch Act of 1887 gave federal land grants to states in order to create a series of agricultural experiment stations, as well as disseminate new information, especially in the areas of soil fertilization and plant growth. State agricultural stations created under this act were generally connected with land-grant state colleges and universities founded under the Morrill Act of 1862. Many stations founded under the Hatch Act later became the foundations for state cooperative Extension services under the Smith-Lever Act of 1914.

Congress amended the act in 1955 to add a formula that uses rural and farm population factors to allocate the annual appropriation for agricultural experiment stations among the states. Under the 2002 Farm Bill, states will continue to be required to provide at least 100% matching funds (traditionally, most states have provided more). On average, Hatch Act formula funds constitute 10% of total funding for each experiment station. (7 U.S.C. 361a et seq.)

The Second Morrill Bill

The second Morrill Act, signed into law on August 30, 1890, focused on the former Confederate States. It applied a portion of the proceeds of the public lands to the more complete endowment and support of the colleges, which mandated access to African Americans and gave rise to historically Black colleges located in southern states. This act required each state to either demonstrate that race was not an admissions criterion, or to designate a separate land-grant institution for persons of color. Among the seventy colleges and universities which eventually evolved from the Morrill Acts are several of today’s historically Black state colleges and universities. Though the 1890 Act granted cash instead of land, it granted colleges under that act the same legal standing as the 1862 Act colleges; hence the term "land-grant college" properly applies to both groups. Later, other colleges such as the University of the District of Columbia and the "1994 land-grant colleges" for Native Americans were also awarded cash by Congress in lieu of land to achieve "land-grant" status.

In imitation of the land-grant colleges' focus on agricultural and mechanical research, Congress later established programs of sea grant colleges (aquatic research, in 1966), urban grant colleges (urban research, in 1985), space grant colleges (space research, in 1988), and sun grant colleges (sustainable energy research, in 2003).

The two Morrill Acts and two subsequent pieces of land-grant legislation, the 1887 Hatch Act and the 1914 Smith-Lever Act, together endowed the land-grant universities with a three-part mission of teaching, research, and Extension.
Cooperative Extensions
Starting in 1887, Congress also funded agricultural experiment stations and various categories of agricultural and veterinary research "under direction of" the land-grant universities. Congress later recognized the need to disseminate the knowledge gained at the land-grant colleges to farmers and homemakers. The Smith-Lever Act of 1914 started federal funding of Cooperative Extension, with the land-grant universities' agents being sent to virtually every county of every state. Beginning in 1887, Congress also funded agricultural experiment stations and various categories of agricultural and veterinary research "under direction of" the land-grant universities. In some states, the annual federal appropriations to the land-grant college under these laws exceed the current income from the original land grants. [http://en.wikipedia.org/wiki/Morrill_Land-Grant_Colleges_Act](http://en.wikipedia.org/wiki/Morrill_Land-Grant_Colleges_Act)

Back-breaking human labor enslaved earlier generations of people from every corner of the earth. The development and dissemination of scientific farming methods have put an end to much of this slavery and manual labor. These methods rendered farming more efficient, consequently, more people were able to move to urban environments where they had a better chance of improving their educational and economic fortune. Further, exchanging ideas with increasing numbers of people became easier.

Cooperative Extension developed into one of the most successful educational movements in history because of its role in providing research-based information to rural populations. Now that America is much more urbanized, some fear the biggest challenge facing Extension is to avoid becoming irrelevant. However, the role Extension has played in educating Americans with research-based information remains relevant, though the nature of the information evolves.

Extension’s biggest challenge is not mission but rather the outreach methods used to accomplish it. These must be refined and updated to enhance what Extension does best: rendering the lives and livelihoods of our clients more efficient, freeing them to make more valuable use of their time, thus advancing human progress (Langcuster, 2010). Available at: [http://missionExtension.wordpress.com/](http://missionExtension.wordpress.com/)

1.2 Background of volunteers involved in Extension
"Volunteers are an essential component of 4-H programs and extend delivery methods to clientele who otherwise might not be served (Steele, 1994). Volunteers have a wide range of responsibilities in 4-H and Extension programs. They are vital to issues-based programming and are key components in accomplishing national initiatives for Cooperative Extension (Patton, 1990). Extension agents involve volunteers by asking them to engage in a variety of roles and duties and to accept responsibilities (Wessel & Wessel, 1982). Finding these adults who are willing to engage in volunteer activities is becoming increasingly difficult for many Extension professionals (Rodriguez, Hirschl, Mead & Goggin, 2000)." (Culp, III, K., Aldenderfer, A.E., Allen, L.A., Fannin-Holliday, S.G., Ford, R.C. & Goodwin, C.A., 2006).
2.1 Need for structure in the Extension volunteer program

Volunteer Administration is a rapidly growing and evolving field. In order to serve the needs of society, volunteer administrators must strategically position themselves for changing audiences and clientele, as well as a changing volunteer base. Innovative programs need to anticipate and meet these requirements (Culp, Deppe, Castillo & Wells, 1998).

County Extension agents often lack the competencies needed to be effective administrators of volunteers. This situation can negatively affect programs in a variety of ways, including quality of work and programming, participation, and organizational liability and risk management issues (Boyd, 2004). Therefore, steps must be taken on the county level to adopt a volunteer administration model that suits the needs of the administrator and the volunteers involved in the local Cooperative Extension organization.

Several models of volunteer administration have been developed over the last 40 years. An Extension professional can identify the model that most closely meets the needs and expectations of the local program to assist in the creation of a viable administrative system for volunteers.

2.2 Overview of the Volunteer Models

2.2.1 ISOTURE

The ISOTURE model (Boyce, 1972: Dolan, 1969) contains seven volunteer management components (identification, selection, orientation, training, utilization, recognition, and evaluation). ISOTURE was the first model of volunteer administration proposing that the recruitment, development, and maintenance of volunteer leaders is a systematic process. The interaction between administrator and volunteer must be a coordinated series of steps in order to create strong volunteer leaders and an effective volunteer-driven program. ISOTURE was developed by Extension professionals (Culp, et al) and has been widely used in the creation of other models.


2.2.2 The Bridge from Dreams to Reality

The Bridge from Dreams to Reality (Vineyard, 1984) uses a bridge as its visual, spanning the distance from the “dream” of a volunteer program to the “reality” of one. Again, a series of steps is used to convey the administrator from left (dream) to right (reality) on the bridge, beginning with planning, followed by organizing, staffing, and
directing, and completing the bridge with assessing the program. Recognition undergirds all steps within the bridge and a feedback loop completes a cycle to create continuous improvement of the process (Culp et al, 1998).


**2.2.3 Volunteer Professional Model**

The Volunteer Professional Model for Human Service Agencies and Counselors created by Lenihan and Jackson (1984) is designed to recruit professionals to the volunteer ranks of social service agencies. This six-step model begins with identifying the needs of the agency and the skills of the professional volunteer. A unique aspect of the Lenihan and Jackson model is that the agency and professional begin the process as separate entities, ultimately converging into one harmonious service organization.


**2.2.4 Volunteer Management Cycle (the “Heart” of Volunteerism)**

A heart-shaped model called the Volunteer Management Cycle was introduced and implemented in 1987 by Rev. Arthur Lawson and Suzanne Lawson. The model has eight steps: Planning, clarifying volunteer tasks, recruitment, orientation, training, support and maintenance, recognition, and evaluation. Although widely used among faith-based groups, this model fails to address the need for screening of volunteers and staff.


**2.2.5 4-H Volunteer Leadership Development Program**

The 4-H Volunteer Leadership Development Program (Kwarteng, Smith & Miller, 1988) was the first model to use motivation and retention in a fully circular model (recruiting, training, motivation, recognition, and retention). The 4-H Volunteer Leadership Development Program was also the first to include supervision as an essential component of all steps in the process by placing it in the model’s center.


**2.2.6 LOOP Volunteer Management Model**

The L-O-O-P Volunteer Management Model (Penrod, 1991) is also circular involving four steps: Locating, orienting, operating and perpetuating. During step one, emphasis is placed on recruiting and selecting volunteers to do a variety of jobs within the organization. Orientation occurs after the volunteer accepts or is in the process of
accepting the job. Operating includes opportunities for the volunteer to acquire new skills and to see impacts resulting from time and energy expended. Finally, step four is perpetuating the involvement of the volunteer and includes both evaluation and recognition (Barkman, 1990).


### 2.2.7 GEMS Model of Volunteer Administration

The most comprehensive model introduced to date is GEMS (Culp et al, 1998), which includes several components of prior models, but expands the step-wise format to allow volunteer administration to become an ongoing process. The GEMS model may be effectively used in any type of volunteer or service organization. The model consists of four broad categories: generate, educate, mobilize and sustain. The four categories are broken into eighteen phases (Culp et al, 1998).


### 2.2.8 4-H Model of Volunteer Administration

The 4-H Model of Volunteer Administration (Tarry & Turner, 2002) was specifically designed for use in 4-H volunteer programs. It uses the 4-H four-leaf clover as an illustration and the four Hs of 4-H as the components of the model. They include Heart (identify, recruit, screen, and place), Help (orient and educate), Hold (evaluation), and Honor (recognition and future plans).

### 2.2.9 SERVE Model

There is an increasing need for Extension professionals to understand the needs and expectations of present and future volunteers. The SERVE Model for Volunteer Administration (Whitson, 2008) represents a good starting point to begin to understand the purposes, needs, and positions of volunteers. The model has seven stages that allow volunteers and volunteer administrators to move freely from stage to stage according to the needs of the organization. SERVE, an acronym for strategize/search, educate/energize, recruit/resource, volunteer/volunteer administrator, and evaluate, is designed to help volunteers and volunteer administrators work hand-in-hand on various projects to fulfill one another's needs.


### 2.3 The Scholarship of Extension

Traditionally, scholarship in Extension has been defined by the same parameters as those in academia. Primarily, research conducted, journal articles published, presentations at state and national meetings, and grant dollars funded were measures
used to define scholarship. It is, therefore, difficult for Extension professionals, particularly field staff, to be rewarded for scholarly efforts. Scholarship in Extension is more accurately defined as "creative intellectual works that are validated by peers and communicated." Six types of scholarship for Extension are identified. To integrate scholarship into Extension activities, devote time during program planning to practicing scholarship and communicating results and impacts.

Schauber, et al., (1998) recast "scholarship for Extension" as "creative intellectual work that is validated by peers and communicated." This definition includes four forms of scholarship: Discovery of New Knowledge; Development of New Technologies, Methods, Materials or Uses; Integration of Knowledge Leading to New Understanding; and Artistry that Creates New Insights and Interpretations.

To effectively integrate scholarship into the life of Extension professionals, Culp (2006) redefined earlier works (Schauber, et al., 1998; Boyer, 1990; Weiser, 1996; Norman, 2001; and Alter, 2003) by reclassifying six types of scholarship for Extension. These include: Exploration & Discovery, Sharing Results & Findings, Teaching & Learning, Application & Reflection, Creative Artistry, and Integration. Extension professionals can integrate scholarship into their work and programming efforts by setting aside time during program planning to practice scholarship and share the results and impacts of programs and efforts. Extension professionals can apply these six types of scholarship in their daily lives.

REFERENCES


CHAPTER 3: THE EXTENSION VOLUNTEER ADMINISTRATOR CONTENTS

3.1 Introduction
3.2 Core Competencies of the Extension Volunteer Administrator
3.3 Responsibilities
3.4 Performance Evaluation

3.1 INTRODUCTION

The Extension Agent, serving as a volunteer administrator, partners with volunteers, county leaders and state specialists to develop a volunteer program that enhances the services provided by Extension while providing education, personal development, recognition, and skills development for volunteers.

Working with people is an important aspect of the volunteer administrator's job. Willingness to listen to others and accept constructive suggestions are key elements in establishing and maintaining an effective working relationship with paid staff, volunteers, and community members. Organizational skills are necessary for development and coordination of the many components of an effective volunteer program. Ensuring the confidentiality of clients, volunteer personal information, and staff issues or concerns are critical to the integrity of the program.

3.2 CORE COMPETENCIES OF THE EXTENSION VOLUNTEER ADMINISTRATOR

The Extension volunteer administrator needs to have a broad understanding of the Extension volunteer program and its mission, mandates and requirements in order to confidently manage, inspire, select and educate volunteers. These are some of the basic competencies that may assist in the selection of the Volunteer Administrator.

- The Extension volunteer administrator understands, first hand, the benefits and challenges of providing volunteer services within the Cooperative Extension Service.
- The Extension volunteer administrator can list the Cooperative Extension Service’s vision, priorities, and values.
- The Extension volunteer administrator creates a work environment that balances change and continuity, supports creative thinking, and maintains focus, intensity, and persistence.
- The Extension volunteer administrator exercises leadership skills to motivate volunteers to incorporate the Cooperative Extension Service vision and quality performance elements into their volunteer activities.
- The Extension volunteer administrator fosters a working environment where culturally diverse people work together effectively.
- The Extension volunteer administrator works constructively with their program councils to identify, obtain, and sustain volunteer services that support the Cooperative Extension Service.
- The Extension volunteer administrator appropriately applies recommendations, guidelines, and policies related to the Extension volunteer program.
- The Extension volunteer administrator is proficient in managing the elements and dynamics of the Extension volunteer program, including needs assessment, prioritizing, planning, marketing, coordinating, recruiting, teaching, evaluating personnel and programs, recognizing and rewarding volunteer efforts and service.
• The Extension volunteer administrator works effectively with groups and is skilled at team building.
• The Extension volunteer administrator establishes collaborative working relationships with all Cooperative Extension Service programs and staff.
• The Extension volunteer administrator assesses the volunteer’s unique talents and education and provides developmental opportunities to maximize the capabilities and contributions to the Cooperative Extension Service.
• The Extension volunteer administrator anticipates diagnoses and resolves programs related to volunteer program implementation and goal achievement.
• The Extension volunteer administrator serves as a link between the Cooperative Extension Service staff, the program volunteer and the community.

3.3 RESPONSIBILITIES

The duties of the volunteer administrator vary from county to county. The duties often reflect the size of the volunteer corps, the talents, skills, and availabilities of the volunteer administrator, and the needs of the organization. Regardless of the number or complexity of duties, the volunteer administrator is an integral part of the Extension leadership team. The volunteer administrator advocates for volunteers in Extension and represents the volunteers and Extension in the community.

Extension administrators will develop position descriptions of the agent/volunteer administrator with the duties that best fit the organization. When selecting a person to be the volunteer administrator/agent, the duties should be reviewed and perhaps negotiated to get the best fit for the organization and the volunteer administrator/agent. The duties of the Extension volunteer administrator may include the following:

• Participate in the Extension community needs and skills assessment.
• Contribute to the four-year plan for Extension services.
• Provide information on resources needed in support of the volunteer program for consideration in the Extension budget.
• Establish volunteer program polices to include but not limited to: actions or circumstances leading to dismissal of a volunteer, resolution of volunteer issues, evaluation of the volunteer program, recognition of volunteers, orientation, education, recruiting, marketing, volunteer expense reimbursement, confidentiality, background checks, referrals, and exit interviews.
• Develop mission statements and goals for the Extension volunteer program consistent with the mission and goals of the local Cooperative Extension Service.
• Identify volunteer opportunities and develop position descriptions in coordination with the Extension program administrator.
• Plan, develop, assemble and distribute volunteer recruitment packets.
• Promote education in staff/volunteer relationships.
• Ensure maintenance of volunteer records.
• Submit requested reports.
• Coordinate appropriate volunteer activities and issues with the Extension Agent.
• Engages volunteer in participating on the Extension Advisory Council and/or Program Advisory Council (4-H, FCS/Homemaker, Agriculture, Horticulture/Master Gardener, Fine Arts, etc.)
• Advises Extension Councils as appropriate, relaying and interpreting Extension guidelines, expectations and policies.
• Assist with interviewing and placing volunteers in Extension.
• Perform other managerial tasks needed to develop and monitor the Extension volunteer program.
• Encourage the development of volunteer leadership potential and opportunities.
• Supervises volunteers who serve Cooperative Extension.
• Maintain effective communication with volunteers and management volunteers to ensure appropriate involvement, utilization and supervision.
• Establish and maintains effective liaison with key volunteer leaders and Cooperative Extension Service in the community.
• Attend Extension staff meetings.

3.4 PERFORMANCE EVALUATION

Performance evaluations are an integral part of the experience for the Extension agent/volunteer administrator, the management volunteer and program volunteers. Everyone should be developing and polishing professional skills that have value in the workplace. Recognition of good work as well as a record of professional growth may become part of a portfolio for future paid employment.

The volunteer administrator/Extension professional should outline and implement an evaluation process for the management volunteer.

Supervision of the management volunteer is provided by the volunteer administrator/Extension professional who will coordinate the gathering of formal and informal feedback from:
• Extension volunteer administrator/Extension professional
• Extension volunteers
• Extension management volunteer

Performance of the Extension management volunteer will be evaluated on the basis of the following characteristics:
• Contribution of the volunteer to Extension program outcomes.
• Compliance with Cooperative Extension Service procedures, policies, and regulatory requirements.
• Effective involvement of volunteers for programmatic needs.
• Timeliness and accuracy of required reports.
• Effectiveness of education for Extension program staff and volunteers.
Chapter 4:  A MODEL FOR WORKING WITH VOLUNTEERS IN EXTENSION PROGRAMS

CONTENTS

4.1 Introduction
4.2 Mission of Extension and the Role of Volunteers
4.3 Need for a Strong Volunteer Program
4.4 The GEMS Model of Volunteer Administration
4.5 Generating Volunteers
4.5.1 Needs Assessment
4.5.2 Position Descriptions
4.5.3 Identify
4.5.4 Recruit
4.5.5 Screen
4.5.6 Select
4.6 Educating Volunteers
4.6.1 Orient
4.6.2 Protect
4.6.3 Resource
4.6.4 Teach
4.7 Mobilizing Volunteers
4.7.1 Engage
4.7.2 Motivate
4.7.3 Supervise
4.8 Sustaining Volunteers
4.8.1 Evaluate
4.8.2 Recognize
4.8.3 Retain
4.8.4 Redirect
4.8.5 Disengage

4.1 INTRODUCTION

An Extension program has, by federal requirement, one or more Extension professionals who coordinate programming in order serve community needs. Most often, these Extension professionals engage the efforts of community volunteers who embrace and support the work of Extension in order to improve the standard of living and quality of life in their homes, communities and the people that live there.

Extension volunteers are considered unpaid staff of the University for the purposes of liability and compensation for work-related injuries, provided they have signed a volunteer position description and behavioral standards agreement that registers them as an Extension volunteer. Since 1997, volunteers have also been covered for the purposes of risk and liability by Public Law 105-19, the Volunteer Protection Act. (See Section 5.5.4 Liability for the Volunteer Protection Act.)
4.2 MISSION OF EXTENSION AND THE ROLE OF VOLUNTEERS

Cooperative Extension is rich in the tradition of volunteerism and offers a wide range of volunteer opportunities that significantly enhance the well-being and readiness of the Extension community. Although all Extension programs have volunteer positions, the exact type of volunteer opportunities available will depend on the county and program.

Extension volunteers include people from all walks of life; youth, adults, retirees, employees, employers, business owners, homemakers, and so forth. Extension volunteers support paid Extension professionals and expand programmatic outreach and service capabilities through their contribution of time, talent, service and experience. The common bond of these volunteers is the desire to help meet the needs of community members and the desire to assist Extension fulfill its mission and purpose.

The Kentucky Cooperative Extension Service is the most comprehensive outreach and engagement program at the University of Kentucky. The mission of the UK CES is: to make a difference in the lives of Kentucky citizens through research-based education. Jointly with our 1890 land grant partner, Kentucky State University, Cooperative Extension takes the University to the people in their local communities, addressing issues of importance of all Kentuckians.

The largest and most recognizable Extension program around the world is 4-H Youth Development. The mission of 4-H is: 4-H empowers youth to reach their full potential through working and learning in partnership with caring adults.

Extension volunteers are a special link between the community, the Extension Service and its programs. Through daily activities and personal experiences, volunteers often become aware of situations and conditions that require formal attention and official consideration. In the continuous process of community assessment and planning, volunteers contribute valuable information and experience to Extension and its salaried staff.

Volunteers also help to market Extension within the community by sharing their knowledge of Extension programs with colleagues, friends, acquaintances, as well as prospective clientele and community members. This form of marketing gives significant credibility to the programs, projects, activities and services provided by Extension because it comes from within the community itself.

Volunteers strengthen the outreach of Extension by bringing their own unique talents, interests, skills and abilities to the volunteer role.
4.3 NEED FOR A STRONG AND ACTIVE VOLUNTEER PROGRAM

The participation of volunteers within Extension is based on the conviction that Extension programs can be strengthened and enhanced through a permanent and active volunteer program. Administrators, agents, program assistants and volunteers should share a strong belief in both the value and benefit of volunteer service, realizing that volunteers expand and extend the service capability of the Extension staff to audiences who would otherwise be unreached. Careful planning of the volunteer program is essential to its success.

4.4 THE GEMS MODEL OF VOLUNTEER ADMINISTRATION

The GEMS Model (Culp, Deppe, Castillo & Wells, 1998) was developed to provide the structure necessary to allow volunteer administrators to position themselves for changing audiences and clientele as well as an evolving volunteer base. Additionally, GEMS provides the framework necessary to develop and manage volunteer programs that meet the challenges of new and emerging community problems, issues, needs and concerns. The GEMS Model consists of eighteen individual phases within four distinct categories. The four categories include: Generate, Educate, Mobilize and Sustain. The theoretical framework and the entire 4-H professional’s Volunteer Administration Handbook is based upon the GEMS Model of Volunteer Administration.

The spiral design of the GEMS Model demonstrates how volunteers move from phase to phase and are ultimately either retained, disengaged or redirected to another role within the volunteer program. The volunteer administrator is at the center of the spiral, signifying the involvement at all stages of the process. (See Figure 4.1 for a graphic depiction of the GEMS Model of Volunteer Administration.)
Figure 4.1 The GEMS Model of Volunteer Administration

GEMS Model
A Spiral Profile of Volunteer Administration

Generate  Educate  Mobilize  Sustain

Culp, Deppe, Castillo, & Wells (1997)
REFERENCES


4.5 GENERATE

This section will guide the Extension Volunteer Administrator, working in conjunction with the certified volunteers, management volunteers and the executive committee of the program council, in generating an effective corps of volunteers. Adaptation may be required when the same process is implemented with episodic volunteers.

Although “recruiting” is the first thing that comes to mind when volunteer administrators think of generating volunteers, actual recruitment of a volunteer is preceded and succeeded by multiple steps in this initial component of the GEMS model. Generating volunteers includes six phases or steps.

GENERATING VOLUNTEERS

Generating volunteers is a six step process. These six steps include: assessing needs, developing position descriptions, identifying potential volunteers, recruiting, screening and selecting.

Assess needs: The first step in creating an effective volunteer program is to know what tasks need to be done on behalf of the organization. Volunteer opportunities within the organization are identified through both a community and a programmatic needs assessment. It is much easier (as well as more efficient) to identify what needs to be done when the goals of the organization are clearly stated. Needs assessments, such as those conducted by Extension professionals in the creation of a Plan of Work, are necessary to clearly define what the organization wants to accomplish and subsequently, what volunteer skills and positions are needed to meet those objectives.

Position descriptions: Using the needs assessment, the volunteer administrator next identifies the volunteer roles needed and writes a position description for each. Identified volunteer and programmatic needs are defined and articulated in written volunteer position descriptions. Position descriptions include the title of the position, time commitment, time requirements, general and specific duties, supervisor, benefits and any additional information required by Extension policy and best practices. The position description becomes binding when signed by both the volunteer and the supervisor. Position descriptions are very specific, identifying the title, time commitment, requirements, duties, benefits, and supervisor information.

Identify: With this information in hand, the volunteer administrator can now identify prospective volunteers who might be interested in serving in the previously identified role, and who also have the talent, skills, interests and abilities to successfully serve in this role. Identification of potential volunteers and volunteer activities is accomplished in collaboration with the Extension professional, program assistant, management volunteers, certified volunteers and current volunteers.

Recruit: After potential volunteers have been identified, the volunteer administrator may begin to recruit volunteers who can succeed in the defined roles. This process includes developing a list of qualified individuals and groups to be contacted and actively promoting the volunteer positions to them. Potential volunteers who have previously been identified are recruited by the recruitment method deemed most appropriate for that particular individual or group. Recruiting may be most effective
when conducted immediately following a marketing campaign. The 4-H Council is also an excellent resource for recruiting prospective volunteers.

Select: Once a volunteer has agreed to begin the application process, screening is used to identify needs, interests, knowledge, skills, background, and attitudes. This information allows the administrator to place the volunteer in a position advantageous to both the program and the volunteer. Further, risk management procedures should be completed in this phase to protect the Extension professional and the organization, as well as all clientele that may work with the volunteer. The volunteer’s needs, interests, knowledge, skills, background and attitudes are surveyed through the screening process. Additionally, volunteers must complete an application, submit references, undergo a criminal record and sex offender registry check, participate in an interview and sign a volunteer position description and a standards of behavior.

Screen: A well-screened candidate who is a good fit for a specific position description is then selected. Selection includes appropriate documentation of expectations and term of volunteer service. Selection and assignment is based upon the volunteer’s ability to perform specific activities or tasks. Selection is based upon matching information gathered during the screening process with the criteria identified on the volunteer position description.

Tasks related to generating a corps of volunteers are described in sections 4.5.1 – 4.5.6 of this handbook.

**4.5.1 Assessing Needs**

A general needs assessment identifies the problems, issues, needs and concerns (PINC) of the community. A program assessment by the individual Extension volunteer administrator identifies the specific volunteer needs of that program. Some of these needs may be met by developing new or expanded Extension programs and services that will involve volunteers.

**SWOT Analysis**

A SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis is an easy and inexpensive means of collecting information about a specific program, event or activity. In order to be effectively used, care must be taken to formulate the question which best probes the topic to be explored. Examples of effective questions include:

- What are the Strengths, Weaknesses, Opportunities and Threats facing the expansion of the _________ Volunteer Program?
- What are the Strengths, Weaknesses, Opportunities and Threats of expanding volunteer involvement of the _________ Program?

Definition of SWOT terms:

- **Strengths** – an advantage, resource or benefit
- **Weaknesses** – a detriment, obstacle or stumbling block
- **Opportunities** – an untapped resource
- **Threats** – a looming or expected problem or weakness
Administering a SWOT Profile

It is important to assemble the correct group or sample of people to survey in order to collect the best information possible. This should include a cross-section of people who are involved in the program. The cross-section should include a wide range of diversity, regarding gender, age, ethnicity, income, education and occupation. Additionally, it is often beneficial to include people who have not been involved in your programs as well as those who have.

It is often helpful to mail or distribute the SWOT profiles prior to the actual meeting, with instructions to complete and bring the completed profiles to a meeting. (See SWOT Profile Worksheet.) Those individuals who are unable to participate in the meeting could return their completed SWOT profiles and participate in the process without attending the meeting. A letter of invitation, explaining the process, should be mailed to participants at least a week prior to the meeting. (See SWOT Profile invitation.)

The facilitator (generally the Extension professional) should transcribe the information from each “box” (Strengths, Weaknesses, Opportunities and Threats) onto flip chart or post-it note paper with the number of similar responses noted beside the response in parenthesis. (See SWOT Profile Worksheet Summary.)

The next step in the process is to develop an action plan, based upon the findings from the SWOT profile. (See Action Plan.) Participants should be divided into groups, with each group working on a specific SWOT category, or the most popular point from one SWOT category.

The final step is to develop an Action Plan Summary. The Action Plan Summary is created by compiling the Action Plans from all of the working groups.
<Date>

<first name> <last name>
<br> <street>
<br> <city, state, zip>

Dear <first name>,

We are undertaking a needs assessment of the _________ County 4-H Program. In order to effectively assess the needs of our program in _________ County, we need the combined input of many people, including 4-H members, their parents, volunteers, 4-H leadership, as well as community members who may or may not be involved in the program.

The question about which we are seeking information is:

“What are the strengths, weaknesses, opportunities and threats facing the expansion of the Jasper County 4-H Program?”

For the purpose of this needs assessment, we are defining these terms as follows:

Definition of SWOT terms:
• Strengths – an advantage, resource or benefit
• Weaknesses – a detriment, obstacle or stumbling block
• Opportunities – an untapped resource
• Threats – a looming or expected problem or weakness

Please carefully consider this question and write your responses in the appropriate box. When you have completed your SWOT analysis, please return it to me by date or bring it with you to our meeting on date, which will be held at location, beginning at time.

I appreciate your input and look forward to receiving your response. Please feel free to contact me at your convenience if you have questions.

Sincerely,

<name>
Extension Agent, 4-H Youth Development
**SWOT Profile Worksheet**

**SWOT Profile**

**Question:** 
*What are the Strengths, Weaknesses, Opportunities and Threats facing expanding the Jasper County 4-H Volunteer Program?*

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Threats</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**SWOT Profile Summary**

**Question:** *What are the Strengths, Weaknesses, Opportunities and Threats facing expanding the Jasper County 4-H Volunteer Program?*

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dedicated volunteers (7)</td>
<td>Burned out, over-worked volunteers (5)</td>
</tr>
<tr>
<td>Dedicated Extension agent (6)</td>
<td>Too few resources for volunteer use (3)</td>
</tr>
<tr>
<td>Adequate budget (3)</td>
<td>Small budget (3)</td>
</tr>
<tr>
<td>Community Civic Organizations (2)</td>
<td>Small Community (2)</td>
</tr>
<tr>
<td>Close-knit community (2)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Threats</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interested parents (4)</td>
<td>Apathetic parents (5)</td>
</tr>
<tr>
<td>New programs and projects (3)</td>
<td>Over-worked Extension agent (3)</td>
</tr>
<tr>
<td>New 4-H members enrolling (3)</td>
<td></td>
</tr>
<tr>
<td>Volunteer development opportunities (2)</td>
<td></td>
</tr>
<tr>
<td>School resource center (2)</td>
<td></td>
</tr>
</tbody>
</table>

Profile Worksheet Summary.
**County Action Plan**

The County Action Plan, consisting of objectives, goals and action steps, is used to address the findings of the SWOT Profile. Terms used in the County Action Plan are defined as follows:

- **Objectives** – broad, encompassing aims, purposes and strategies
- **Goals** – specific, measurable activities to be achieved
- **Action Steps** – strategies to accomplish the goals

It is important to write objectives, goals and action steps that will maximize the effectiveness of the County Action Plan. In order to maximize the effectiveness of the Action Plan, all statements should be written in a “SMART” format. “SMART” is an acronym for:

- **S**pecific
- **M**easurable
- **A**ction-oriented
- **R**ealistic
- **T**ime-sensitive

Examples of “SMART” statements include:

- **Plan a series of fund-raising activities, including poinsettia sales, a concession stand at the Fall Festival and aluminum recycling, which will net at least $5,000 by November 15 that can be used for scholarships for the Kentucky Volunteer Forum.**
- **Recruit leaders for 5 new project clubs, including robotics, ATV, clover buds, horseless horse and consumer clothing, by September 1, by making presentations to Rotary, PTO, Chamber of Commerce, Extension Homemakers and the County Saddle Club.**
Goal A: ________________________________________________________________

Objective #1: ______________________________________________________
  Action Step #1: ____________________________________________________
  Action Step #2: ____________________________________________________
  Action Step #3: ____________________________________________________

Objective #2: ______________________________________________________
  Action Step #1: ____________________________________________________
  Action Step #2: ____________________________________________________
  Action Step #3: ____________________________________________________

Objective #3: ______________________________________________________
  Action Step #1: ____________________________________________________
  Action Step #2: ____________________________________________________
  Action Step #3: ____________________________________________________

Objective #4: ______________________________________________________
  Action Step #1: ____________________________________________________
  Action Step #2: ____________________________________________________
  Action Step #3: ____________________________________________________

Note: Goals must be SMART!
(Specific, Measurable, Action-oriented, Realistic and Time sensitive.)

Poor goal: Increase Council membership next year.
Good goal: Add 5 members to the Council by October, 2013 meeting.
Great goal: Add 5 Council members by October, 2013 meeting, none of whom are 4-H Club Leaders and who live in under-represented areas of the county.
Goal A: Recruit leaders for 5 new project clubs, including robotics, ATV, clover buds, horseless horse and consumer clothing, by September 1, by making presentations to Rotary, PTO, Chamber of Commerce, Extension Homemakers and the County Saddle Club.

Objective #1: Develop volunteer position descriptions for robotics, ATV, clover buds, horseless horse and consumer clothing by July 1.

Action Step #1: Go to the GEMS Toolbox on the Agent Resource website, and download existing volunteer position descriptions. (http://www.ca.uky.edu/agcollege/4h/oldsite/VolPosDescription/index.htm) by June 15.

Action Step #2: Adapt existing volunteer position descriptions from the GEMS Toolbox for use in Jasper County 4-H by June 20.

Action Step #3: Have the new volunteer position descriptions for robotics, ATV, clover buds, horseless horse and consumer clothing reviewed by the volunteer recruitment committee of the 4-H Council by June 25.

Objective #2: Contact representatives from Rotary, PTO, Chamber of Commerce, Extension Homemakers and the Jasper County Saddle Club by July 1 to schedule a presentation at their next meeting.

Action Step #1: Ask the volunteer recruitment committee to identify contacts with each group and provide contact information.

Action Step #2: Schedule presentations with each group by July 1.

Objective #3: Identify a person from the 4-H Council, who has contact with each group, to accompany the agent to make a presentation by June 15.

Action Step #1: Develop an outline to follow when making a presentation, by June 20.

Objective #4: Develop Volunteer Recruitment Packets to be used for each position, by July 1.

Action Step #1: Volunteer Recruitment Packets should include: Volunteer Position Description, Volunteer Application, 4-H Newsletter, Staff Directory, Project Manuals, Volunteer Resource List, Club Meeting Schedule, Agent Business Cards, Club Meeting Reports and 4-H Brochures. Packets should be completed by July 1 and will be duplicated by the 4-H Support Staff.
**Expansion & Review Committee**

The Expansion & Review Committee (ERC) is mandated by federal guidelines. It is composed of a cross-section of people in the county, including both youth and adults, and include those who are involved in Extension programs (4-H, FCS, Agriculture, Horticulture, CEC, etc.) as well as those who are not. People to include would be members of every Extension Council and board in your county, representatives from schools and home-school groups, clergy, law-enforcement, social services, Big Brothers - Big Sisters, United Way, Farm Service Agency, etc.

Federal guidelines stipulate that the Expansion & Review committee meets annually. It is most helpful for the committee to meet at the conclusion of the Program year.

The Expansion & Review Committee (ERC) is designed to review the current 4-H program as well as the needs of the community and 4-H members and volunteers. Additionally, the ERC should determine which projects, programs and activities have either "run their course" or "outlived their usefulness" and should therefore be dropped from the program. Finally, the ERC should also determine what new projects, programs and activities should be added to the 4-H program and curriculum, in order to meet the needs of an evolving county, clientele and society.

**Preparing for an Expansion & Review Committee (ERC) meeting**

- Identify the people who should serve on the ERC. Between 25 and 40 people should be invited, including a significant number of youth and multiple people from each group and demographic.
- Select an appropriate meeting location.
- Recruit a committee to plan refreshments.
- Develop an agenda.
- Assemble supporting materials.
  - ES-237 figures for enrollment, volunteer involvement, projects and participation in activities for each year for the past 3 to 5 years.
  - County statistics including population changes, school enrollments, home-school enrollments, crime rates, truancy, etc.
- Go in with an open mind. This is an opportunity for everyone to "re-envision" the county 4-H program. If a county program looks much like it did 5 years ago, it probably is not changing and updating quickly enough!
- Ask thought-provoking questions...
  - Who is the 4-H program not serving that should be served?
  - Who (what group) is not as involved as it should be?
  - Who is under-represented on the 4-H Council?
  - What projects, programs or activities should be discontinued?
  - What new projects, programs or activities should be added?
  - How can we involve and recruit more 4-H members?
  - How can we involve and recruit more 4-H volunteers?
  - How can we retain more teens in 4-H?
Supplies needed:
Flip chart paper, markers, everyone will need a pen and paper and a copy of your supporting materials.

Room Arrangement:
A hollow square or an open "U" works well.

One final thought...
DO NOT allow yourself to get dumped on! If the group comes up with some really good ideas, GREAT! Everyone who participates in the process should be asked to help work on this new project or activity!
4.5.2 Volunteer Position Description Development

Volunteer position descriptions will be developed (or adapted) by Extension agents and specialists, in coordination with Extension volunteers. A carefully designed position description initiates the professional track for Extension volunteers, and is the key to an effective matching of volunteer skills and program needs. A well-crafted volunteer position description is the cornerstone for the supervision and evaluation processes that are an essential element in Extension program management.

Position descriptions must include the following components:

1) Position and title
2) Description of duties, including confidentiality requirements
3) Time and length of obligation required
4) Skills necessary to include any professional documentation, certification, or licensing, where applicable
5) Education required, including how education will be provided by the program accepting the voluntary services
6) Special requirements to include use of vehicles, and physical demands such as being able to move equipment etc.
7) When a vehicle is required, a statement clarifying its use and restriction is included
8) Process used for supervisory feedback and evaluation
9) Supervisor

Best practice requires that a signature and date block be included on the position description. The volunteer and the Extension professional will review the position description; both will sign and date. Any mutually agreed upon adjustment to the position description can be noted and initialed before signature. For position description templates, please see resources at the end of this chapter.

Review:
- Are up-to-date volunteer position descriptions available?
- Are the volunteer position descriptions complete?
- Do these positions require volunteers to perform duties that render them unusually susceptible to injury or to cause injury to others?
- Will volunteers hold policy-making positions?
- Will volunteers perform work contained in a Plan of Work?
- Will volunteers be asked to perform the duties of paid staff?
- Will the volunteer program positions support and enhance diversity of the volunteer corps?

For a complete collection of Volunteer Position Descriptions, go to: [http://manual.ca.uky.edu/volunteer_position_descriptions](http://manual.ca.uky.edu/volunteer_position_descriptions) or to the GEMS Toolbox, located in the Agent Resource Guide, and open the “Generate” drawer.
VOLUNTEER POSITION DESCRIPTION

POSITION TITLE:

TIME REQUIRED / DURATION OF APPOINTMENT:

LOCATION:

GENERAL PURPOSE:

SPECIFIC RESPONSIBILITIES:
QUALIFICATIONS:

BENEFITS:

SALARY:

MENTOR/SUPERVISING PROFESSIONAL:
Staff member who is responsible and accountable for this position.

Name of mentor/supervisor
Title
Address
Phone
Fax
e-mail

I have read, understand and agree to abide by the duties and responsibilities of this volunteer position and further agree to accept guidance and direction from the supervisor. I also understand that failure to fulfill the purpose and responsibilities of the volunteer position and to accept guidance and direction from the supervisor could result in suspension of my position. I also understand that this volunteer position is renewable annually; I will notify the supervising professional if I am no longer interested in serving.

______________________________________________________________________
Signature of Volunteer     Date

______________________________________________________________________
Signature of Extension Professional    Date

Developed by Ken Culp, III, Ph.D., University of Kentucky Cooperative Extension Service, 4-H Youth Development
VOLUNTEER POSITION DESCRIPTION

Title of the position
Name of the program
Name of the organization

POSITION TITLE:
(Identify the actual position title. Remember that “volunteer” is a salary classification and not a position title!)

TIME REQUIRED / DURATION OF APPOINTMENT:
(Estimate the total time required for preparation, meetings, orientation, education and actual volunteering efforts. Both the amount of time required per day, week or month and the duration or length of commitment should be included. i.e. “Approximately 4 hours per week from March through August.”)

LOCATION:
(Identify the location(s) where volunteering will occur. Include training sites, meeting locations, work out of home, office or as arranged, etc.)

GENERAL PURPOSE:
(Often listed in a single paragraph, outline the overall purpose of this volunteer position. This includes a general statement of what a volunteer in this position should accomplish.)

SPECIFIC RESPONSIBILITIES:
(Generally listed as bullets, this included an inventory of all of the duties which a volunteer in this position will be expected to perform. For example: Recruit members, schedule 12 monthly meetings, distribute enrollment cards, return completed enrollment cards to the office by April 1, conduct an annual Community Service Project, communicate deadlines and opportunities, and so forth.)

Educational programs of the Kentucky Cooperative Extension Service serve all people regardless of race, color, age, sex, religion, disability or national origin.
QUALIFICATIONS:
(Listed in bullets, qualifications identify the specific skills, talents, interests and abilities which are necessary for a volunteer in this position to be successful. These could include level of education, an interest in a specific subject matter area, a desire to work with specific clientele, organizational skills, flexibility, computer skills, access to transportation, access to a telephone and so forth.)

The following statement must be included:

+ Must undergo the volunteer application and screening process and be accepted as a volunteer.

BENEFITS:
(List all of the benefits provided. These could include educational resources and curriculum, including leader’s guides, educational or training opportunities at the county, area, state and regional levels, access to computers or copiers, and so forth.)

SALARY:
Unsalaried; volunteer. This position does not imply employment with the University of Kentucky.

MENTOR/SUPERVISING PROFESSIONAL:
Staff member who is responsible and accountable for this position. Include:

Name:
Title:
Address:
Phone:
Fax:
e-mail:

I have read, understand and agree to abide by the duties and responsibilities of this volunteer position and further agree to accept guidance and direction from the supervisor. I also understand that failure to fulfill the purpose and responsibilities of the volunteer position and to accept guidance and direction from the supervisor could result in suspension of my position. I also understand that this volunteer position is renewable annually; I will notify the supervising professional if I am no longer interested in serving.

____________________________________________________________________
Signature of Volunteer     Date

____________________________________________________________________
Signature of Extension Professional    Date

developed by Ken Culp, III, Ph.D., University of Kentucky Cooperative Extension Service, 4-H Youth Development
4-H COMMUNITY CLUB
ORGANIZATIONAL LEADER

VOLUNTEER POSITION DESCRIPTION
Kentucky 4-H Youth Development Program
Kentucky Cooperative Extension Service
The University of Kentucky College of Agriculture

POSITION TITLE:
4-H Community Club Organizational Leader

TIME REQUIRED:
One club meeting per month (August through July)
Two hours per club meeting and three hours club supervision/organization monthly

LOCATION:
Cooperative Extension Office or other location determined for meeting

GENERAL PURPOSE:
The 4-H Community Club Organizational Leader serves as a liaison between the County Extension office, local 4-H professional and 4-H members, their parents and other volunteers regarding 4-H club programs. Volunteer leaders support 4-H professionals, volunteers and members in conducting meaningful educational experiences to help youth grow and reach their fullest potential. Volunteer leaders inform and encourage members, parents and other volunteers to actively participate in appropriate 4-H opportunities.

SPECIFIC RESPONSIBILITIES:
- Be committed to teaching and developing young people and their growth in all areas
- Be dedicated to young people and sensitive to their abilities and needs
- Prepare and conduct, meetings and activities with input from agent and utilizing the Kentucky 4-H approved curriculum
- Attend all or make arrangements for the club meetings and activities
- Advise 4-H club members regarding their contributions to and participation in 4-H activities at the local and state levels
- Encourage 4-H members' and parents' interest and participation
- Welcome parents' ideas, activity and project assistance, cooperation, support, attendance and participation at 4-H meetings, events and activities; recruit club leaders
- Follow all 4-H guidelines and policies of the University of Kentucky CES, the Kentucky 4-H program and the county 4-H program
- Recruit and enroll new members
• Read 4-H newsletters and literature from the county Extension office and keep members, parents and other volunteers informed; report club news and activities to 4-H professionals
• Participate in one or more volunteer development opportunities each year
• Be aware of 4-H projects available, help members select projects and encourage parents to support their child’s project work
• Teach or direct members and their parents to project resources
• Inform members and parents of project evaluation requirements and dates
• Continually provide feedback to members, praise members for the progress they make

QUALIFICATIONS:
• Must complete the Kentucky 4-H Volunteer Application processes and be accepted as a volunteer by the Client Protection Committee
• Provide own transportation to meetings and activities
• Self-starter; be able to work with minimal supervision from professional staff
• Ability to communicate in both written and orally
• A sincere interest in working with extension staff, volunteers, parents and youth
• Organizational skills; ability to organize information and materials in a timely manner
• Ability to organize events, information and delegate responsibility
• Ability to work effectively with people
• Ability to identify, target, recruit, orient, motivate and educate volunteers

BENEFITS:
• The opportunity to work with youth and provide positive support and growth experiences
• To develop lifelong friendships with youth, parents and other volunteers
• To develop communication and leadership skills
• To learn organizational and time management skills
• Skills gained to expand career growth and potential
• Provide educational training opportunities that will help the volunteer meet the needs of members, advisors and parents; scholarship to state leadership forum
• Provide appropriate manuals, pamphlets, audio-visual aids, newsletters and other resource materials
• Have professionals available to consult with leaders on a one to one basis
• Provide appropriate recognition and awards to leaders

SALARY:
Unsalaried; volunteer. This position does not imply employment with the University of Kentucky.

MENTOR/SUPERVISING PROFESSIONAL:
Name:
Title:
Address:
I have read, understand and agree to abide by the duties and responsibilities of this volunteer position and further agree to accept guidance and direction from the supervisor. I also understand that failure to fulfill the purpose and responsibilities of the volunteer position and to accept guidance and direction from the supervisor could result in suspension of my position. I also understand that this volunteer position is renewable annually; I will notify the supervising professional if I am no longer interested in serving.

_______________________________________________________________________
Signature of Volunteer       Date
_______________________________________________________________________
Signature of Extension Professional     Date
VOLUNTEER POSITION DESCRIPTION
Kentucky 4-H Youth Development Program
Kentucky Cooperative Extension Service
The University of Kentucky College of Agriculture

POSITION TITLE:
4-H Project Club Leader

TIME REQUIRED:
Monthly meetings from September through May of each year
Additional meetings for field trips, clinics and other activities as deemed necessary
Two and a half hours per meeting (1 ½ hour meeting, 1 hour planning)

LOCATION:
(Name) County Cooperative Extension or location determined for meeting

GENERAL PURPOSE:
The 4-H Project Club Leader serves as a liaison between the (Name) County Extension office, local 4-H professional and 4-H members, their parents and other volunteers regarding 4-H club programs. Volunteer leaders support 4-H professionals, volunteers and members in conducting meaningful educational experiences to help youth grow and reach their fullest potential. Volunteer leaders inform and encourage members, parents and other volunteers to actively participate in appropriate 4-H opportunities.

SPECIFIC RESPONSIBILITIES:
• Be committed to teaching and developing young people and their growth in all areas
• Be dedicated to young people and sensitive to their abilities and needs
• Prepare and conduct, meetings and activities with input from agent and utilizing the Kentucky 4-H approved 4-H project curriculum
• Attend all or make arrangements for the club meetings and activities
• Advise 4-H club members regarding their contributions to and participation in activities at the local and state levels
• Encourage 4-H members’ and parents’ interest and participation
• Welcome parents’ ideas, activity and project assistance, cooperation, support and attendance at 4-H activities.
• Follow all 4-H guidelines and policies of the University of Kentucky CES, the Kentucky 4-H program and the county 4-H program
• Recruit new members
Continually provide feedback to members, praise members for the progress they make. 
Participate in one or more volunteer development opportunities each year. 
Read 4-H newsletters and literature from the county Extension office and keep members, parents and other volunteers informed. 
Be aware of 4-H projects available, help members select projects and encourage parents to support their child’s project work. 
Teach or direct members and their parents to project resources. 
Inform members and parents of project evaluation requirements and dates.

QUALIFICATIONS:
Must complete the Kentucky 4-H Volunteer Application processes and be accepted as a volunteer by the Client Protection Committee.
Provide own transportation to meetings and activities.
Self-starter; be able to work with minimal supervision from professional staff.
Interpersonal communication skills.
A sincere interest in working with extension staff, volunteers, parents and youth.
Organizational skills; ability to organize information and materials in a timely manner.
Ability to organize events, information and delegate responsibility.
Ability to work effectively with people.
Ability to identify, target, recruit, orient, motivate and educate volunteers.

BENEFITS:
The opportunity to work with youth and provide positive support and growth experiences.
To develop lifelong friendships with youth, parents and other volunteers.
To develop communication and leadership skills.
To learn organizational and time management skills.
Skills gained to expand career growth and potential.
Provide educational training opportunities that will help the volunteer meet the needs of members, advisors and parents; scholarship to state leadership forum.
Provide appropriate manuals, pamphlets, audio-visual aids, newsletters and other resource materials.
Have professionals available to consult with leaders on a one to one basis.
Provide appropriate recognition and awards to leaders.

SALARY:
Unsalaried; volunteer. This position does not imply employment with the University of Kentucky.

MENTOR/SUPERVISING PROFESSIONAL:
Name:
Title:
Address:
City, State, Zip:
I have read, understand and agree to abide by the duties and responsibilities of this volunteer position and further agree to accept guidance and direction from the supervisor. I also understand that failure to fulfill the purpose and responsibilities of the volunteer position and to accept guidance and direction from the supervisor could result in suspension of my position. I also understand that this volunteer position is renewable annually; I will notify the supervising professional if I am no longer interested in serving.

_____________________________________________________________________
Signature of Volunteer       Date
_____________________________________________________________________
Signature of Extension Professional     Date
4-H ADULT CAMP COUNSELOR

VOLUNTEER POSITION DESCRIPTION:
Kentucky 4-H Youth Development Program
Kentucky Cooperative Extension
The University of Kentucky College of Agriculture

POSITION TITLE:
4-H Adult Camp Counselor

TIME REQUIRED / DURATION OF APPOINTMENT
• Read Adult Orientation Materials, attend Training on date
• Attend Camper Orientation, June 5th
• Four Days and Evenings of Camp (Friday-Monday, 24 hours a day), June 20th-23rd

LOCATION:
• Training and Camper Orientation held at the \( \text{(Name)} \) County Extension Office
• Camp at North Central 4-H Camp near Carlisle, KY in Nicholas County

GENERAL PURPOSE:
• Help supervise 12-16 youth, ages 9-13, in a camping setting
• Support 4-H professionals, volunteers and members in conducting meaningful educational experiences to help youth develop social and life skills.

SPECIFIC RESPONSIBILITIES:
• Be committed to young people and their development in all areas
• Involve campers in all scheduled activities while at camp, and assure that campers are on time for programs
• Supervise group living environment (i.e. housekeeping, personal hygiene, social skills, responsibility, sharing, following rules)
• Participation in camping activities and encourage all campers to join
• Counsel homesick campers
• Follow all guidelines and policies of the University of Kentucky 4-H program
• Recruit campers
• Actively participate in the program planning and implementation for the week
• Encourage campers to try new activities
QUALIFICATIONS:
- Must complete the Kentucky 4-H volunteer application and screening process and be accepted by the Client Protection Committee.
- Must provide own transportation to meetings and activities.
- Self-starter; be able to work with minimal supervision from professional staff.
- Effective communication skills.
- A sincere interest in working with extension staff, volunteers, parents, and youth.
- Organizational skills; ability to organize information and materials in a timely manner.
- Must be 18 years old or older
- Complete 4-H Camp Health form
- A willingness to become familiar with and work with the philosophy and guidelines of the University of Kentucky CES, Kentucky 4-H program and county 4-H program

BENEFITS:
- The opportunity to work with youth and/or adults providing support and growth experiences
- Receive intrinsic rewards at volunteer recognition events
- Volunteer development opportunity
- Opportunity to share your skills, talents and interests
- Orientation provided by Extension staff
- Research shows that volunteering promotes improved health
- The opportunity to make a difference in the life of the child.

SALARY:
Unsalaried; volunteer. This position does not imply employment with the University of Kentucky.

MENTOR/SUPERVISING PROFESSIONAL:
Name:
Title:
Address:
City, State, Zip:
Phone:
Fax:
Email:

I have read, understand and agree to abide by the duties and responsibilities of this volunteer position and further agree to accept guidance and direction from the supervisor. I also understand that failure to fulfill the purpose and responsibilities of the volunteer position and to accept guidance and direction from the supervisor could result in suspension of my position. I also understand that this volunteer position is renewable annually; I will notify the supervising professional if I am no longer interested in serving.

Signature of Volunteer                      Date
POSITION TITLE:
4-H Expansion and Review Committee Member
Kentucky Cooperative Extension
The University of Kentucky College of Agriculture

TIME REQUIRED:
Meet twice each year for 90 minutes

LOCATION:
County Cooperative Extension Office

GENERAL PURPOSE:
To promote 4-H involvement for all youth in (Name) County focusing on targeted areas/audiences for a specific time to get programs initiated and to determine 4-H program needs and direction. The focus will be the need to strengthen the 4-H program by serving those youth who have not been previously served. The committee will identify shortcomings in the existing program and recommend plans to reach new audiences and volunteers.

SPECIFIC RESPONSIBILITIES:
• Insure a balanced 4-H program to provide equal access and opportunity for participation of all youth without discrimination
• Analyze the needs of and interests of all youth in (Name) County
• Assist in planning, evaluating, and recommending 4-H educational experience, methods, and programs that meet the needs of local youth
• Analyze and study the potential youth population and the current enrollment in 4-H programs on a non-discriminatory basis
• Assist in developing objectives and goals of the 4-H program to meet the needs, interests, and concerns of (Name) County youth
• Assist in designating methods to market and promote 4-H programs to youth, with particular interest in expanding the program to new audiences
• Make recommendations on program, policy, and procedures to (Name) Extension Council and 4-H Council
• Assist in assuring compliance with Affirmative Action requirements
• Keep accurate minutes for use by members and maintain file copies at the Extension office and the office of the District Director
QUALIFICATIONS:
• Must complete the Kentucky 4-H Volunteer application and screening process and be accepted by the Client Protection Committee
• Must provide own transportation to meetings and activities
• Possess a sincere interest in working with extension staff, volunteers, parents and youth
• Must know demographics of (Name) County

SUPPORT PROVIDED:
• Clerical support for committee reports generated
• Meals for committee members during meetings held during meal time
• Reminders of meetings via email, letter or phone
• Recognition of members during annual 4-H Recognition Banquet

BENEFITS:
• The opportunity to work with adults to provide support and growth experience to the 4-H program
• Opportunities to share your skills, talents and interests
• Opportunity to make a difference in the life of a child
• Gain respect for community needs and civic responsibilities

SALARY:
Unsalaried; volunteer. This position does not imply employment with the University of Kentucky.

MENTOR/SUPERVISING PROFESSIONAL:
Name:
Title:
Address:
City, State, Zip:
Phone:
Fax:
Email:

_I have read, understand and agree to abide by the duties and responsibilities of this volunteer position and further agree to accept guidance and direction from the supervisor. I also understand that failure to fulfill the purpose and responsibilities of the volunteer position and to accept guidance and direction from the supervisor could result in suspension of my position. I also understand that this volunteer position is renewable annually; I will notify the supervising professional if I am no longer interested in serving._

_____________________________________________________________________
Signature of Volunteer       Date
_____________________________________________________________________
Signature of Extension Professional     Date
4.5.3. Identify Potential Volunteers and Volunteer Opportunities

There are several methods to use when identifying potential volunteers and volunteer opportunities.

- Utilize the Community Needs Assessment (SWOT Analysis) conducted by Extension. The needs assessment identifies the concerns of the community. Some of these needs may be met by developing new or expanded Extension programs and service. Volunteers could provide new or expanded services.

- Engage volunteers as a resource for identifying ways to enhance and expand services to audiences and individuals who might not otherwise be served. Volunteers are usually active members of the community and can help identify projects or services to meet a community need.

- Utilize Extension management volunteers as a resource. One technique is to ask management volunteers to identify parts of their job they do not particularly like or perhaps feel they do not do well. Finding volunteers to assist with these tasks promotes positive team work. Ask management volunteers what services they would like to provide if they had the time. They can establish a “Volunteer Recruitment & Identification Spreadsheet” that may produce many volunteer projects or jobs.

- Network with volunteer administrators in other organizations. Learn how they select and engage volunteers. Determine how you can integrate their practices for generating volunteers into your own organization.

- In addition to volunteer positions in specific program support of Extension services, identify appropriate administrative positions for volunteer programs.
  - Management Volunteer
  - Camp Dean of Men or Women

Review and analyze:

- After identifying a variety of resources and opportunities, review and analyze them to determine their appropriateness for your county. Volunteer opportunities should benefit both the Extension program and the volunteer.

- When developing volunteer positions it is important to ensure they are not in conflict with the youth/client protection risk management strategies and 4-H certification (livestock, horse, and shooting sports) standards governing voluntary service.

- Utilize the demographic of your community/volunteer pool; age, skills, married/single, working spouses, etc., when analyzing what opportunities may be appropriate for your volunteer program. Data on current demographic information for Kentucky counties can be obtained at [http://quickfacts.census.gov/qfd/states/21000.html](http://quickfacts.census.gov/qfd/states/21000.html).

Review:

- Be knowledgeable about the demographics of your county programs
- Consult with management volunteers, certified volunteers, and state volunteer specialist(s).
- Have potential volunteers been identified by Extension volunteers or staff?
- Have volunteer opportunities been identified by Extension volunteers or staff?
- Are up-to-date volunteer position descriptions complete and accurate?
☐ Do these positions require volunteers to perform duties that render them unusually susceptible to injury or to cause injury to others?
☐ Will volunteers hold policy making positions?
☐ Will volunteers perform work contained in the Plan of Work?
☐ Will volunteers perform duties similar to those performed by paid staff?
☐ Will the volunteer program positions support and enhance diversity?
☐ Have positions requiring licensing, credentialing or special education, training or certification been identified?
☐ Have potential volunteers for positions requiring certification or special training been identified?
☐ Do the volunteer opportunities benefit the Extension program?
☐ Do the volunteer opportunities benefit the volunteer?
☐ Do the volunteer opportunities offer personal growth?
☐ Do the identified potential volunteers have necessary licenses, credentials and qualifications?
<table>
<thead>
<tr>
<th>Date Contacted</th>
<th>Contacted Date</th>
<th>Followed up Date</th>
<th>Best Way to Contact</th>
<th>Most Effective Recruitment Method for this Target Group or Individual Identified</th>
<th>Individual Identified being Targeted Group</th>
<th>Rank Importance of Position</th>
<th>Volunteer Identification and Recruitment Spreadsheet</th>
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</table>
4.5.4 Recruiting Volunteers

Volunteer recruitment is a vital process that requires careful planning. The Extension volunteer recruitment plan should be coordinated with the Extension marketing plan. The plan should consider community demographics and be evenly balanced to consider all populations. A recruitment plan can be formulated on the number of total volunteers needed for the Extension program or it can consider special programs that occur at certain times of the year to enlist episodic volunteers. When developing the plan, also consider the competition that exists for volunteers – family time, salaried jobs, and recreational opportunities.

Recruitment is a year-round, continuous process; but most organizations plan short-term recruitment efforts during the course of a program year. For example, one successful organization conducts special recruitment activities three times each year: October, following the summer vacation; January following the holiday season; and one in May to meet volunteer needs for the summer months which can include the teen population. A specific recruitment campaign can span one month or a longer period of time.

Extension Professionals seeking to recruit multi-generational volunteers face several challenges, including understanding human development across the life span, recruiting different age groups for volunteer roles, and developing volunteer roles for people with different developmental needs. Engaging an age-diverse volunteer pool will benefit the organization, its clientele and volunteers. Extension professionals should consider creating specific roles for multi-generational volunteers (Culp, 2009).

Baby boomers are different from other generations of volunteers. Boomers have a different view of both retirement and volunteering than previous generations. Recasting retirement as a means of developing a new perspective on aging and civic engagement; providing unique experiences and an opportunity to volunteer with family and friends: scheduling volunteer activity to fit a busy lifestyle; developing marketing strategies that target boomers; creating boomer-friendly volunteer incentives; and offering episodic volunteer roles will all contribute to a larger volunteer boomer corps in Extension programs (Culp, 2009)

Types of Volunteer Recruitment

There are several different types of volunteer recruitment. While some are more effective than others when implemented with specific groups, others are largely ineffective and should be avoided. Each recruitment type will be identified and briefly discussed.

“Warm Body” recruitment is most effectively employed when large numbers of volunteers are needed for short-term, simple tasks. These short-term, simple tasks require no special skills or the needed skills can be learned quickly.

Targeted recruitment focuses on those groups or individuals with the specific knowledge, skills, interests and commitment required for the position. The requirements of the position, task or role, targets specific individuals or groups. These positions are not suited for everyone, making targeted recruitment the method of choice.

Concentric circle recruitment is designed to keep a continuous roster of volunteers available to the volunteer administrator. This method recruits volunteers
from those people who are already connected to the program and Extension and often involves face-to-face contact.

Ambient recruitment is utilized within a “culture of involvement.” Three steps are required to create an ambient recruitment campaign, including: creating an official philosophy concerning volunteerism, promoting early emphasis, encouragement, or indoctrination about the importance of volunteering in the community, and providing logistical support to the volunteer.

In order to determine the most effective and appropriate volunteer recruitment method, the volunteer administrator/agent should consider the following questions:

• What tasks specifically need to be done?
• Who would want to perform these tasks without being paid?
• Where would you locate the people to perform these tasks?
• How can they be reached most effectively?
• What will motivate them to volunteer?
• What will you say to them to stimulate their interest in the volunteer role?
• Who can best succeed at recruiting these identified, potential volunteers?

Reference: Recruiting and supporting Latino volunteers. Available at: http://oregon.4h.oregonstate.edu/oregonoutreach/volunteer_dev/recruiting_1.html

Volunteer Recruitment Packets

A Volunteer Recruitment Packet is a tool to be utilized by Extension professionals, office staff and volunteer leaders. The recruitment packet includes major components that introduce Extension to potential volunteers. Packets can be developed based upon the needs of the program and volunteers. Recruitment packets have been distributed and used in a variety of ways that extend recruitment and marketing efforts to volunteers who are engaged and supervised by the agent.

Extension agents must become proficient at volunteer recruitment. To more effectively recruit diverse volunteer audiences, a series of volunteer recruitment packets have been developed. These volunteer recruitment packets may be utilized for marketing volunteer opportunities as well as recruitment tools.

The volunteer packet includes major components that introduce 4-H to prospective volunteers. Volunteer recruitment packets may be used in a variety of ways. Examples include: an informational packet for prospective volunteers; a marketing piece to be used for promotion; or a recruitment tool to provide individuals with specific information and details.

Volunteer packet consists of major components which introduce Extension to potential volunteers. These components include: the agent’s business cards, promotional brochures to outline county and state programs, county newsletters, a staff directory, the Report to the People, a listing of available positions and volunteer position descriptions, a welcome letter, a volunteer application, volunteer behavioral expectation guidelines, and an interest inventory.

The “thank you for your interest” letter establishes that volunteers are important components of Extension programming. This letter explains the application and screening processes and includes a description of packet materials.
Volunteer Recruitment Packet Enclosures

**Left Side of Folder**
- Agent’s Business Card
- County 4-H Brochure
- County Extension Brochure
- State 4-H Brochure
- State Extension Brochure
- County 4-H Newsletter
- County Staff Listing
- Report to the People
- State 4-H Report or Newsletter

**Right Side of Folder**
- Welcome Letter
- Volunteer Position Description (s)
- Volunteer Application Packet
  - Application
  - Motor Vehicle Release
  - Youth Leader Request
- KY CES Volunteer Reference Form
- KY CES Volunteer Reference Form
- Volunteer Behavioral Expectations
- Interview Notes
- Background Check Results
- Sex Offender Registry Results
- Volunteer Position Description
Volunteer Application Packet
The application packet begins the screening and selection process. The application includes general information, volunteer experience, education and certifications, Motor Vehicle Release, Criminal Record Check Request, KY CES Volunteer Reference Form, KY CES Volunteer Reference Form, Volunteer Behavioral Expectations, Interview Notes, Background Check Results, Sex Offender Registry Results, and the Volunteer Position Description. The complete Volunteer Application Packet can be accessed on-line at the Client Protection site at: http://manual.ca.uky.edu/files/client_protection_handbook/chapter_5/Volunteer_Packet.pdf

Volunteer Expectations Form and Volunteer Position Description
The volunteer expectations form and the volunteer position description are signed contractual agreements between the volunteer and Extension. The Behavioral Expectations Form defines behavioral guidelines that all Extension volunteers must adhere to while working under the umbrella of Extension. The Volunteer Position Description outlines the duties, role and function of the position. The primary purpose of these documents is to ensure the safety and well-being of everyone involved, as well as to identify the role, expectations and establish a chain of command. Volunteer expectations and the volunteer position description provide a basis for annual volunteer evaluation. All forms can be found on-line at the Client Protection site at: http://manual.ca.uky.edu/files/client_protection_handbook/chapter_5/Volunteer_Packet.pdf
Kentucky Cooperative Extension Service takes seriously its obligation to provide a safe environment for all persons involved in volunteer activities. This application will gather information necessary to successfully match the applicant with the appropriate position. When questions arise about qualifications, answers given by the application will be verified.

I. GENERAL INFORMATION

Name ____________________________________________  (FIRST)  (MIDDLE)  (LAST)

e-mail ____________________________________________

Phone: Primary ________________________  Mobile __________________________
Other __________________________  Work __________________________

Mailing Address  ____________________________________________
(STREET, BOX, ROUTE, APT #)  (CITY)  (STATE)  (ZIP)

Residential Address (If different from above): ____________________________
(Street, Box, Route, Apt#)  (City)  (State)  (Zip)

How long have you lived at present address? _________years

If less than five years, list your prior addresses and the length of time you lived at each.

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<tr>
<th>STREET, BOX, ROUTE, APT #</th>
<th>CITY</th>
<th>STATE</th>
<th>ZIP</th>
<th>LENGTH OF STAY</th>
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Hispanic Ethnicity:  (check one):  □ Hispanic or Latino  □ Not Hispanic or Latino

Racial Groups (check all that apply):  □ White  □ Black or African American  □ Asian
□ American Indian or Alaskan Native  □ Native Hawaiian or Other Pacific Islander

Gender:  □ Female  □ Male

Occupation: ____________________________  Employer: ____________________________

If you were a 4-Her, indicate County: ____________________________  State: ___________

If you have volunteered with youth (including 4-H), how long did you do this? ________

If yes, list City: ____________________________  County: ____________________________  State: ___________

Extension staff with whom you worked.  Name: ____________________________  Phone: ________

Previous Volunteer Experience (LIST CURRENT OR MOST RECENT EXPERIENCE FIRST)

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<tr>
<th>ORGANIZATION</th>
<th>VOLUNTEER ROLE</th>
<th>YEAR(S)</th>
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<th>ORGANIZATION</th>
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</table>
II. PERSONAL REFERENCES
List two persons not related to you who know about your qualifications and experiences working as a volunteer. If you have previous experience as a volunteer with a youth organization, one reference should be from that youth organization. Please include complete address and phone number.

1) NAME: _________________________ cell phone __________ work phone __________
   Address______________________________________________________________
      (Street) (City) (State) (Zip)
   How do you know this person?___________________________ email __________

2) NAME__________________________ cell phone___________ work phone__________
   Address______________________________________________________________
      (Street) (City) (State) (Zip)
   How do you know this person?___________________________ email __________

I authorize the contact of the references listed above. I understand an Annual Background Check will be conducted. I understand that the misrepresentation or omission of information requested is just cause for non-appointment/termination/disengagement as a volunteer.

III. BACKGROUND CHECK
Name: _________________________________________ Alias/Maiden Name________
Date of Birth: ____________________ Social Security No.: ________-_____-_________
Driver’s License #__________________________ State ____ Expiration Date _______

Please note: A court record will not necessarily prevent an applicant from being a volunteer; the record will be considered as it relates to specifics of the volunteer position for which you are applying.

If accepted as a volunteer, I agree to abide by the standards of the Kentucky Cooperative Extension Service and to fulfill the volunteer responsibilities to the best of my abilities. I understand that the purpose of 4-H Youth Development programs is to develop youth individually and as responsible, productive citizens. I recognize that Extension programs are part of the College of Agriculture, in which USDA, the University of Kentucky, Kentucky State University and all Kentucky counties share. As a volunteer, I am committing to involve individuals regardless of race, color, age, sex, religion, disability or national origin in educational experiences in cooperation with other Extension volunteers and Extension personnel.

☐ I hereby grant University of Kentucky Extension and their agents, the right to use, reproduce, assign and/or distribute still pictures, video, and sound recordings of myself and my children without compensation for use in promotion/advertising, educational publications or website content which they may create.
Applicant’s Signature:_______________________________________
Motor Vehicle Record (MVR) Release & Information Form

Please provide all requested information and return form to UK Risk Management

UK Risk Management
306 Peterson Service Building
Lexington, KY 40506-0005
Phone: (859) 257-3708  Fax: (859) 257-1050

Services provided by:
Sonic e-Learning Inc.
Phone: (877) 867-6642  Fax: (866) 462-6316

Please attach copy of Drivers’ License here.

Department Information:

UK Department: ___________________________  Department Number: ________

Supervisor/Contact: ___________________________  Supv/Contact Phone: ________

Driver Information:

Name: ___________________________  Work Phone: ___________________________

Phone: ___________________________

Exactly as it appears on Drivers’ license

Address: _______________ City: ___________ ST: _____ Zip: _______________

Sex: _______________  Date of Birth: _______________

Driver’s License Number: ___________________________  State: _______________

Years Driving Experience Yrs: _______ Mos: __________ Date of Hire: ___________

In connection with any application made by me, I understand that investigative background inquiries may be made on me concerning matters of motor vehicle information. I understand that you may be requesting information from various Federal, State, and other agencies which maintain records concerning past activities relating to my driving records.

I authorize, without reservation, any party or agency contacted to furnish the above mentioned information and release all parties involved from any liability and/or responsibility for doing so. I hereby consent to the University of Kentucky to obtain such information from Sonic e-Learning Inc. and/or any of their agents. This authorization and consent shall be valid in an original, fax or copy form. I recognize that these inquiries may be made randomly in the future and no further authorization is required by me.

Failure to provide all information requested may result in a delay of UK driving privileges.

Driver’s Signature: X ___________________________  Date: ___________

Risk Management Department Use only.

MVR Req  Rec’d  Filed  Referred
Kentucky Cooperative Extension Service
Volunteer Recommendation Form - Letter

Instructions to Extension personnel: Provide a position description and a self-addressed envelope marked “confidential” with this form.

Instructions: ______________________________ is applying as a volunteer with the Kentucky Cooperative Extension Service. Your name was provided by the applicant as a reference. Please complete this form and return it in the enclosed envelope marked “confidential.” Thank you for taking the time to complete this form.

Position of application: ___________________________________________________

Your Name____________________ Address _________________________________

Phone No. ____________________ e-mail ___________________________________

*******************************************************************************

Mission Statement for Kentucky Cooperative Extension Service:

The Kentucky Cooperative Extension Service serves as a link between the counties of the Commonwealth and the state’s land grant universities to help people improve their lives through an educational process focusing on their issues and needs. We emphasize:

- valuing diversity and capitalizing on its potential to strengthen programs;
- being locally-driven, flexible, and responsive;
- identifying and supporting high priority statewide programming thrusts;
- educating people to solve problems, make decisions, and embrace change;
- applying knowledge and research-based information;
- accomplishing work through collaboration, volunteerism and leadership development;
- fostering an empowered and contributing people;
- developing youth, adults, families, and communities; and
- fostering effective lifelong use of personal and natural resources.

Mission Statement for Kentucky 4-H Youth Development Programs:

4-H Youth Development Education creates opportunities and supportive environments for culturally diverse youth and adults to be capable, competent, and caring citizens.

(Over)
How long have you known the applicant? ____________________________________

What are the applicant’s strengths and weaknesses as applied to this position?

Strengths: ________________________________________________________________
______________________________________________________________________
Weaknesses: _____________________________________________________________
______________________________________________________________________

Please summarize the applicant’s leadership, organizational, and teaching skills.
______________________________________________________________________
______________________________________________________________________

Would you be willing to place a child for whom you are responsible under their supervision?  No _____ Yes _____ Why?
______________________________________________________________________
______________________________________________________________________

Why do you consider this applicant a positive role model for youth?
______________________________________________________________________
______________________________________________________________________

How would you rate the applicant on the following characteristics?

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
<th>Outstanding</th>
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<tbody>
<tr>
<td>Emotional maturity</td>
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<td>Leadership</td>
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<tr>
<td>Enthusiasm and energy</td>
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<td>Self-confidence</td>
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<tr>
<td>Sense of humor</td>
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<td>Handling emergencies</td>
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<tr>
<td>Understanding of children</td>
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<td>Communication skills</td>
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<td>Dependability</td>
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<td>Patience</td>
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<tr>
<td>Ability to work with children</td>
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Would you select this person for this position? No___ Yes ___  Why?  Why Not?
______________________________________________________________________
Kentucky CES Expectations for Volunteers

Trust is placed in the Kentucky Cooperative Extension Service to provide quality leadership and care for individuals participating in CES programs. The opportunity to work with youth is a privileged position of trust that should be held only by those who are willing to demonstrate behaviors that fulfill this trust. These expectations for volunteers guide their involvement in Kentucky Extension activities.

The purpose of these expectations for volunteers is to ensure the safety and well-being of all participants (i.e., youth, their parents and families, paid and volunteer staff). Kentucky CES volunteers are expected to function within the guidelines of Kentucky CES and Kentucky 4-H.

The following statements relate to the role of a volunteer with Kentucky CES and represent a contractual agreement between a volunteer and Kentucky CES.

- I will represent Kentucky CES to youth and adults by conducting myself with courteous manners and language, exhibiting good sportsmanship, serving as a positive role model, and demonstrating appropriate conflict resolution skills.
- I will abide by all applicable laws and CES rules, policies, and guidelines. This includes, but is not limited to, child abuse, fiscal management procedures and substance abuse.
- I will accept supervision and support from Extension staff or management volunteers.
- I will participate in orientation and ongoing volunteer education and development, including client protection standards.
- I will not consume or allow others to use alcohol or illegal drugs at any CES function.
- I will, when transporting others, operate vehicles and equipment in a safe and reliable manner and only with a valid operator’s license. I will comply with all vehicular regulations and laws. All passengers will be secured by properly operating seat belts. I have the minimum vehicle insurance coverage required by the Commonwealth of KY.
- I will accept the responsibility to promote and support the vision, mission, and values of Kentucky CES and its programs.
- I will conduct myself in a manner that is in the best interest of youth, adults and CES and will not use the volunteer position for purposes of personal gain.
- I will treat animals in a humane manner and teach program participants to provide appropriate animal care and management.
- I will use technology (including social media) in an appropriate manner that reflects the best practices in youth development.
- I will not practice, condone, tolerate or allow bullying, hazing, harassment or malicious pranks.
- I will ensure that educational programs of Kentucky CES shall serve all people regardless of race, color, age, gender, religion, disability or national origin.

I have read, understand, and agree to abide by these expectations for volunteers. I understand that suspension or termination of my position will result if I do not meet these expectations.

___________________________________________   _________________________
Signature of Volunteer Date

___________________________________________    _________________________
Signature of Supervisor or Agent Date
4.5.5 Screening Volunteers

A successful organization understands the necessity to select competent personnel whether their services are paid or volunteer. Competence can be defined as goodness of fit for the specific volunteer role. Every volunteer position requires some degree of competence. Extension programs will be effective to the extent that the staff – both paid and volunteer – is competent and appropriate for their positions.

Some volunteers who indicate interest in participating in Extension may be surprised to learn that conducting interviews, gathering references and running background checks are standard procedure. Background checks for criminal activity, felony conviction, and spouse or child abuse are essential for positions where contact with children or at-risk, special needs audiences are involved. These checks are important for many positions that require entering a person’s home, transporting clients, overnight stays, unrestricted access to youth or at-risk, special needs audiences, and for other positions where physical or emotional risk may be an issue or concern. The Extension program is credible because Extension volunteers are carefully selected to help meet the needs of the Extension service and the people it serves.

The personal interview is an effective means of becoming acquainted with potential volunteers, determining individual interests and developing a positive working relationship between applicants and Extension staff. Volunteers can express personal interests, explain specialized skills and experiences, and describe the time they have available to volunteer. Successful interviewing fosters a feeling of mutual confidence between the interviewer and interviewee. Even if the first volunteer opportunity does not work out, a well conducted personal interview builds capacity for the future.

Familiarity with the general principles of interviewing and practicing specific interviewing techniques is critical for effective use of time and achieving positive results. An interview is not a conversation. There are specific outcomes to be accomplished.

The goals of interviewing include: securing information from the volunteer; providing information to the volunteer and clarifying the role and responsibilities of the position; determining the appropriate placement of the volunteer.

The volunteer administrator performs the tasks involved in the first level of volunteer screening, including: accepting the completed application (the application is included in the “recruitment section”), collecting references, and obtaining a background check. The next level of screening involves the interview. First impressions are often the most vivid and lasting. Often, Extension volunteers begin their relationship with Extension through the interview process. The interviewer has an important responsibility to discover the volunteer’s motivation to serve and determine if pursuing the individual as a volunteer for the position will be profitable for the organization and the volunteer. While a major attraction for volunteers is the personal gratification that can result from self-fulfillment through service activities, the interviewer must place the needs of the organization before a volunteer applicant’s personal needs and desires.

At the discretion of the Extension professional, the prospective volunteer may be interviewed by the Client Protection Committee. The details of the position, the time commitment and the type of work involved should be discussed. The volunteer - staff relationship begins during this interview and is the basis for future evaluation and feedback.

The interviewer should review expectations of the potential position using a current position description and emphasize the importance of the position to the overall
program and organization. At the same time, it is equally important that the potential volunteer be convinced of the necessity to accept supervision by the Extension professional and implement program requirements, impacting the volunteer’s service, particularly the rules, policies and guidelines concerning client safety, privacy of records, client confidentiality and use of motor vehicles.

The selection of Extension volunteers is guided by the objectives and mission statement. Some guidelines that may help the selection process include the following. Personal characteristics and qualities that may be appropriate for persons who want to engage in Extension volunteer service include:

- A basic acceptance of differences in people, including: values, standards, goals, ambitions, and respect for individual integrity.
- Warmth and friendliness in relating to others.
- Respect for the principle of confidentiality.
- Ability to participate democratically in group activities.
- Commitment to the concept of volunteer service.
- Recognition of abilities and resources possessed by others and willingness to accept their contribution to program and personal improvement.
- Readiness to learn, a sense of humor, and flexibility with new ideas.
- The ability to accept supervision and participate in self-evaluation.
- Ability to work within an organizational structure and accept established policies and disciplinary procedures.

Review

*When interviewing volunteers, keep these items in mind:*
- Does this volunteer have the ability to work as part of a team?
- Does the volunteer display a fair-minded attitude?
- Is the volunteer committed to volunteer service?
- What position would provide the volunteer the most satisfaction? Why?
- Does the volunteer possess the decision making abilities, techniques or expertise?
- What schedule limitations impact the volunteer’s ability to serve? What is the volunteer’s time availability?
- What are the volunteer’s interests or hobbies?
- What is the volunteer’s perception of job requirements?
- What skills are related to the position? An ability to learn? Willingness to learn?
- What background and experience, related to the position, does the volunteer possess?
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Volunteer Application Packet (VAP) is given to prospective volunteers.</td>
</tr>
<tr>
<td>2.</td>
<td>Volunteer returns the completed VAP to the Extension Office.</td>
</tr>
<tr>
<td>3.</td>
<td>Volunteer File is created, including the completed VAP, Checklist for Processing new Volunteers, and all supporting materials.</td>
</tr>
<tr>
<td>4.</td>
<td>Submit information to the Kentucky Administrative Office of the Courts for the background check. (<a href="mailto:pretrialrecords@kycourts.net">pretrialrecords@kycourts.net</a>) The background check form is available at the following website: <a href="http://www.courts.ky.gov/NR/rdonlyres/B923DED0-249A-448E-86F2-B748EEC8565B/0/PT55.pdf">http://www.courts.ky.gov/NR/rdonlyres/B923DED0-249A-448E-86F2-B748EEC8565B/0/PT55.pdf</a>. (Agent inserts the results into the VAP.)</td>
</tr>
<tr>
<td>5.</td>
<td>Agent checks the Kentucky State Police Sex Offender Registry at: <a href="http://kspsor.state.ky.us/">http://kspsor.state.ky.us/</a> (Agent inserts the results into the VAP.)</td>
</tr>
<tr>
<td>6.</td>
<td>Contact references (and place the results in the volunteer file). References may be checked by any of the following means:</td>
</tr>
<tr>
<td>6.a.</td>
<td>In person</td>
</tr>
<tr>
<td>6.b.</td>
<td>Electronically by e-mail</td>
</tr>
<tr>
<td>6.c.</td>
<td>On-line</td>
</tr>
<tr>
<td>6.d.</td>
<td>By US Mail</td>
</tr>
<tr>
<td>6.e.</td>
<td>On the phone</td>
</tr>
<tr>
<td>7.</td>
<td>When the Volunteer File is complete, the volunteer is interviewed. (At the agent's discretion, interview may be conducted in one of the following ways:)</td>
</tr>
<tr>
<td>7.a.</td>
<td>by the agent</td>
</tr>
<tr>
<td>7.b.</td>
<td>by the chair of the CPC</td>
</tr>
<tr>
<td>7.c.</td>
<td>by the CPC</td>
</tr>
<tr>
<td>8.</td>
<td>Completed file is reviewed by the Agent and CPC chair to be classified as “green,” “yellow” or “red.” The file includes the following:</td>
</tr>
<tr>
<td>8.a.</td>
<td>Processing Checklist</td>
</tr>
<tr>
<td>8.b.</td>
<td>Completed Volunteer Application Packet</td>
</tr>
<tr>
<td>8.b.1)</td>
<td>Volunteer Position Description</td>
</tr>
<tr>
<td>8.b.2)</td>
<td>Results of the Background Check</td>
</tr>
<tr>
<td>8.b.3)</td>
<td>Reference letters</td>
</tr>
<tr>
<td>8.b.4)</td>
<td>Results of the interview (include a copy of the questions and the volunteer's responses)</td>
</tr>
<tr>
<td>8.b.5)</td>
<td>Kentucky Cooperative Extension Service Expectations for Volunteers form.</td>
</tr>
<tr>
<td>9.</td>
<td>“Green” applications are accepted.</td>
</tr>
<tr>
<td>10.</td>
<td>“Yellow” and “red” applications are reviewed by the CPC. A decision is made regarding the suitability and acceptability of the applicant.</td>
</tr>
<tr>
<td>10.a.</td>
<td>Volunteer is accepted.</td>
</tr>
<tr>
<td>10.b.</td>
<td>Volunteer is accepted conditionally or for a probationary period.</td>
</tr>
<tr>
<td>10.c.</td>
<td>Volunteer is rejected.</td>
</tr>
<tr>
<td>11.</td>
<td>The CPC reports to the appropriate Council the names of those volunteers who have been accepted.</td>
</tr>
<tr>
<td>12.</td>
<td>Agent sends a letter of acceptance or rejection to the volunteer.</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>---</td>
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</tr>
<tr>
<td>14.</td>
<td>Volunteer attends any required volunteer certification programs</td>
</tr>
</tbody>
</table>

Note: Volunteer files are highly confidential and are to be kept in a secure, fire-proof, locked filing cabinet with access restricted to the agents and their support staff.

*Note: At the discretion of the Director of Extension (or designee), any individual may be denied the opportunity to serve as a volunteer, resource person or have any contact whatsoever in any Extension program or with any Extension clientele, for any reason, or for no reason.*
Dear <name>,

Thank you for expressing an interest in becoming a volunteer for the Kentucky Cooperative Extension Service. Volunteer contributions of time, talent and resources are critical in fulfilling our mission of helping youth and Extension audiences to become capable, competent, caring, contributing citizens.

In order to protect and support Kentucky 4-H members, parents, volunteers, and salaried staff, Client Protection Standards have been developed to assess an individual’s suitability as a volunteer. These standards are designed to:

a. support and encourage a positive experience for all youth, clientele, parents, volunteers and professionals
b. increase organizational effectiveness in communicating with 4-H members, Extension audiences, parents, volunteers, and Extension professionals
c. improve organizational accountability to University, government, and private organizations and agencies who provide the resources necessary to conduct the Kentucky Extension programs.

The Kentucky Cooperative Extension Service requires each prospective volunteer who works directly with youth, vulnerable or at-risk audiences to:

a. complete the Kentucky Extension Volunteer Application Packet
b. sign and abide by the Kentucky Extension Expectations for Volunteers form
c. sign an appropriate volunteer position description
d. complete the application process, including
   • criminal records (background) check
   • sex offender registry check
   • personal references check
   • interview
   • participate in a Kentucky Extension Volunteer Orientation program, which includes an overview of Client Protection Standards.

Please note that this information may be updated periodically, is handled confidentially, and kept in a secure file accessible only to Extension staff or the Client Protection Committee chair, following the receipt of your application or the discontinuation of your involvement as a Kentucky Cooperative Extension Service Volunteer. We appreciate your cooperation and look forward to working with you.

Sincerely,

<name>
Extension Agent for 4-H Youth Development
Jasper County
1 February 2015

Dear <name>,

We appreciate your interest in serving as a volunteer for the Oldham County 4-H program with the Kentucky Cooperative Extension Service. After completing our screening process, we are unable to place you in the position for which you applied.

Thank you for taking the time to apply and for your interest in our volunteer program.

Sincerely,

<name>
Extension Agent for 4-H Youth Development
Oldham County
Sample “Acceptance” Letter

1 February 2015

Dear <name>,

I am pleased to accept you as a volunteer for the Kentucky Cooperative Extension Service in __________ County. I am sure you will be a true asset to the 4-H program.

As we discussed, you are required to attend orientation on the Kentucky Cooperative Extension Service Client Protection Standards before beginning your duties. A training session is planned for:

Date: 
Time: 
Location: 

If you cannot attend the scheduled workshop, please contact me so we can set up a one-on-one session.

If you accept this position, please return the signed Volunteer Position Description in the self-addressed, stamped envelope that is enclosed. If, for any reason, you now choose to decline this position, please send a letter stating your intentions to me at your earliest convenience.

I am looking forward to working with you.

Sincerely,

<name>
Extension Agent for 4-H Youth Development
Jasper County
University of Kentucky Extension Volunteer
Criminal Record Check Request

The process to obtain the information contained in an IntelliCorp Criminal Record Check is as follows:

Please print the individual’s information clearly and accurately:

Name (last, middle, first): ____________________________________________

Social Security Number: ______________________________________________

Driver’s License Number: ____________________________________________

State Issuing Driver’s License: _______________________________________

Maiden Names(s) or alias: ___________________________________________

Date of Birth: ___________________________________________________________________

Street Address / P.O. Box: ______________________________________________

City, State, Zip: __________________________________________________________

I understand that failure to provide the information requested will prohibit my involvement as a volunteer for the University of Kentucky. I understand that failure to accurately provide the information requested may result in my prosecution under KRS 523.100.

I hereby give permission to the University of Kentucky to obtain a Criminal Record Report on me.

__________________________________________________________
signature of volunteer applicant       date
Interpreting the Results from Background Checks

Interpreting the results from background checks is relatively easy, so long as you keep in mind a few basic rules.

1. Only **convictions** (not charges) are considered.
   a. Everyone is innocent until proven guilty.
   b. Everyone has the right to a fair trial.
   c. Anyone can be accused of anything, by anyone, at any time.
2. Any **conviction** related to child abuse, a sex crime, a violent crime, drug trafficking or distribution, or a crime against a child is cause for rejection.
3. Convicted felons cannot be in possession of a firearm.
   a. This law precludes any convicted felon from being involved with the Shooting Sports program.

Additionally, there are a few “rules of thumb” that should be kept in mind when considering the suitability for a position as a 4-H volunteer.

1. Look for patterns.
   a. If a person has been charged with “possession of an illegal substance" and the charges have been dropped or suspended, that charge alone is not a valid reason to reject a potential volunteer.
   b. However, if a person has been charged with “possession of an illegal substance” multiple times in the past two years, and all charges have either been dropped or settled, that would be enough cause to reject this applicant as a 4-H volunteer.
2. Consider the time frame. Focus on recent information.
   a. If an applicant was convicted of shoplifting (writing bad checks, etc.) in 1997 and has had no convictions since that time, the committee would have justifiable reason to accept this individual as a volunteer.
3. Consider the volunteer position for which the applicant is applying.
   a. The applicant has three moving vehicle violations in the past two years? Accept the individual as a volunteer; but make the provision that this individual cannot transport 4-H members.

When in doubt, call or e-mail the Volunteerism Specialist with specific questions and factual information and solicit advice.
Interviews

Initial interviews may be conducted by the agent, the chair of the CPC, the agent and the chair of the CPC or by the entire CPC. A two-tiered system will be utilized for conducting and documenting interviews.

- **Familiar Community Member (FCM) or Past Program Participant (PPP)** – complete a list of five required open-ended questions as part of the volunteer application packet “Volunteer Questionnaire” or complete a face-to-face interview with the Agent, CPC Chair or the CPC.
  - *Familiar Community Members are those with no history of participation as a volunteer in the specific program but are well known to the agent or CPC Chair.*
  - *Past Program Participants are former program participants who were previously involved in the specific program in your county and who are known to either the Agent or the CPC Chair.*

- **New applicants** – Require a face-to-face interview with the agent, CPC chair or CPC Committee. New applicants must verbally answer the five required open-ended questions (“Volunteer Questionnaire”) **plus** the additional five open-ended questions (“Volunteer Questionnaire II.”)
  - *New applicants are those with no previous contact with the program; are unfamiliar to the agent or to one or more members of the CPC.*

Secondary interviews are conducted with yellow category applicants. Individuals whose applications have been classified as yellow must have a face-to-face interview with the entire CPC. In addition to the ten questions asked of new applicants, the Criminal History Questions and the Driving History Questions must also be asked, if they pertain to the issues related to the yellow classification. In addition, any topics, incidents or situations which the CPC or agent wants to probe should be included in the interview. (Examples of those questions and question types are included in this chapter under “In-depth Interview Questions”.)

Criminal History interviews are conducted with individuals whose application has been classified as “yellow” due to criminal convictions or a series of incidents related to criminal history. The questions included in the criminal history interviews serve as a basis for probing these topics.

Driving History interviews are conducted with individuals whose application has been classified as “yellow” due to the number of moving vehicle incidents identified on the background check. The questions included in the driving history interviews serve as a basis for exploring these issues.
Interviewing:
A Tool to avoid Poor Volunteer Placement Decisions

This information is provided to the client protection committee to assist with the volunteer screening and interview process.

- Utilize a Volunteer Position Description developed specifically for this role.
- Follow successful volunteer screening procedures.
- Collect, check and document references.
- Practice effective interviewing techniques.
- Insist upon a good “fit” between the volunteer’s interests, skills and abilities and those required for the position in which the volunteer will be placed.
- Selection decisions should be based upon accurate, complete, factual information.

Why Interview?

Interviews provide an opportunity for the Client Protection Committee (or the agent) to meet face-to-face with prospective volunteers. Interviews provide both interviewers and interviewees with an opportunity to obtain and exchange needed information. The youth protection/risk management committee needs to make sure that the prospective volunteer shares the organization’s vision, mission, values and goals; will complement the organization and the volunteer team; and will be comfortable with the organization’s expectations and culture. The volunteer needs to determine whether the volunteer activity will be rewarding, fulfilling and a good use of available time, resources, interests, and abilities.

During an interview, the interviewer has the opportunity to:

- gather additional information from the applicant
- obtain nonverbal information
- probe some information or topics more deeply
- seek both positive and negative characteristics that could influence the placement of the applicant in this position.

Meanwhile, the volunteer candidate has an opportunity to:

- learn more information about the organization
- get a taste of the organization’s “culture”
- develop an understanding of the position requirements, and determine if s/he wants to complete the selection and placement processes.
Conducting Effective Interviews

Effective interviewing techniques require planning and preparation. Follow these steps to ensure that you get the most out of each interview:

- Do your homework: prepare interview questions in advance.
- Read the candidate’s application and contact references prior to scheduling an interview.
- Conduct interviews in a private, quiet room with no distractions.
- Ask the same set of core questions of all applicants.
- Obey the 80/20 rule: applicants should talk 80% of the time, interviewers talk 20%.
- Ask open-ended questions.
- Ask questions in themes based upon the prospective volunteer’s application and the position description.
- Allow candidates ample time to answer each question; don’t let them off of the hook.
- Probe deeper to obtain complete and accurate information.
- Identify “cracks” and potential “red flags.”
- Only ask questions which relate to the potential volunteer position.
- Warm up by beginning with broader, easier questions (such as those about their likes, hobbies, etc.) and then focus on more technical questions.
- Conclude by asking if the interviewee has any questions.

Preparing for an Interview

1. The interviewer begins by reviewing the volunteer position description and becoming familiar with the responsibilities and requirements outlined therein.
2. Position responsibilities associated with specific risk factors are to be identified. These factors can be addressed during the interview as core questions (For example, if the position involves direct contact with youth, the interviewer can prepare questions that screen for possible abusive tendencies. Questions which focus on past experiences with children and appropriate or successful discipline techniques are in order).
3. The third step is to develop (and write down) a set of core questions which will be asked of all candidates. The core questions should be duplicated and inserted into the front of each candidate’s volunteer file. (The candidate’s answers can be recorded during the interview and filed.) Core questions help ensure consistency among all interviews for the same position. Core questions focus upon determining if the candidate:
   a. supports the version and mission of the organization (and are therefore committed to serving the organization and its programs)
   b. is able and willing to fulfill the responsibilities of the position
   c. possesses the necessary requirements and experiences
4. The fourth step is to re-read (or scan) the volunteer application packet. Write down separate questions to be asked of each individual, based upon the application and any voids which need to be filled or personal experiences that could be expanded upon. (Remember that it is possible that a candidate may
actually be a better “fit” for a different position than the one that for which application is being made.)

5. The interviewer needs to be familiar with the Americans with Disabilities Act (ADA) and understand which type of questions may be legally asked and which should be avoided. (Examples are included in this section.)

6. Schedule the interviews in a room that is private and comfortable. Both the interviewer and interviewee should be seated at a table. Making available hot or cold beverages demonstrates attention to detail and the importance of making the candidate feel comfortable and at ease.

7. Schedule enough time for interviews to allow an effective exchange of information. Save enough time for the candidate to ask questions about the organization, the position, and its specific responsibilities.

Who should conduct the interview?

- Interviews may be conducted by an individual (agent or CPC Chair), the agent and the CPC Chair together, or a small group (CPC).
- When utilizing a small group (the CPC) remember how intimidating a group of people may seem to a single candidate.) If utilizing a committee, try not to include more than three people as interviewers, all of whom have clearly identified roles and questions to ask.
- Committees are appropriately utilized when interviewing multiple people for a limited number of positions.
- If utilizing a committee, one or more volunteers who are actively involved in the same or a similar volunteer role should be included.
Red Flag / Warning Sign Interview Responses for Youth Volunteers

Determine how the applicant can or does relate to children and also the nature of the applicant’s peer relation. Many child molesters have extremely limited contact with their own peer group. This list was developed to indicate those "red flags", or factors which should raise concern during a volunteer’s application, interview, screening, or supervision.

- Unmarried and has had no significant “age-appropriate” relationships.
- Engages in primarily shallow or dependent relationships.
- Activities and interests primarily involve children. Absence of meaningful relationships with peers.
- Individual was a victim of child abuse (especially sexual child abuse.)
- Immature. Inappropriate dependence on parents, spouse, career, or affiliation. Unable to accept responsibility or make decisions.
- Surrounds self with children. Fearful or cautious of adult world.
- Overly anxious to be accepted and placed in a volunteer role.
- Not concerned about the specific role to be placed in or its responsibilities, just wants to “work with children.”
- Demonstrates eagerness or willingness to bend the rules for overnight visits.
- Verbalizes a preference for children with specific physical characteristics. (For example, gender, age, race, build, or complexion preferences.)
- Unstable or erratic employment and/or residence history. Premature separation or dishonorable discharge from military service.
- Low self-esteem.
- Abuse of alcohol or drugs.
- Criminal record involving children or misdemeanors which suggest immaturity.
- Gravitates toward vulnerable, frail, or emotionally dependent children.
- Poor social adjustment during childhood or adolescence.
- Poor adjustment to home life in childhood or adolescence.
- Candidate already has located or identified a child and asks the organization to accept the child (and therefore legitimize the relationship).

Other than individuals who have a documented history as a child abuser or victimizer, a person should not be screened out based upon any one of these factors alone. Many of these characteristics are also commonly found in individuals who are good role models for children. A pattern of these “red flags,” however, should be cause of concern.

“Red flag interview responses for youth volunteers” were adapted from original materials developed by Big Brothers / Big Sisters of America.
Interview Documentation

1. Take notes during the interview.
   a. Notes should reflect responses to questions, mannerisms, attire, punctuality, level of comfort, questions asked, etc.

2. Record only objective, factual, non-judgmental comments.
   a. Don’t write: “The interviewee looked like a tramp.”
      Do write: “The interviewee was unclean, unshaven, and wore dirty clothes.”
   b. Don’t write: “The applicant just wants to form a horse club to make money.”
      Do write: “The applicant is a professional horse trainer who gives riding lessons to several 4-H members. The applicant acknowledged the desire to become a 4-H club leader because she is already working with 4-H members. The applicant has no previous experience with youth development organizations.”

3. Document only non-biased comments that are related to the volunteer position.
   a. Don’t write: “The interviewee is a strong United Methodist.”
      Do write: “The interviewee is actively involved in volunteering in the United Methodist Church.”
   b. Don’t write: “The applicant is a smoker.”
      Do write: “The applicant acknowledged an inability to volunteer in a smoke-free environment.”
   c. Don’t write: “I heard that the candidate lost his driver’s license after being arrested for a DUI.”
      Do write: “The candidate does not have a valid driver’s license.”
      “The sheriff’s department confirmed during a background check that the candidate had a suspended license as a result of being found guilty of DUI on (date).”

4. Document responses to the core questions that were asked of all applicants.

5. Forward the results of the interview to the CPC (if applicable) and place in the applicant’s volunteer personnel file.
Ineffective Interviewing Principles

- Being unprepared.
- Being unprofessional (being late, distracted, interrupted, or discourteous).
- Making promises you have no authority to make and cannot guarantee to keep.
- Asking questions that are unrelated to the performance required for the position.
- Doing it all yourself.
- “Priming” or “leading” the candidate.
- Allowing interviewer bias to enter the setting or the decision.
Volunteer Questionnaire (Required of all applicants)
This questionnaire may be used in place of an interview for individuals who have an association with Extension or the 4-H Agent. i.e. Familiar Community Members (FCM) or Past Program Participants (PPP)

Please respond to the following questions in detail.

1. What experiences or volunteer activities will help you to be successful in this position?

2. What appeals to you about serving as a volunteer in this role?

3. Please share a situation in which you were responsible for disciplining a child other than your own.

4. How can the Agent best support and supervise you in your volunteer role?

5. Describe a situation in which you worked as a team member.

Notes: (include notes on punctuality, appearance, demeanor, attitude, etc.)
Volunteer Questionnaire (Required of all applicants)

This questionnaire may be used in place of an interview for individuals who have an association with Extension or the 4-H Agent. i.e. Familiar Community Members (FCM) or Past Program Participants (PPP)

Following are the types of responses that the questions are designed to elicit.

1. **What experiences or volunteer activities will help you to be successful in this position?**
The purpose of this question is to discover if the applicant has any experience in a volunteer role. The follow-up (likes and dislikes) probes what the individual learned and how this experience could either benefit or detract from this role.

2. **What appeals to you about serving as a volunteer in this role?**
What the interviewer is listening for are the appropriate skills, qualifications, and interests required for this position. Be alert for a high interest level in one-on-one or unsupervised activities with youth, preference for a particular age and gender, and idealized statements about wanting to “save children.” Be cautious of someone who overly identifies with youth, is unduly excited about the possibility of children (particularly if he/she has no children), or emphasizes that working with children is much easier or desirable than working with adults.

3. **Please share a situation in which you were responsible for disciplining a child other than your own.**
Red flags would include use of force, unrealistic expectations about a child’s needs, use of discipline techniques that would violate organizational policies, or anything that could be deemed as degrading to the child.

4. **How can the Agent best support and supervise you in your volunteer role?**
Be alert to an applicant’s preference to be “left alone” to do his or her “own thing.” This question presents a natural segue for the interviewer to expand upon the monitoring and supervisory techniques used to promote safety of the participants as well as human development. Each applicant should understand that there is no tolerance for any form of mistreatment (physical, emotional, sexual, or psychological) within your program.

5. **Describe a situation in which you worked as a team member.**
This question is designed to reveal the recruit’s ability to interact with others in a warm and helpful manner, while simultaneously building credibility and rapport.
Volunteer Questionnaire II (Required of new applicants)

In-depth interview questions for new applicants (those with no previous contact with the program; are unfamiliar to the agent or to one or more members of the CPC.) These questions should be asked (face-to-face) of all new applicants, in addition to the five questions on the Volunteer Questionnaire.

Please respond to the following questions in detail.

1. What do you see as the objective of this Extension program?

2. How would you handle a defiant, disruptive or unruly child or adult?

3. You observe an individual at a meeting or activity with something they should not have in their possession. How will you handle this situation? What would you do if it was your best friend...your best friend’s child...or your child’s, spouse’s or employer’s best friend?

4. How would you describe yourself?

5. Describe a time in which you were asked to perform a task that you did not feel comfortable doing. How did you handle the situation? Did you ask for help? If so, who? Did you complete the task? How did you feel afterwards?

Notes: (include notes on punctuality, appearance, demeanor, attitude, etc.)
Volunteer Questionnaire II *(Required of new applicants)*
In-depth interview questions for new applicants (those with no previous contact with the program; are unfamiliar to the agent or to one or more members of the CPC) These questions should be asked (face-to-face) of all new applicants, in addition to the five questions on the Volunteer Questionnaire.

Following are the types of responses that the questions are designed to elicit.

1. **What do you see as the objective of this Extension program?**
   For 4-H, this question focuses on “youth development” or “four-fold youth development” or “holistic youth development.” Ultimately, the objective of 4-H is cognitive, emotional, social and physical development. These are represented by the four H’s: Head, Heart, Hands and Health. Beware of individuals that are overly concerned about competition, winning, or want to use the volunteer position for personal gain (a horse trainer who wants to be a 4-H Horse Club Leader and give riding lessons to her club members). Also be alert for individuals who might want to use the volunteer experience to gain access to a vulnerable population.

2. **How would you handle a defiant, disruptive or unruly child or adult?**
   Appropriate responses would include pulling them aside to talk with them privately about their behavior, then giving a verbal warning. Additional responses would include finding ways to engage them in an activity, or refocusing their attention in a different direction. Be careful of people who would talk about punishment, restraint, use of force, ridicule or embarrassment.

3. **You observe an individual at a meeting or activity with something they should not have in their possession. How will you handle this situation? What would you do if it was your best friend…your best friend’s child…or your child’s, spouse’s or employer’s best friend?**
   Correct responses would depend upon the specific item. Firearms would be treated differently than an unopened tobacco product. Generally, quietly advising the individual to dispose of the item or to take it home immediately (never to be seen at the Extension event again) would be a logical answer.

4. **How would you describe yourself?**
   Be alert for someone who is shy, withdrawn, passive or indecisive in responding.

5. **Describe a time in which you were asked to perform a task that you did not feel comfortable doing. How did you handle the situation? Did you ask for help? If so, who? Did you complete the task? How did you feel afterwards?**
   Seeking assistance from someone knowledgeable or experience, or asking for advice or help are good choices. Asking to be reassigned to a different task is also acceptable. Simply trying to muddle through without understanding the task is inappropriate.
**In-depth, Secondary Interview Questions (Yellow)**

In-depth interview questions for new applicants (those with no previous contact with the program; are unfamiliar to the agent or to one or more members of the CPC) with a yellow designation.

1. Why do you enjoy working with children (or this audience)?

2. Give an example of a program that you’ve been in charge of organizing and planning?

3. Describe the best presentation that you have given. What made you feel so good about it?

4. Describe a situation in which you persuaded a group to see your viewpoint. What was your approach? What were the results?

**Notes:** (include notes on punctuality, appearance, demeanor, attitude, etc.)
In-depth, Secondary Interview Questions (Yellow)
In-depth interview questions for new applicants (those with no previous contact with the program; are unfamiliar to the agent or to one or more members of the CPC) with a yellow designation.

1. **Why do you enjoy working with children (or this audience)?**
   Beware of over-identification with youth, statements that children are “so easy to work with,” or negative statements about adults or teens compared with younger children.

2. **Give an example of a program that you’ve been in charge of organizing and planning?**
   Is the recruit able to organize or schedule people or tasks; develop realistic action plans while being sensitive to time constraints and resource availability?

3. **Describe the best presentation that you have given. What made you feel so good about it?**
   For any volunteer who will be in a teaching role or make presentations, the response to this question should reveal the recruit’s ability to clearly present information through spoken word; influence or persuade others through oral presentation in positive or negative circumstances.

4. **Describe a situation in which you persuaded a group to see your viewpoint. What was your approach? What were the results?**
   Is the recruit able to interact with others in a collaborative manner, building consensus, moving the group toward a decision, while simultaneously building credibility and rapport.
Criminal History Questions (Yellow)
The following questions may be helpful during an interview in order to examine applicants’ possible criminal history as related to the requirements of the volunteer position. (These questions should be asked of individuals whose applications have been classified as “yellow.”)

1. **Have you been convicted of any criminal offense, including driving violations?**
   The answer to this question should be verified by checking law enforcement records. A “yes” response does not automatically exclude a candidate from being selected for the volunteer position. However, anyone answering “no” who was convicted (and therefore offered inaccurate information) should not be placed in a volunteer role.

2. **Have you ever been convicted of a drug or alcohol charge?**
   Drug and alcohol convictions should be carefully reviewed in terms of type of conviction, frequency, rehabilitation, last conviction date, and the role in which the candidate could be placed. When in doubt, do not place the volunteer.

3. **Have you ever been convicted of child abuse or neglect?**
   Any applicant who will have one-on-one contact with children/youth and who has been convicted of neglect or abuse of a child is disqualified as a volunteer applicant.

4. **Are you required by any state or federal law to register as a sex offender?**
   Most states have sex offender registries which are accessible to community-serving organizations. Asking this question during the interview puts the candidate “on notice” that this aspect of his or her life may be subject to further scrutiny. Anyone found on any sex offender registry should not be accepted as a volunteer.

5. **Have you ever held a position in which you were required to be bonded and the bond was either refused or revoked?**
   This could indicate financial problems for which a bonding company found reason or cause to believe that the individual should not have the responsibility for handling some else’s funds. This question should be asked of anyone serving as a treasurer or handling significant amounts of money.
Driving History Questions

A candidate’s driving history is relevant for any position which requires operating a vehicle. (Not all volunteer positions do. It should not be assumed that a person without a valid driver’s license is not capable of volunteering.) This may include shuttling people to and from activities, transporting goods, materials or supplies, or delivering meals to shut-ins. The following questions are examples which could be asked concerning operating a motor vehicle. (These questions should be asked of individuals whose applications have been classified as “yellow.”)

1. **Do you own an automobile, pickup truck, van, or recreational vehicle? If so, are you licensed to drive it? Are you and your vehicle adequately insured? What is the name of your insurance company?**
   Kentucky requires car owners to have automobile insurance. Not having insurance or being part of an assigned risk pool is a clue toward recognizing individuals with unsafe driving practices.

2. **What kind of driver are you?**
   With this question, the interviewer is looking for specific traits such as always fastening seat belts (which is the law in Kentucky), never driving after consuming alcohol, obeying posted speed limits, and never having wrecked a vehicle.

3. **Have you received any traffic tickets or been involved in an accident during the past two years?**
   This is a good follow-up to the previous question. It is designed to help explore the applicant’s driving skills and may also reveal immaturity or lack of judgment.

4. **Have you been convicted of driving under the influence (DUI) of alcohol or drugs?**
   This question may reveal a substance abuse problem which extends beyond driving.

5. **Have you operated the type of vehicle that we own? Would you be comfortable driving it?**
   Driving a “company-owned” vehicle may be different from driving a car.
4.5.6. Selecting and Assigning Volunteers

Determining the correct assignment for a volunteer requires a careful matching of position qualifications and temperaments that will result in a satisfactory experience for both the volunteer and the program staff. It is often desirable to provide a probationary period for the volunteer, at the conclusion of which the assignment will be reviewed and revised, if needed.

Review:

☐ Have all volunteers been interviewed by the Extension volunteer administrator?
☐ Have volunteers been interviewed by Extension professional or the client protection / risk management committee?
☐ Are special qualification requirements met?
☐ Does volunteer meet regulatory requirements for position?
☐ Does volunteer know and understand limitations on their service?
☐ If the volunteer may operate vehicles, machinery or equipment, is s/he trained, screened and qualified at the same level as paid staff?
☐ Complete the “Checklist for Processing New Volunteers”
1 February 2015

Dear <name>,

We appreciate your interest in serving as a volunteer for the __________ County 4-H program with the Kentucky Cooperative Extension Service. After completing our screening process, we are unable to place you in the position for which you applied.

Thank you for taking the time to apply and for your interest in our volunteer program.

Sincerely,


<name>
Extension Agent for 4-H Youth Development
Jasper County
1 February 2015

Dear <name>.

I am pleased to accept you as a volunteer for the Kentucky Cooperative Extension Service in Jasper County. I am sure you will be a true asset to the 4-H program.

As we discussed, you are required to attend orientation on the Kentucky Cooperative Extension Service Client Protection Standards before beginning your duties. A session is planned for:

Date: 
Time: 
Location: 

If you cannot attend the scheduled workshop, please contact me so we can set up a one-on-one session.

If you accept this position, please return the signed Volunteer Position Description in the self-addressed, stamped envelope that is enclosed. If, for any reason, you now choose to decline this position, please send a letter stating your intentions to me at your earliest convenience.

I am looking forward to working with you. Thank-you for your interest in helping us “To Make the Best Better.”

Sincerely,


<name>
Extension Agent for 4-H Youth Development
Jasper County
4.6 EDUCATE

The "E" in the GEMS (Culp, Deppe, Castillo, Wells, 1998) model of volunteer administration represents education. Following the GEMS model, educating adults for volunteer service with 4-H includes:

- volunteer education
- youth protection and risk management strategies
- an introduction to resources
- the ages and stages of youth development
- instructional strategies for teaching youth
- instructional strategies for teaching adults

The purpose of volunteer orientation is to convey the mission, goals, organizational framework, policies, and expectations of the program. Orientation is the overview of the total organization necessary for every new volunteer, regardless of the specific assignment (Culp, Aldenderfer, Allen, Fannin-Holliday, Ford, & Goodwin, 2005). Although there are various models of volunteer orientation, the O.B.O.E. model (opening, background, organizational safeguards, and evaluation) offers a sound framework for organizing a volunteer orientation session.

Teaching volunteers strategies to protect themselves and the youth with whom they work is a critical component of volunteer education. In Kentucky, the prescribed method of protecting is outlined in the Kentucky Youth and Client Protection and Risk Management Strategies manual. Volunteers should also understand strategies they should take in order to personally protect themselves.

Resource is the third phase in the educate category of GEMS. This component directs the volunteer in planning for club meetings, recruiting parent help, and provides direction toward securing resources for programming.

Volunteers are generally excited and positive about their role. However, one area that may cause some volunteers to pause is that of teaching or instruction. Teaching youth how to do something is the basis of 4-H project work. In the ‘teach’ aspect of educate, volunteers should be provided with the tools needed to develop an educational program.

Within the GEMS framework, this may include instructional plans on various club topics or projects and steps in developing a working club instructional plan. Furthermore, as extension professionals, it is our responsibility to ensure that we educate our adult volunteers for their roles. Educating adult volunteers is vastly different from educating youth. Therefore, included in the educate framework are strategies and tips for developing an educational program for adults.

Adult Development and Learning

The learning characteristics of an adult volunteer which could have an impact for the Extension professional are best described in Malcolm Knowles’ andragogical model of adult education. Wise and Ezell (2003) summarized Knowles’ characteristics of the adult learner as: (1) contributing life experiences (which should be recognized) to the program (2) holding a specific reason the adult volunteer has decided to participate in this program and thus educational activity (3) a specific need to understand how they
can utilize the content (4) the instructional process must be experiential and problem solving in nature and must be relevant to their individual needs (n.p.).

It is important to recognize that the process of educating an adult volunteer has to be result oriented, that adult learners are oftentimes self-directed, and they tend to take responsibility for their own learning.

Foremost, the Extension professional must understand that adults have a specific purpose for learning. The purpose may be driven by an internal or an external need. It may be related to their present employment or lack thereof, it may be driven by a personal goal, by a social role, or simply by the aging process itself. The educational activities utilized in adult volunteer education programs must be relevant to the learning goals and result oriented in that it meets the needs of the volunteers.

The developmental characteristics of the adult volunteer which should be considered when developing educational programs may include a change in social relationships, a change in employment, the aging process and social roles. A change in social relationships which could have an impact on the way an adult volunteer learns may include the death of a life partner, the loss of a child, divorce, re-marriage, or perhaps even the addition of grand-children or step-children. A change in employment could be seen as one of the main reasons an adult seeks out a volunteer opportunity.

Social roles may also warrant volunteering. Accepting the opportunity to volunteer within the community, pledging membership in civic clubs and organizations, or the decision to become involved in politics are all valid social reasons to learn.

Methods for Teaching Adults

The overall concept of educating adult volunteers is designed to meet the expectations and needs of the Kentucky 4-H program. One of the methods found to be beneficial in educating adults is that of developing and utilizing learning tasks. Learning tasks are useful in that they provide for an immediate transfer of knowledge. A learning task engages the learner and challenges them to put information to use through an achievement-based objective. Learning tasks do not regenerate content in written form, but rather utilize the resources provided to complete a task.

The learners are in essence learning by doing rather than sitting quietly and listening to content. The content is presented in a variety of forms with tasks organized to challenge the learner to think, criticize, and reason with the materials to complete the task at hand. A learning task also fosters engagement as they are usually completed in small groups. For adult learners who are unsure of their skills, who need to learn communication skills, or who have not had the opportunity to work with groups, this is monumental.

Team work is critical to success in the 4-Hp program. In working with others in the small group setting, the adult learner is actively engaged with others to complete a task. Small group work also provides for inclusion in that everyone has a job to do in order to complete the task. Furthermore, a learning task provides not only for immediate learning, but also for immediate evaluation.

The outcome is transformed into a completed project. The main reason to facilitate learning tasks over other approaches is the opportunity for unlimited learning. In completing a learning task there are many different skills used by the learner. Anyone can listen to information presented through traditional means such as lectures, but to be
able to utilize that information in a way that is beneficial to an individual personally or in a 4-H volunteer role is an undeniably sought after skill. Effective learning-centered education must include engagement, teamwork, relevancy and a sense of accomplishment for the adult learner to be successful.

Developing a Learning Plan

The first step in developing a learning plan is to consider the seven steps of planning: who, why, when, where, what, the purpose and how. It is critical in developing a learning task that the facilitator understands what is needed by the adult volunteer learner from the material being presented. Learning tasks must be very specific in direction. Open-ended questions with guidance on how to complete each section of the task alleviate the feeling of panic which many adult learners may experience. Action verbs linked directly to the objectives help learners to meet the intended outcomes and provide for engagement. Ensuring the success of a learning task requires the facilitator to pay attention that the resources are provided and easily accessible to meet the objectives. The resources should be varied in type so that all learning styles are addressed. The facilitator should not interfere with the group work, but should be available to provide guidance when requested.
EDUCATING VOLUNTEERS

Every Extension volunteer is required to attend a basic orientation and Extension program workshop prior to the commencement of work. It is important to explain this requirement to the volunteer during the interview and when accepting his/her service. On-the-job and in-service education may also be required, and this should be explained to the volunteer in order that he/she can plan their time effectively.

Educating volunteers includes four phases:

- **Orienting**: to ensure that volunteers have accurate information regarding Extension mission, programs, policies and expectations.
- **Protecting**: risk management, appropriate and acceptable behaviors, conflict resolution, and confidentiality for clientele, volunteer staff, and paid staff.
- **Resourcing**: provision of human resources, educational resources, financial resources, budgetary guidelines, fundraising strategies.
- **Teaching**: in-service opportunities related to specific skills and knowledge.

Providing volunteers with lesson plans on popular or frequently-taught topics will aid them in delivering the subject matter to their 4-H members.

Tasks included in orienting, educating, protecting and resourcing Extension volunteers are described in sections 4.6.1 – 4.6.4 of this book.
Orientation

"Orientation" involves giving volunteers an adequate background on the agency, its operation, and its procedures. Orientation is required because the volunteer needs to be a part of the organizational environment, a process which requires the volunteer to understand what the organization is and how it operates.

There are many benefits gained by orienting volunteers. Orientation:

- Makes volunteers feel welcome and appreciated
- Informs volunteers of policies and procedures
- Helps them understand the importance of the task the volunteer will perform and its role in contributing to the mission of the organization
- Helps volunteers understand what to expect
- Introduces the supervisor and the expectations of the position

An effective orientation program will provide the volunteer with the following types of information:

- Description and history of the organization.
- Description of the overall programs and clientele of the organization.
- Sketch of the organizational chart of the organization.
- Orientation to the facilities and layout of the organization.
- Knowledge of general policies and procedures (due dates, meeting reports, enrollment deadlines, client protection standards, etc.)
- Description of volunteer management system.

The purpose of orientation is to provide the volunteer with a context within which to work. The better the volunteer understands what the organization is and how it operates, the better the volunteer will be able to fit his or her own actions into proper methods of behavior and to display initiative in developing further ways to be helpful to the organization. The organizational chart can be accessed at:

http://www.ca.uky.edu/administration/admin_documents.php 5-2-11

The volunteer orientation model (O.B.O.E.) can be adapted to fit any Extension program or non-profit volunteer organization. Divided into four main topics, the orientation program is easily presented in a 90 minute session. Orientation topics of the O.B.O.E. model include: an Opening, Background, Organizational safeguards, and Evaluation.

Components of the orientation program include the welcome, introduction and mixing activity, the history of Extension, mission and values of Extension, the organizational structure, volunteer expectations, risk management, communication channels, resources, program evaluation, question period, evaluation and a tour of the facility.

The Opening component sets the stage for the orientation session. A warm overture of welcome is extended to the participants introducing the outline for the session. The opening should also include an ice-breaker allowing the group to bond, fostering the development of a harmonious support system among the volunteers.
The history of the organization, its mission and values, and the organizational structure are accompaniment pieces of the Background component. This is where the professional can arrange the program to fit their own organization.

Organizational safeguards include volunteer expectations, risk management strategies, effective communication channels, and available resources. This topical section protects the volunteer, the clientele, the organization as well as the volunteer administrator from risk; and also serves to establish parameters in which the volunteer is expected to perform.

The orientation program concludes with the components of program Evaluation, a question period, evaluation and a tour of the facility, all of which are included in Evaluation. This section, which establishes the rhythm of the program, provides the opportunity for participants to clarify, question and determine the success of the program and its impact upon the volunteer participants.


Volunteer orientation provides an overview of the organization, including the structure of Extension and 4-H Youth Development, and the organizational vision, mission and purpose, as well as the volunteer’s role in delivering the program and helping to achieve the programmatic vision, mission and purpose. Orientation should be brief; lasting no more than 90 minutes. A sample Extension Volunteer Orientation agenda is included on the following page. A sample Extension Volunteer Orientation powerpoint presentation may be found at: [http://www.uky.edu/agcollege/4h/oldsite/gems/orient.htm](http://www.uky.edu/agcollege/4h/oldsite/gems/orient.htm)

Orientation may also be provided in an on-line format, which is often more convenient for busy people and much easier to schedule. A series of on-line volunteer orientation presentations have been developed and are available at: [www.ExtensionVolunteer.com](http://www.ExtensionVolunteer.com)
Web Address
www.ExtensionVolunteer.com

Project Overview
ExtensionVolunteer.com was born from the concept of making volunteer orientation and continuing education simpler, more economical, and time effective for both the volunteer and the Extension professional. Once a volunteer has been accepted, the agent can direct him/her to ExtensionVolunteer.com to complete the necessary orientation that is relevant to their role. The volunteer can access the video-based modules at any time and from any computer with an Internet connection. Once the volunteer has completed all the sections in a given module, he/she is presented with a quiz to assess their knowledge and an evaluation to provide feedback on the module. Upon successfully completing the unit, a certificate of completion is generated and may be returned to the supervision Extension professional for inclusion in the volunteer’s file.

In addition to providing orientation and continuing education module, the portal serves as a hub for other volunteer resources including relevant links, forms, fact sheets, and curricula. The vision for ExtensionVolunteer.com is to become the “one stop shop” for all resources pertaining to Kentucky Extension volunteers.

Current Orientation and Education Modules
The following modules are currently available on the portal:

- Extension Orientation
- 4-H Orientation
- 4-H Camp Leader Orientation
- Family and Consumer Sciences Orientation
- Extension Homemaker Orientation
- Risk Management for Volunteers
- Ages and Stages: Working with Various Ages of Youth

Additional modules will be created and added as needed.
Sample Extension Volunteer Orientation Agenda

10 min  Welcome & Get Acquainted Activity
10 min  History of Extension
  - Morrill Act (1862)
  - Hatch Act (1887)
  - Morrill Act (1890)
  - Smith-Lever Act (1914)
  - Kentucky joined the partnership with KRS 164.100 (1916)
  - Dept. Reorganization Act (1994)
5 min   Kentucky CES has five program areas at the county level
  - Agriculture & Natural Resources
  - Family & Consumer Sciences
  - 4-H Youth Development
  - Horticulture
  - Fine Arts
  Kentucky CES has a sixth program level, supported at the state level
  - Community & Economic Development
5 min   Extension’s Structure, Vision, Mission & Purpose
10 min  Tour of facilities
10 min  4-H’s Vision, Mission, Purpose & Values
5 min   Communication Channels and Available Resources
10 min  Client Protection Standards and Risk Management Strategies
  - Client Protection & Risk Management Committee
  - Five Strategies for Managing Risks and Reducing Liability
  - Volunteer Expectations
  - Youth Behavior Guidelines & Discipline Standards
  - Liability Shields
5 min   Volunteer and Program Evaluation
10 min  Goal Setting
5 min   Questions

Note:  A powerpoint presentation was designed for orienting 4-H volunteers.  It can be found at: [http://www.ca.uky.edu/agcollege/4h/oldsite/gems/orient.htm](http://www.ca.uky.edu/agcollege/4h/oldsite/gems/orient.htm)  Click on [The O.B.O.E. Model of Volunteer Orientation](http://www.ca.uky.edu/agcollege/4h/oldsite/gems/orient.htm) (.ppt)

Note:  A powerpoint presentation was designed for orienting Extension Volunteers.  It can also be found at: [http://www.ca.uky.edu/agcollege/4h/oldsite/gems/orient.htm](http://www.ca.uky.edu/agcollege/4h/oldsite/gems/orient.htm)  Click on [The O.B.O.E. Model of Volunteer Orientation](http://www.ca.uky.edu/agcollege/4h/oldsite/gems/orient.htm) Extension (.ppt)
4.6.1 Orienting volunteers

Orientation is the process of introducing volunteers to the organization. It creates a comfortable work environment and provides an understanding of how Extension works. Extension volunteers will contribute more effectively when they understand Extension, its background, systems, operations, procedures, and the manner in which their volunteer duties contribute to the purpose of the organization. Volunteers should be provided:

- Information and knowledge of the Extension organization and its programs
- How Extension brings service to the community
- Role volunteers have in relation to the Extension Service and the community.

Orientation is critical to achieve an informed and productive volunteer who feels they are a part of the organization. In the absence of orientation, volunteers often leave the organization because they have not established a bond with the organization and its staff.

Orientation often reduces a newcomer’s anxiety. Orientation should allow time for informal socialization with other new volunteers and paid and non-paid staff. This socialization allows volunteers to feel they are a part of the organization and establishes a friendly atmosphere where they feel confident to ask questions and to seek assistance.

All Extension volunteers participate in an Extension orientation program prior to the commencement of work. This information is given verbally -- individually or in a group- and paper copies of the information discussed are included in the volunteer’s orientation packet to encourage further study.

An outline for a county volunteer orientation program is included at the end of this section.

To aid in orienting volunteers, a series of Volunteer Orientation Fact Sheets have been developed in are included in The GEMS Toolbox/Educate/Orient. They can be accessed at: http://www.ca.uky.edu/agcollege/4h/oldsite/gems/edpdf/VOFScover.pdf Orientation Fact Sheets have been developed for the following topics:

- 4-H Cloverbuds
- 4-H Curriculum
- 4-H Honors Program
- 4-H Recreational Activities
- Developing a Constitution and By-laws for Your Club or Council
- Developing Communication Skills
- Effective 4-H Club Meetings
- How to Involve 4-H Members’ Parents
- Identifying and Recruiting Volunteers
- Involving Parents
- Judging 4-H Projects
- Positive Youth Development Factsheet for Communications Curriculum
- Recognizing 4-H Members
- Valuing Diversity in 4-H
- What Is 4-H Youth Development
An example of an Orientation Fact Sheet is included on the next page.
An important strength of 4-H Youth Development is that it provides an opportunity for family involvement. By design, 4-H encourages parents to take part in their children’s activities and experiences. Parents are especially important to the 4-H program. Parents can provide:

- Encouragement
- Assistance
- Support
- Transportation
- Guidance
- Knowledge
- Resources
- Leadership
- Ideas

Parents generally support their child’s projects and experiences or serve as “active participants” who help with the 4-H club’s activities.

**How Parents Differ**

When motivating parents, volunteer leaders should not assume all parents are alike or will take an active role in their child’s 4-H experience. Understanding these differences aids volunteer leaders in selecting the best way to approach parents about helping their child succeed.

Parents can be categorized into five general parenting styles, although no parent will fit perfectly into a single category. Parents will, however, exhibit the general characteristics of one of the following parenting types:

**Balanced** – Share the experience with the child. Learning and growing through 4-H is their goal. These parents need to be informed so they can help make their child’s experience the best it can be.

**Overprotective** – Protect and pamper the child. Parents may tend to do the work, guarding the child from failure or problems. These parents need to earn to let the child experience all the aspects of growing up.

**Over Strict** – Fault finders who are very critical of their children when they don’t achieve the parents’ standards. These parents must learn to let their child be a child and experience learning at a child’s level.
Unconcerned – Give their child little support or encouragement. These parents may be hard to change, but should be contacted frequently and made aware of what the child and the club are doing.

Take Over – Takes on the child’s responsibility. This parent seeks something more from 4-H than a learning experience for the child. Educating this parent on the reason 4-H exists can be a way to reduce project domination.

Why Parents Should Be Involved

The 4-H program involves a three-way working relationship between the 4-H member, the member’s parents and the volunteer leader. The volunteer provides opportunities for the members in his/her 4-H club, the member uses these opportunities to learn, and the parents serve as a backup and aide in the child’s efforts to gain the most from 4-H membership.

With this concept in mind, volunteers work to enhance the working relationship among the three partners. When this cooperative partnership is created, the educational goal of 4-H will be achieved.

Parents are an asset and should be involved in the 4-H process. The time spent developing a parent/volunteer/member relationship will certainly bring the families closer together and provide additional help for the club leaders and assistants.

Parents are interested in the wellbeing of their child. However, it is inaccurate to believe that parents will automatically step forward and assist with 4-H activities. As a club leader, it is up to you to help parents find ways to get involved.

Why Parents Get Involved

Some of the reasons parents take an active role in 4-H include:
- Desire to help their child
- Joy of helping others
- Personal satisfaction
- Have a skill to share
- Feel it is the right thing to do
- Enjoy working with other adults
- Enjoy new experiences
- Their child wants them to
- Someone asked them to help

Why Parents Don’t Get Involved

Some of the reasons parents don’t take an active role in 4-H include:
- No one has asked them to be involved
- No one has really explained how to be involved
- Children tell parents not to be involved
- Too many other commitments
- Feel they have nothing to offer
- They don’t know how to ask
There are legitimate reasons that eliminate some parents from being involved in their child’s project work or club activities. It is important to communicate with parents the information they need to provide support for their child in 4-H work.

Involving Parents
There are three steps in this process. By mastering these, you will surely improve the quality of your members’ 4-H experience. These steps include:

Step 1: Analyze level of parent knowledge
Before you can expect participation, you must educate the parents about 4-H volunteer opportunities and expectations. Each parent will bring a different level of knowledge and expertise to the 4-H club.

Step 2: Inform the parents about 4-H
Effectively communicating with parents is an important step in getting them involved. Informing them about 4-H and their role as 4-H parents creates a line of communication that benefits all involved. Ways to create this relationship include:
- Invite parents to meetings
- Hold new parent orientation
- Conduct at least one family activity during the term of the program
- Talk directly with parents at every opportunity. Members can sometimes be unreliable messengers.

Step 3: Parent Involvement
The role you ask parents to take should be dependent on their interest. You should know which parents will be “supporters,” “active participants” and “non-supporters.” It is time to recruit parent involvement.

Parent “supporters” will continue to be there for their children if you keep them informed. Make a list of the ways you communicate what the 4-H club expects from its members. An open letter to parents soon after the group is organized, a list of dates and upcoming opportunities, newsletters, telephone calls to parents and direct contacts are great ways to promote this type of parent involvement. The easiest way to lose help is to not ask for it.

“Active Participants” will normally help if asked. Most people want to help but will wait to be asked before volunteering their time and effort. During the program planning process, volunteers should make a list of tasks parents could perform. Using this list, develop and distribute a brief parent interest survey exploring tasks you need parents to do. Word processing, planning a community service project, coordinating refreshments for meetings or presenting a program to the group are a few examples of tasks parents can do. Telephone calls and direct contacts are another way to find those willing to assist.

Be prepared by knowing what you want parents to do and how much time it will require. Vague requests often get “no” for an answer. Always remember that when seeking help, asking may be hard, but it is still the best way to get parents involved.

“Non-supporters” present the biggest challenge. Keeping them informed and encouraging their involvement may be the most volunteers can do.
Recognizing Parents

Showing appreciation for assistance provided by parents will encourage future involvement. Recognize parents by giving praise, saying thank you, providing public recognition of parents’ efforts or holding special events. Encourage members to recognize parents with cards, by sending notes, making phone calls or saying thank you.

References:

Organizational Culture and Its Impact on Volunteer Program Development

Objectives:
Volunteer administrators will increase their knowledge of the meaning and influence of organizational culture, specifically:
- understanding organizational culture
- understanding the effect of organizational culture on volunteer effectiveness
- identifying your organization's vision for high impact volunteer involvement

Group Size:
For groups larger than seven, it is recommended to use a combination of small group activities (4 to 7 members per group) and large group reporting from the small groups. In these multiple group sessions it will be necessary to have time for large group Q and A.

Time Frame:
One half hour to two hours. Minimum time for this segment is one half hour -- for a group that has some familiarity with this concept. If the group, in general, is being newly introduced to the concept of corporate culture or if they are perceived to need (or want) more time for digestion of the concept, up to two hours can be beneficial.

Individual Instruction:
The activities of this section may be done by an individual and reviewed with the facilitator. This is a less desirable method but can be adequate.

Group Instruction:
The activities of this section are done, one-at-a-time, by the individuals in the group. After each instrument is completed there is time for discussion and for Q and A.

Background Information:
NOTE: This information would be best read ahead of the session by the facilitator. It may be shared with the group in response to questions that arise after the instruments have been used. It may also be shared with the group as the session is concluding. Organizational culture is the context in which members of an organization relate to one another.
Organizational culture includes spoken and unspoken conventions and customs that encourage certain behaviors and discourage other behaviors. Culture governs the way that an organization communicates and relates internally.

Organizational culture rewards those members of the organization that "fit in" to the customary ways of behaving. Those whose behavior is different find themselves feeling uncomfortable or even unaccepted in the context of the organization.

Both employees and volunteers, and especially supervisors and volunteer administrators, will benefit from an understanding of the organizational culture in which they exist.

Organizational culture is both conscious and unconscious. Mission and vision statements are designed to influence the culture of the organization. The history of the organization and the personalities of its leaders and members also impact the organization's culture. We often speak of the characteristics of certain geographical regions (the Northeast, the Northwest, the South, etc.). Popular parlance invests rural, suburban, and urban settings with different cultural characteristics. The organizational culture of a specific group is the sum total of all of these factors, plus many other.

Hampden-Turner defines organizational culture: "Culture comes from within people and is put together by them to reward the capabilities that they have in common. Culture gives continuity and identity to a group. It balances contrasting contributions and operates as a self-steering system that learns from feedback. It works as a pattern of information and can greatly facilitate the exchange of understanding. The values within a culture are more or less harmonious.

Hampden-Turner identifies characteristics of corporate (organizational) culture:
- individuals make a culture
- cultures can reward excellence
- culture is a set of affirmations
- cultural affirmations tend to fulfill themselves
- cultures make sense and have coherent points of view
- cultures provide their members with continuity and identity
- a culture is a state of balance between reciprocal values
- corporate culture is a cybernetic system
- cultures are patterns
- cultures are about communication
- cultures are more or less synergistic
- cultures can (and must) learn

Hints for the Facilitator:
- choose the activities that will best fit the needs of the group

Learning Activities:
Learning activities of various kinds and levels of perception follow:
I. Getting Started (Basic Level) -- Understanding organizational culture.
II. Digging Deeper (Intermediate Level) -- Understanding the impact of organizational culture on volunteer activities.
III. For the Experts -- Understanding the effect of organizational culture on high impact volunteerism.

I. Getting Started (Basic Level) -- Understanding Organizational Culture Activity:
The learning activities which follow are designed to assist the volunteer manager to view the organizational culture of his/her organization and to assess the impact of this culture on the volunteers who will or will not come to the organization. Each is a profile that the members of the group can fill out and then discuss.

Materials:
• The facilitator will need copies of the activity sheets that will be used in this section.
• A large newsprint pad and markers may help the facilitator to note key concepts during the session in a manner for all to see.

Instructions:
The facilitator proceeds as follows:
1. Without a great deal of introduction, the facilitator introduces the first profile: "Today we are going to focus on 'Organizational Culture.' Our method will be to have each of you assess the culture of some organization that is familiar to you. To do this you will use ('one' or 'two' or 'three' or 'a few' instruments -- depending on the plan of the facilitator). After each instrument is filled out by the individuals in the group(s), there will be discussion of your perceptions and then of the concept of corporate culture in general.
2. The facilitator hands out one of the instruments (I or II or III): "Please fill out this organizational profile by answering the questions on this sheet. You should assess a specific organization that you know well. It would probably be most helpful to assess the organization that you are associated with now. However this is not necessary. You will not need to tell the others what organization you are profiling."

-- Now give the group an appropriate amount of time to fill out this first instrument. --

Then the facilitator invites them to share:
   a. "What did you learn about the organization that you described with this profile?"
      -- TIME FOR DISCUSSION --
   b. "How does the 'corporate culture' of 'your' organization differ from the organizations described by others in your group?"
      -- TIME FOR DISCUSSION --
   c. "Does information like this help you to better describe an organization?"
      -- TIME FOR DISCUSSION --

3. The facilitator may follow one of the following options:
   a. Move to another assessment instrument (II or III) and then on to the third instrument. Follow a similar procedure as in 2 above. Tell the participants that
each measures the organizational culture from a slightly different angle and with different depth.

b. Forego additional instruments and proceed to answering questions from the participants and then to sharing some of the background information given next.
**Activity #1**

**Organizational Culture Profile**

**Instructions:** Indicate where your organization falls on the following scales by circling a star and number that shows your choice.

<table>
<thead>
<tr>
<th>Scale</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dress Up/Down</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Arrive Early/Late</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Quiet/Noisy</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Intense/Relaxed</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Fun/Serious</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Loving/Gal</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Laid/Goal</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Competitive</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Sensitive/Rough &amp; Tumble</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Creative</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>
ACTIVITY #2

LEARNING ORGANIZATION PROFILE

Part I. Rate your organization on the following five principles of the learning organization as outlined by Tobin -- circle the appropriate number:

In our organization:

<table>
<thead>
<tr>
<th>Principle</th>
<th>highly agree</th>
<th>highly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everyone is a learner</td>
<td>5 4 3 2 1 0</td>
<td></td>
</tr>
<tr>
<td>People learn from each other</td>
<td>5 4 3 2 1 0</td>
<td></td>
</tr>
<tr>
<td>Learning enables change</td>
<td>5 4 3 2 1 0</td>
<td></td>
</tr>
<tr>
<td>Learning is continuous</td>
<td>5 4 3 2 1 0</td>
<td></td>
</tr>
<tr>
<td>Learning is an investment, not an expense</td>
<td>5 4 3 2 1 0</td>
<td></td>
</tr>
</tbody>
</table>

Part II. Tobin compares the culture of learning organizations to conventional organization practice. Rate your organization by putting a circle around the "c" (conventional) or the "l" (learning) or one of the intermediate stars to profile your organization.

Conventional Practice "c" "l" Learning Organization

I. Basic Organizational Environment

<table>
<thead>
<tr>
<th>Environment</th>
<th>c</th>
<th>*</th>
<th>*</th>
<th>*</th>
<th>l</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stable</td>
<td>c</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>l</td>
</tr>
<tr>
<td>Local, regional, national</td>
<td>c</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>l</td>
</tr>
<tr>
<td>Rigid culture</td>
<td>c</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>l</td>
</tr>
<tr>
<td>Competition only</td>
<td>c</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>l</td>
</tr>
</tbody>
</table>

II. Practices of the Organization

<table>
<thead>
<tr>
<th>Practice</th>
<th>c</th>
<th>*</th>
<th>*</th>
<th>*</th>
<th>l</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on past experience</td>
<td>c</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>l</td>
</tr>
<tr>
<td>Procedure Driven</td>
<td>c</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>l</td>
</tr>
</tbody>
</table>

III. Strategic Advantage of the Organization

<table>
<thead>
<tr>
<th>Advantage</th>
<th>c</th>
<th>*</th>
<th>*</th>
<th>*</th>
<th>l</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low cost, standardized needs</td>
<td>c</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>l</td>
</tr>
</tbody>
</table>
Efficiency  |  Creativity

IV. Personnel Expectations

Follow routine  |  Deal with exceptions
Follow orders  |  Solve problems
Avoid risks  |  Take risks
Be consistent  |  Be creative
Follow procedures  |  Collaborate with others
Avoid conflict  |  Learn from conflict

QUESTIONS FOR DISCUSSION:

1. To what extent is your organization a learning organization?

2. What is the effect of this organizational profile on members of the organization?

3. What effect does the culture of this organizational culture have on recruitment and retention of volunteers?

Fernandez outlines the following key prerequisites of diverse, quality teams for globally competitive organizations. Directions: Rate your organization according to this profile of its diversity by putting a circle around one of the numbers for each trait given:

<table>
<thead>
<tr>
<th>true</th>
<th>most true</th>
<th>least</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Trust. <em>There is a high degree of trust and confidence among all team members</em></td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>2. Respect. <em>As a result of trust and confidence, team members have a great deal of respect for one another</em></td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>3. Clear, positive values, norms, and behaviors</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>4. Employees are valued</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>5. Acceptance and value of different people</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>6. While individuals are rewarded, teams are the center of reward and recognition.</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>7. Team members understand the linkage between team diversity and quality</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>8. Team members are committed to quality</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>9. Team members are committed to pleasing the customer</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>10. The team and the organization has a clear purpose, goal, and task</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>11. Teams and team members are not turf oriented</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>12. There are clear, fairly distributed responsibilities and expectations</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>13. Specific action plans are developed</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>14. The climate supports risk taking</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>15.</td>
<td>There is a lot of discussion and everyone is encouraged to participate</td>
<td>5</td>
</tr>
<tr>
<td>16.</td>
<td>Members use effective listening techniques</td>
<td>5</td>
</tr>
<tr>
<td>17.</td>
<td>Conflict is not avoided --conflicts are productively resolved without suppressing</td>
<td>5</td>
</tr>
<tr>
<td>18.</td>
<td>Consensus decisions are made</td>
<td>5</td>
</tr>
<tr>
<td>19.</td>
<td>Cooperation is practiced among team members</td>
<td>5</td>
</tr>
<tr>
<td>20.</td>
<td>Compromises are valued when they do not reduce quality</td>
<td>5</td>
</tr>
<tr>
<td>21.</td>
<td>Open proactive communication</td>
<td>5</td>
</tr>
<tr>
<td>22.</td>
<td>Shared leadership</td>
<td>5</td>
</tr>
<tr>
<td>23.</td>
<td>Teams develop key outside relationships</td>
<td>5</td>
</tr>
<tr>
<td>24.</td>
<td>The team has diversity of styles and talents</td>
<td>5</td>
</tr>
<tr>
<td>25.</td>
<td>Personal self-assessment is a norm</td>
<td>5</td>
</tr>
<tr>
<td>26.</td>
<td>Team self-assessment is likewise valued</td>
<td>5</td>
</tr>
</tbody>
</table>
QUESTIONS FOR DISCUSSION:
1. What is the effect of this organizational profile on members of the organization?

2. What is the effect of this organizational culture position on recruitment and retention of volunteers?

II. Digging Deeper (Intermediate Level) -- Understanding the impact of organizational culture on volunteer activities.

The following role play activities are adapted from Silver, N. (year). At the heart: The new volunteer challenge to community agencies San Francisco: The San Francisco Foundation. This book shares the results a research project conducted by P.A.V.E. (Promoting Agency Volunteer Effectiveness). At the Heart studies the ways in which these issues impacted the volunteers and volunteer programs of the organizations studied. The role play activities can be used directly as scripts and can be read by volunteers in the group. An alternative, if more time is possible, is to have members of the group act out the scenes using their own words and some creativity. If there are several small groups within a larger group, each small group can be assigned a different role play script; they can do it for the whole group; and then the small groups can discuss the outcome.

There are six role-play exercises offered. Two or three should be selected by the facilitator to maximize the group's learning. Some themes may fit certain groups better.

ROLE PLAY ACTIVITIES
Role Play #1, The Constancy of Change
Role Play #2, Volunteers at the Boundaries
Role Play #3, Community and Communities
Role Play #4, Diversity
Role Play #5, Adult Stage of Development
Role Play #6, Communicating the Organizational Culture

Materials:
The facilitator must prepare enough copies of the scripts that will be used so that each cast member may have one and there be one for the facilitator to use. A large newsprint pad and markers may help the facilitator to note certain key concepts for all to see.

Instructions: The facilitator introduces this section by saying:
1. "We will dig a little deeper into this concept of organizational culture now through 'role play' activities. Let's try the first one and then we will have an opportunity to discuss its meaning in terms of organizational culture."
2. "Take about 5 minutes to prepare for the first role play by dividing the parts and then having each one look over his/her part. Each group should assign a member to each role. The other group members are the "analysts" who will listen critically to the action and see what is revealed about the corporate culture of the groups represented. I will tell you when to begin your skit."
3. After 5 minutes for preparation the facilitator says: "Begin now to do your skit."
4. When the skits are finished, encourage discussion of the questions provided.
Role Play #1 -- The Constancy of Change

Story line: A new volunteer has been at the agency for about three two-hour periods. He/she approaches the agency director and asks to have a minute of the director's time. When the director agrees, the volunteer offers to use his/her computer talents to structure a new accounting system to keep track of agency responsiveness to clientele.

Cast:
New Volunteer: has considerable experience as a top level manager and exhibits exceptional computer skills.

Agency Director: Is willing to listen to the volunteer but presumes that the way things are done is best.

Volunteer Manager: Sees the value of the new volunteer but is reluctant to change; wants to stay within the views of the director.

Spouse of Volunteer: Listens to the results of the day's volunteer service.

Script:
Scene 1 -- In the office of the director
New Vol: I know that I have only been at the agency as a volunteer for about three hours, but I feel that one of my past "lives" has something to offer here. I am very familiar with some software packages that would allow us to track each incoming phone call from the point of inquiry right through to the last point of contact with the agency. We could tailor one of these packages to meet the exact needs of the program. In fact, since I was instrumental in writing the package to begin with, I believe that the software company would give us permission to work with their program at no charge.

Director: Marie, I am so happy for your help as a volunteer. We value all of our volunteers, and we would never be able to respond to the phone requests without volunteer receptionists nor get our newsletter and other mailings to our supporters without the folding and stamping that you volunteers accomplish.

New Vol: Thank you, Mr George, but I just think that my talents would be useful in this regard for the agency.

Director: Well, Marie, when you have been here a bit longer you will see the difficulties in tackling such a large project. There are issues of confidentiality and so on. The staff would have to give extensive input and, frankly, we are all too busy now to take on another project. I suspect that we will not be able to do this, but I will get back to you. Again, thank you so much for volunteering.

Scene 2 -- In the office of the director
(Volunteer manager and director talk about the volunteer)
Director: Marie, the new volunteer, stopped in today. She has lots of grand ideas. Do you think that she would have any idea how to handle such a computer program?

Vol. Mgr: Marie seems very competent. She has been head of the data processing unit at a medium sized company. We are lucky to have her as a volunteer.
Director: Well, let's see if she is still here in a few months. I don't want to jump into anything with an unknown factor like a new volunteer.

Scene 3 -- Volunteer's home
(Volunteer tells spouse about the effort of the day)
Spouse: Marie, how do you like volunteering at ABC?

New Vol: Well, Tom, they are nice people at ABC but I think they want more secretarial help.

Spouse: What did they have you doing today?

New Vol: They trained me on the phone and, if I'm a good girl, I may actually get to answer the phone next time I go. I think I scared them with some suggestions about improving the tracking of their clients through the system with that TARGET software that Pete, Agnes, and I developed last year.

QUESTIONS FOR DISCUSSION:
1. What is likely to happen to the volunteer?

2. What is likely to happen to the organization?
Role Play #2 -- Volunteers at the Boundaries
Story line: A new volunteer arrives: She/he is given a desk, telephone, mail slot, business card order form, secretarial assistance. She/he is introduced to the staff and the board.

Cast:
New Volunteer:
Volunteer Manager
Agency Director

Script:
Scene 1: Volunteer manager's office
Vol. Mgr: Toby, I'm glad to have you back today. I hope the orientation went well last week. I wanted to show you around the office.

New Vol: Yes, Mark, it was very thorough last week and I believe that you have a great team here. I'm so pleased that Wilma recommended this as a volunteer site.

Vol. Mgr: This will be your desk on Tuesdays. I've asked that they give you a mail slot. Yes, here it is ... with your name on the sign right here. I've ordered business cards with your name and our volunteer center as your address and phone number. The cards are not here yet, but will be coming in soon. I hope by next week.

Scene 2: At the director's office
Vol. Mgr: Tasheena, this is Toby who is our newest volunteer. I wanted him to meet you.

Dir: Toby, we couldn't be more pleased to have you with ABC. We need people with skills such as yours. I know that Mark will help you to find the right niche for yourself.

Scene 3: at the secretary's desk
Vol. Mgr: -- to secretary: Margaret, I want you to meet Toby. I know that you will watch for Toby on Tuesdays. He will be assisting with the newsletter. He is a technical writer and will take the articles that staff members have turned in and will do some editing. Please give him any help that you can.

QUESTIONS FOR DISCUSSION
1. Describe the corporate culture of this organization.

2. What will be the likely effect of the volunteer on this organization?
Role Play #3 -- Community and Communities

Story line: All volunteers were scheduled for the same time -- Tuesday evening ... when they arrive the room is decorated and the staff has prepared an evening of skits, food, and music -- a spontaneous appreciation event.

Cast:
Two volunteers ... surprised by the party ... enjoying themselves
Two staff members: Taking care of the volunteers, serving food, and entertaining

Script:
Scene 1 -- Volunteers arrive and are told the party is for them.
Staff #1: Surprise -- we scheduled you all to work this same evening so that we could throw this party for you.

Staff #2: You are such good volunteers that we wanted to do something significant for you.

Staff #1: You never have time for any recognition so we had to do it as a surprise.

Scene 2 -- The volunteers are taken care of by the staff
Vol. #1: Mary, I've never been so surprised. I don't generally like surprises, but these folks are so good, they could do anything and I would like it

Vol. #2: Yeah, Jack, it looks to me like they have been planning this for a long time.

Vol. #1: The teamwork they show here at the party, Mary, is not much different than the teamwork that they show everyday.

Vol. #2: Yes, they really like one another ... just like a big family.

QUESTIONS FOR DISCUSSION
1. Will the volunteers find a sense of community at this agency?

2. What will be the likely effect on the volunteers and for the agency?

3. Discuss community in your organization?
Role Play #4 -- Diversity

Story line: This agency has "always" held a Christmas party for staff and volunteers. Today is the party.

Cast:
Volunteer -- who doesn't celebrate Christmas because of her/his religion
Two staff -- celebrating Christmas with gusto and with little awareness that some others may not feel the same as do they.

Script:

Scene 1: At the punch bowl.
(Discussion between the volunteer and a staff member about the incongruity of the situation)
Vol: You know, Andy, these Christmas parties get more difficult for me every year.

Staff #1: What do you mean, Jahmal? Is this a difficult time of the year for you?

Vol: No, Andy, it's my religion. I don't mind people celebrating Christmas. But why must they expect me to get all excited about their religious holiday?

Scene 2:
(Discussion between the two staff members about what could be done differently)
Staff #1: You know, Mary Ann, Jahmal doesn't celebrate Christmas and he found this to be a very difficult afternoon.

Staff #2: I never thought about that, Andy. Do you think he is the only one?

Staff #1: I suspect not. Some don't even come when they feel that their sensibilities are unnoticed.

Staff #2: But what are we supposed to do ... not celebrate anything? There is such a need to have fun together. We can't just work, work, work.

QUESTIONS FOR DISCUSSION
1. What sort of resistance to diversity would be most likely in your organization?

2. How do you make efforts to include everyone without removing valuable culture, customs, and traditions from your organization?

3. How can you best prepare yourself to accept people of diverse cultures or views?
Role Play #5-- Adult Stage of Development  
**Story Line:** Two different volunteer administrators are calling a list of volunteers to solicit help.

**Cast:**  
Volunteer administrator in organization one.  
Volunteer administrator in organization two.

**Script:**  
**Scene 1: Volunteer manager #1 calls and tries to get help for phone calling**

**Mgr. #1:** Hi, is this Natasha? ... Can you come in on Tuesday? ... Good, we need you here at 9:30 sharp. You know that we can only give you credit for hours if you start when you are committed. ... Don't forget to bring a pencil. ... I'll go over the script with you when you come.... You must read it just as I've written it. I'll see you then at 9:30. Thank you.

**Scene 2: Volunteer manager #2 calls and tries to get help for phone calling**

**Mgr. #2:** Hi, is this Nate? ... I could sure use your help next week with some phone calling. Have you any free time, in the early part of the week? That would be wonderful, what time can you come? ... For how long? ... Yes, I can make sure that there is someone here to get you started. I hope that I'll be here. If not, you know the desk near the stairs ... would you feel comfortable making calls from there? ... I'll leave a script, but feel free to use words that feel comfortable to you. Thanks so much.

**QUESTIONS FOR DISCUSSION**

1. What kind of volunteers does organization one attract? What will these volunteers do?

2. What additional kind of volunteers will organization two attract? What types of activities may these volunteers do?
Role Play #6 -- Communicating the Organizational Culture

Story Line: The Volunteer administrator is trying to explain the organizational culture to the new volunteer.

Cast: Volunteer manager and two new volunteers who ask "why?" quite often.

Script: Scene 1: The volunteer orientation.
Mgr: As you know this organization is very "rule-bound." We have a procedure in place for everything, and we, volunteers as well as staff, are expected to follow these procedures.

Vol. #1: Doesn't that hold you back? I mean, box you in, stifle your creativity?

Admin : You could look at it that way, but on the other hand, it frees you from so many mistakes. They want it done this way. It is a tried and true formula. And, bottom line, it works.

Vol. #2: Do you have any freedom, within the rules?

Admin: If you mean by "freedom" the ability to ask the questions in a different wording or to refer the client to a particular staff member by name ... then no. We do it only the one way here. If, on the other hand, "freedom" means that we take a break when needed, or confer with a staff member on the best way to deal with something unexpected ... then, by all means, you are free. We help one another a great deal.

Admin: Another point of structure in the organization requires that all forms be printed in black ink.

Scene 2: The parking lot after the orientation as the volunteers talk over the meeting and the culture of the organization

Vol. #1: I never expected anything so helpful to be so rigid.

Vol. #2: I was surprised, too. They definitely have rules. It reminds me of the days when companies had strict dress codes for sales staff. But they keep saying "It works."

Vol. #1: That's true and isn't that the reason that I came here to volunteer. They have such a good record.

QUESTIONS FOR DISCUSSION

1. What is the benefit to the organization and to the volunteers for being explicit about the organizational culture?

2. What problems occur when the organizational culture is not known or articulated?
Silver, N. (year). *At the heart: The new volunteer challenge to community agencies* San Francisco: The San Francisco Foundation.

**III. For the Experts -- Understanding the effect of organizational culture on high impact volunteerism**

**Activity:**
This activity involves small group discussions about the Volunteer Impact Questionnaire. The goal is to measure an organization's use of volunteers for the greatest impact on the organization's goals and objectives.

**Materials:**
A copy of the Volunteer Impact Questionnaire for each participant. A large newsprint pad and markers (the facilitator will note key concepts for the group.)

**Instructions:**
- Have the participants break into groups of four.
- Ask them to reflect on the following questions and make notes for themselves.
- Tell them you will give them seven minutes to reflect and then invite them to discuss the questions in their small groups.
- Tell them the suggested plan is for them to consider the present organization to which they belong. If they are so new that they are unfamiliar with this organization or have another reason, then they may consider another organization of which they have been a part.

**VOLUNTEER IMPACT QUESTIONNAIRE**
1. Does the organization seek to fit a volunteer into a ready-made slot or is there an effort to ask the volunteer for a creative idea for his/her involvement?

2. How well are volunteers able to be heard in the decision making process of the organization?

3. Do volunteers take leadership roles in the organization?

4. Are volunteers asked to create new programs or approaches -- or are volunteers expected to carry out existing patterns?

5. Would limited-resource and diverse volunteers be able to fit into the culture of your organization?
6. What plans/processes could you initiate that would assist your organization to become aware of its culture?

7. What process would assist your organization to modify its culture to make more effective use of volunteers?

Going Beyond:
The references cited below will give the interested facilitator or participant an opportunity to read further about organizational culture and pursue particular interests further. Other exercises in the sections above that were not used during the first experience of this program might be used effectively later.

References:


Review:

Did the orientation include information on the Extension program including:
- History, mission, and goals of Extension (OBOE Model)
- An organizational chart of the Extension service
- Extension programs and activities
- Key staff positions and functions (ANR, FCS, 4-H, Fine Arts, Horticulture, Staff Assistants, Program Assistants, etc.)
- Funding sources (including Fiscal Court, UK, State, Federal, Grants, User Fees, etc.)
- Follow chain of command, if applicable (For an example, see Summer Residential Camp Chain of Command)
- Organizational Chart
- Club and project/activity profile
- Description of the programs, services, and key events of the organization
- Clover bud projects and activities

Did the orientation include information on the volunteer’s role in helping Extension reach its organizational goals through:
- Volunteer expectations
- Extension program expectations
- Risk management procedures
- Confidentiality requirements
- Volunteer rights

Did the orientation include information on issues related to risk management?
- Liability issues
- Volunteer insurance

Did the orientation include information on volunteer procedures?
- Record keeping
- Awards and recognition
- Records and information
- Grievance procedures

Did the orientation include information on Extension policies?
- Dress codes (when appropriate)
- Supervision
- Evaluation and education policies (including 360 degree evaluations)
- Safety procedures
- Personal telephone calls
- Educational expectations and requirements
- Tour of the facility and orientation to equipment
- Introduction to staff
Letters to New Leaders

A series of six letters were developed to provide an overview of the responsibilities facing 4-H volunteer leaders. Although entitled "Letters to New Leaders," this series has been found to be as effective in communicating with continuing, tenured volunteer leaders as it has for new leaders.

These six letters have been adapted and customized for 4-H volunteer leaders in Kentucky. There is not set schedule for distributing them to volunteer leaders. Some agents prefer to send the first one in September (at the beginning of the program year) and follow up with another one every other month. This provides one year of continuous support and communication. Other agents prefer to send them monthly for the first six months of service. Whatever you decide, the result will be that 4-H leaders will feel supported because you are communicating with them regularly.

The collection of six letters includes the following:

- What is 4-H?
- Getting Started
- Planning
- Leadership and Teaching
- 4-H Activities
- Opportunities for 4-H Leaders

The collection of six “Letters to New Leaders” can be accessed on-line in the GEMS Toolbox, in the “Educate” drawer, under “Resource” at: http://www2.ca.uky.edu/agcollege/4h/oldsite/gems/resource.htm
Letters to New 4-H Club Leaders #1: “What is 4-H?”

Dear 4-H Volunteer:

So you’ve volunteered and have been selected to be a new 4-H club leader! Congratulations! You’re beginning an interesting, challenging and rewarding experience. Because we know you have many questions about this new venture, we hope you’ll find the information in this (as well as subsequent) letters helpful. Please feel free to call me or stop by the Extension Office if you have questions or need additional information.

This is the first in a series of six letters that you will receive in the next few months, along with supporting materials. Please keep these materials together in a notebook for easy reference. When you have all six letters and the additional reference materials, you will have assembled a useful 4-H Leader’s Handbook.

At the end of each letter is a section entitled "How can I use the information in this letter?" This section gives you the chance to think about the information in each letter and how you might effectively use the information in your club.

What is 4-H Youth Development?

On January 15, 1902, A.B. Graham, a school superintendent in Springfield, Ohio, established the Boys and Girls Agricultural Clubs. From this early beginning, the 4-H program was born. Today, there are over 5,000,000 4-H members enrolled in more than 90 countries world-wide.

4-H Youth Development serves youth audiences through the Cooperative Extension System in the United States. Young people, between the ages of 9 and 19, participate in individual and group learning experiences that help them learn skills for living. Five- to eight-year-olds learn life skills through clover bud group activities.

In Kentucky, 4-H is part of the University of Kentucky Extension Service. The State 4-H Department is located in Scovell Hall on the UK campus in Lexington.

Each county has an UK Extension Office that administers the 4-H program. Our county’s Extension Office is located at: _________________________. At the national level, 4-H is under the leadership of the United States Department of Agriculture.

The most widely recognized symbol of 4-H is the 4-H clover. This emblem is a green four-leaf clover with a white "H" on each leaf, representing Head, Heart, Hands and Health. The four H’s represent four-fold, holistic youth development, including cognitive, emotional, social and physical.

The 4-H name and emblem may be used by local 4-H clubs and other officially affiliated 4-H organizations. The use of the 4-H name and emblem should be consistent with the educational purposes, character-building objectives and dignity of the 4-H program. It cannot be used to endorse commercial firms, products or services. If there are questions about the appropriate use of the 4-H emblem, contact your 4-H Agent.

How does the 4-H program work?

"It is easier to build a child than to mend an adult." In a nutshell, this is the primary objective of 4-H. 4-H is a learn-by-doing program. This "experiential learning"
occurs when youth participate in an activity, look back to reflect on what they learned, draw conclusions or observations and relate the experience to other or future events in their lives. Through the experiential learning process, young people develop basic, transferable skills useful in real life experiences today and in the future.

Through experiential learning, youth learn skills for living. Life skills may be categorized as three types:

**Competency** — developing skills and knowledge; strengthening and using decision-making skills; communicating with and relating to other people.

**Coping** — responding to life situations; developing a positive self-concept; establishing priorities consistent with one's values.

**Contributory** — sharing with others; developing leadership skills; responding to the needs of others and of the community.

These life skills enable youth to become self-directing and productive, to lead satisfying lives, to contribute to society and to function effectively in a changing world. Of primary importance in this learn-by-doing approach is the 4-H project. The project is a set of activities centered around a specific subject. Each member or group selects one or more projects according to interest and ability. Each project requires the member or group to establish goals, work toward those goals and evaluate the progress made.

**What's more important — the 4-H project or the 4-H member?**

The 4-H members, of course! The 4-H project is merely the “hook” we use to attract or “catch” the attention and interest of prospective 4-H members. After “hooking” them, we “reel them in” to participate in 4-H projects, programs and activities.

4-H is a people program. Its objective is to assist in the development of boys and girls. Projects are utilized as tools by stimulating the interest of 4-H members. A commonly stated example of the 4-H philosophy is, "A blue ribbon 4-H'er with a red ribbon project is more desirable than a red ribbon 4-H'er with a blue ribbon project."

**What is the 4-H volunteer leader’s role?**

- To help youth develop skills through their experiences in club groups, leadership activities and projects. Youngsters remember more if they actually experience something and engage in "hands-on learning." 4-H encourages the development of skills that will be useful to them now and in the future. 4-H helps each member develop good habits, experiment with new and challenging ideas and practice problem-solving skills.
- To teach 4-H members how to think, not what to think. 4-H helps develop creative thinking in young people by giving them a chance to make decisions on their own. They'll learn by making their own choices.
- To recognize and encourage 4-H members so they feel noticed and important. The most significant recognition that can be given to members is praise, attention or compliments letting them know they are important and what they have done is worthwhile. For some, 4-H may be the only place they get this support.

This is what 4-H is all about — the personal development of boys and girls.

**Welcome to the world of 4-H!**

Kentucky 4-H recognizes the importance of good character in everything that is
done. 4-H staff, volunteers, 4-H members and their families recognize a person of character as someone who:

- is looked up to and admired;
- knows the difference between right and wrong and always tries to do what is right;
- sets a good, positive example;
- makes the world a better place;
- lives according to the "Six Pillars of Character" — Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship.

How can I use the information in this letter?
4-H is a 100+ year old international organization whose over-arching purpose is the holistic development of youth. The adult volunteer leader’s role is critical to the learning process by facilitating learning experiences, teaching youth how to think and recognizing members.

Please contact me if you have any questions. You will receive your second letter in about one month.

Sincerely,

<name>
4-H Youth Development Agent
Dear 4-H Volunteer:

This letter contains answers to some of the most frequently asked questions about starting a 4-H club. If you are a new volunteer leader in an ongoing club, you will find this information useful, too.

How big should our club be?
4-H clubs can have as few as five members or as many as the volunteer club leaders feel can be effectively included in the group. This decision depends on the number of volunteers involved in the club and how they share the leadership. Some suggest that six to 10 members per adult leader is an optimum number. Dedicated teen leaders may also increase the number of members that a club can support. The size of the club will also depend upon what the club will be doing and where the meetings will be held. Your first group will be a number with which you and the other volunteer leaders can manage. If the club grows to an unmanageable size, consider dividing the group and forming a new club. As an equal-opportunity organization, it is illegal to turn youth away from any 4-H program or activity.

How do I recruit 4-H members?
It is seldom hard to recruit members. If there are exciting things happening in the club, the word will get out. Start with your own children and their friends and children in your community. You can contact your local schools or churches for potential members. Your local UK Extension Office may have the names of children who want to join a club in your area. The county staff also may have a recruitment program or other ideas for recruiting new club members.

How do I recruit other 4-H leaders?
It is helpful to recruit some other adults to help with club leadership. Parents of 4-H members are usually willing to help. Other possibilities include senior citizens, 4-H alumni, friends and local experts or people with a special area of interest they can teach. If you feel you need assistance in recruiting other volunteers, your Extension 4-H Agent or the state’s Volunteerism Specialist may be available to provide the information you request. The University of Kentucky Extension Service has initiated a selection procedure for any volunteers working directly with youth. This procedure includes completion of the Kentucky 4-H Volunteer Application, reference checks, a criminal background check and an interview. Make sure you discuss the volunteer screening procedures with your county staff.

Where will our club meet?
Where your club meets will probably be determined by the size of your club. It may be easiest for the club to meet in the homes of members or volunteers. Many clubs rotate meetings from one member’s home to another; each family then has an opportunity to host a meeting. Other meeting places could include churches, schools,
fairgrounds, community centers, or the Extension Office. Many churches, schools, community groups and other organizations are willing to allow their facilities to be used for 4-H activities. Facilities used for 4-H activities should be handicapped accessible.

**How often will our club meet?**

The decision on how often your club meets should be determined by the needs and composition of the club and its members. It is recommended that clubs meet throughout the year. Most clubs meet monthly, but you might want to consider meeting more frequently than that, especially if your club has several young members. Frequent meetings can benefit the club by helping to maintain a high level of enthusiasm and keeping the members motivated and involved. Some clubs alternate formal meetings with less formal project workshops or social activities.

**Is our club name important?**

Each 4-H club is a unique group of individuals who work together toward common goals. A club name can reflect the interests of the club members, often relating to the project area the club participates in or the geographic area where members live. Allow all members to participate in selecting a name for the club. 4-H does not discriminate on the basis of race, color, national origin, sex or handicap. Therefore, please be sure that the club name you select is not biased for or against certain groups in any of these categories. Consider whether potential club members might shy away just because of a misleading name. "The Sewing Susan's" would discriminate against or discourage boys from participating, whereas "The Nimble Thimbles 4-H Club" might be a better idea.

Creative or cute names for 4-H clubs are fine — but plan for the name to identify the group at the county level and beyond. Trendy names may not stand the test of time.

When in doubt, contact your 4-H Agent to determine the appropriateness of a name. You will also want to check to ensure that your club name does not duplicate the name of an existing club.

**How do I enroll my group as an official 4-H club?**

Your county Extension office has the necessary forms needed to establish a club. An official request to establish a club is necessary for participation in any 4-H activity and for you to have the rights and protection of a 4-H volunteer.

The 4-H year begins on September 1 and runs through August 31. All continuing 4-H members and volunteers must re-enroll every year. Members may join 4-H at any time during the year, but clubs may have deadlines for enrollments, which apply to participation in specific activities and the county fair. It is beneficial to both the club and its members to enroll early in the year in order to gain the most from the 4-H experience.

**What about project materials?**

Each county Extension office will have copies of a local 4-H project listing. Additionally, most counties publish a 4-H newsletter to keep you informed of upcoming events, activities and deadlines. Ask your 4-H Agent for a copy of “Launching Into the Next Millennium: 4-H Achieves ‘Liftoff’.” It’s filled with hundreds of ready to use activities for 4-H meetings. UK Extension provides publications and project manuals at
no or low costs to volunteers and members.

Are there dues for 4-H members?
Some 4-H clubs set a small dues or activities fee to pay for the cost of supplies and activities. Others may fund their needs by working together on a fund-raising project. Many counties also charge a small fee to cover accident insurance.

If your club chooses to hold a fund-raising project, be sure to check with your county Extension staff about fund-raising guidelines and policies in your area. Also, the Extension Office may have information as to the kinds of activities that have been successful fund-raisers in the past.

What about insurance?
Volunteer liability coverage is available for officially enrolled adult volunteers who are conducting authorized 4-H and Extension activities. This is excess liability insurance; that is, coverage applies after all other available insurance has been exhausted. Liability insurance provides coverage for you in cases of negligence claims against you.

Automobile liability insurance is also available for all adult volunteers while participating in scheduled and supervised 4-H and Extension activities. All volunteers are expected to comply with state law, have valid driver's licenses and maintain personal liability insurance. This insurance does not provide coverage for damage to the adult volunteer's vehicle.

This coverage does not substitute for health and accident insurance. Special Activities Insurance Coverage for accident and illness can be purchased for 4-H youth, their volunteer leaders and adults participating in supervised activities. This insurance covers illness and accidental injury while participating in 4-H activities on an annual or individual event basis. Your local county Extension staff can provide information and applications.

Kentucky 4-H recognizes the importance of good character in everything that is done. 4-H staff, volunteers, 4-H members and their families recognize a person of character:
• is looked up to and admired;
• knows the difference between right and wrong and always tries to do what is right;
• sets a good, positive example;
• makes the world a better place;
• lives according to the "Six Pillars of Character" — Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship.

Insurance is also available for purchase for individual trips and activities. Available for $1.00 per person, it provides supplemental coverage for accident or injury. Ask your 4-H agent for details.

How can I use the information in this letter?
Understand that the optimal size for a 4-H club depends on several factors. These factors include the age of your 4-H members, the number of volunteer leaders involved and the size of your meeting location. Select a club name which is non-
discriminatory and is not gender specific. 4-H enrollment information for both youth and adults is available at your Extension office and must be renewed annually. 4-H curriculum and materials are also available at the Extension office.

Please contact me at ____________________ if you have questions or need additional information. You'll receive your third letter in about one month.

Sincerely,

<name>
4-H Youth Development Agent
Letters to New 4-H Club Leaders #3: Planning and Conducting 4-H Club Meetings

Dear 4-H Volunteer:

By now you may have questions about planning and conducting 4-H club meetings. This letter includes information about the basic, everyday components of a successful 4-H meeting.

Club officers and committees

Officers are an important part of the club’s leadership structure. Being an officer gives the member an opportunity to develop and practice leadership skills and responsibility. The following 4-H officers are usually elected in each club:

- President
- Vice-President
- Secretary
- Treasurer
- Reporter
- Recreation Leaders
- Song Leaders

Some other officers the club may want to elect include photographer, historian, inspirational officer and coordinators for the scrapbook, community service, fund-raisers and field trips. There are special instruction sheets and materials for each of the primary offices. These publications can be ordered through your local Extension Office.

Because one of the goals of 4-H is to develop leadership skills, all members should have an opportunity to serve as an officer or committee chair during their 4-H experience. Even the youngest members can provide input by serving on a planning committee.

Committees help the 4-H club function more smoothly and efficiently as well as provide opportunities for more people to be involved. Club leaders and parents are encouraged to become involved in assisting 4-H'ers with planning and supervising various club activities, but members should be involved in making and implementing decisions.

Teaching the 4-H pledge and motto

Members and adults can better understand 4-H if the 4-H pledge and motto are presented to the club. The 4-H pledge should be recited at every 4-H meeting. When planning 4-H meetings with your club president, include both the Pledge of Allegiance and the 4-H Pledge as part of the club’s meeting agenda or ritual.

The 4-H pledge along with the corresponding motions is given below:

I pledge:
My Head to clearer thinking, (salute with right hand)
My Heart to greater loyalty, (place right hand over heart)
My Hands to larger service, (arms bent, palms up)
My Health to better living, (arms at sides)
For my club, (arms bent, palms facing each other about six inches apart)
My community, (arms bent, palms facing each other, about 12 inches apart)
My country, (arms bent, palms facing each other, about 3 feet apart)
And my World. (arms bent and fully extended, palms facing up.)

The 4-H motto is "to make the best better." The leader may find it helpful to make
a poster or have the 4-H'ers make a poster of the 4-H pledge and motto to use at each
meeting so members can read and memorize them. After the first meeting, each
member can take a turn leading the Pledge of Allegiance and the 4-H pledge to open
the meetings. Many clubs close meetings with the 4-H motto recited in unison. Flag sets
and other club meeting aids are also available from the National 4-H Supply Catalog.
Your local County Extension Office has copies of this catalog.

Setting goals with your 4-H club

It's helpful for you and your 4-H members to set a few basic goals for your club
each year. These goals are statements of what the members would like to accomplish
as a club. The goals should help the club meet the needs and interests of individual
members. Examples of goals a club could set are:

- To meet at a regular time each month
- To have fun as well as educational meetings
- To provide a service to the community
- To introduce others to 4-H
- To learn more about a variety of 4-H projects
- To involve family members in 4-H activities
- Each member will complete at least one project

As a volunteer leader, you will want to set goals for yourself and encourage your
4-H members to set individual goals. These can be goals to achieve in leadership roles,
in their project or in their personal development.

Goal-setting is an important life skill that can be taught through 4-H. Members
should be encouraged to set goals and objectives (an objective is a strategy which will
be utilized to achieve the goal) at the beginning of the 4-H year. Goals should be
reviewed with the members throughout the year.

Planning the 4-H club calendar

After the club goals have been established, use these goals to design a year-
long program plan and club calendar. The calendar will tell you what the club is doing
when and who is responsible for it. Monthly meeting guides will help direct the club's
activities toward accomplishing its goals.

Be sure to involve your 4-H members and their parents in developing the club
calendar and yearly program plan. Allow all members to contribute their ideas and
interests before choosing the activities for the year. When selecting an activity, refer to
your club’s goals to see if the activity will help attain those goals. The calendar and plan
should include a variety of activities to stimulate the club members’ interest and
enthusiasm. There should be educational presentations, for which a speaker or program
is brought in to the meeting as well as demonstrations or educational programs by
members.

Project meetings can be scheduled to help members set goals for their projects,
to provide information and ideas, to work on projects and to prepare for contests and
fairs. Your club can plan a club show or project tour to share what members have done during the year with fellow members and others in the community. Social activities can be planned throughout the year to which family, friends and other 4-H clubs can be invited.

The club should also plan a community service project where members can work together to “make a difference” in their communities. Youth staff members are a good source of ideas for club activities. You can contact your local 4-H staff to find out what the county and state calendars include, especially the dates of events, contests, fairs, etc. that are of interest to your members.

The 4-H meeting

Club meetings should be planned to include three areas:

- **Fun** — Plan 15 to 30 minutes for recreation, refreshment and fellowship
- **Business** — Allow 15 to 30 minutes for the business meeting, discussion and planning
- **Learning** — Include 30 to 45 minutes for demonstrations, community service activities, tours, guest speakers, presentations and project work.

Possible agenda items for 4-H club meetings

A recommended business order follows:

1. Call to order and welcome
2. Pledge of Allegiance
3. 4-H Pledge
4. Inspiration / Devotion
5. Roll call and Mixers
6. Songs
7. Minutes of the last meeting
8. Approval of minutes
9. Treasurer's report
10. Officer and committee reports
11. Unfinished business
12. New business
13. Educational Activities
14. Adjournment
15. Recreation & Refreshments

The educational program usually begins after the formal business meeting is adjourned. Recreation and refreshments can also follow the meeting. Some clubs schedule refreshments and recreation before the meeting as welcome activities or to encourage prompt attendance. There are endless agenda variations and variety helps make the meeting more interesting.

An approach some clubs prefer is to alternate business meetings with project meetings, or to have short informal business sessions at some point during project meetings. You might consider trying a variety of methods to determine which works best with your members’ age groups, your club's size and your project areas.
Involving parents with your club and selecting a parent of the month

Successful 4-H membership usually requires a great deal of parental support. There are a variety of methods for getting parents involved. The classic reason for becoming a volunteer leader is to provide an opportunity for a son or daughter to join 4-H. It is logical to encourage parents to become volunteers, assist committees or contribute to the club in other ways. Don't hesitate to ask parents to help the club. A sign-up list with a designated “Parent of the Month” can help the organizational leader with such tasks as setting up the meeting room, clean-up, making last-minute contact with the program presenter, and assisting where needed.

Many clubs strongly encourage parents to attend all meetings with their children. Parents may be asked to chaperone a club activity, host a meeting, teach a special skill or share a particular interest. If they are sharing information with the club, it doesn't necessarily have to be related to a project. It could be regarding citizenship, leadership, community service, careers or other topics. Clubs could have a “parent of the month” who assists with the monthly meeting.

Tours, activity days, field trips, etc.

Your club members will enjoy a variety of field trips, tours and special activity days. Sometimes you teach them more in a well-planned field trip than in a regular club meeting. These special activities can involve a variety of experiences. They can be related to specific projects that club members are involved in. They can involve community service or be historical. Other 4-H leaders are an excellent source of ideas for field trips for your club.

Your 4-H members will enjoy planning and organizing these special events. They may even want to invite another club to join them for them for the trip. If youth are going on a tour or trip, remember that a health or medical release form must be included. If you have further questions or concerns, contact your County Extension staff or another volunteer leader. Youth educators can provide leader training at club meetings if requested. We want to help you succeed. Have a good meeting!

Kentucky 4-H recognizes the importance of good character in everything that is done. 4-H staff, volunteers, 4-H members and their families recognize a person of character:

- is looked up to and admired;
- knows the difference between right and wrong and always tries to do what is right;
- sets a good, positive example;
- makes the world a better place;
- lives according to the "Six Pillars of Character" — Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship.

How can I use the information in this letter?

Implement the information to develop an effective 4-H club meeting and program of activities. All 4-H clubs should elect officers, recite the pledge at each meeting, set goals annually, plan an annual calendar, develop an agenda for each meeting and use a variety of learning activities.
Please contact me at ______________ if you have additional questions or need more information. You’ll receive your fourth letter in about one month.

Sincerely,

<name>
4-H Youth Development Agent
Dear 4-H Volunteer:

A wise teacher once observed, "A child who isn't interested can't be taught. An interested child can't be kept from learning." Most 4-H club leaders don't think of themselves as teachers, but they are. Through volunteer leaders, 4-H members learn skills in their projects and other individual and group experiences that help develop such lifelong characteristics as positive self-esteem, sound decision-making, effective communication, responsibility, and cooperation. 4-H club leaders can be especially successful teachers because they establish personal relationships with individual 4-H members. This letter will provide research-based information about proven teaching techniques, different styles of leadership, behavior management techniques and hallmarks of effective 4-H meetings that you can use with your 4-H members.

Teaching Techniques

4-H encourages a learn-by-doing approach to teaching. The greatest degree of learning occurs in the actual experience. The closer to real life a learning activity or experience is, the more effective it will be. Sometimes, though, it isn't practical to learn by participating in the actual learning experience. In that case, you want your members to have as meaningful an experience as possible through simulations, role-plays and exploration and discoveries through interviews or research activities.

There are a variety of methods that can be used to teach 4-H members. This variety will help keep the members interested and enthused about the activities. Each method will also have an effect on how well 4-H members learn. The level of involvement is important in how much is learned. Activities that are more like real life experiences and that involve members in listening, seeing and doing usually bring about the most learning. Thus, when possible, use simulations, games, demonstrations or models. Try to avoid telling or asking members to read as the primary teaching model.

The child-centered approach

4-H uses a child-centered approach to learning. This means the programs, activities and projects focus on the needs and interests of the child. For example, when 4-H club members select their projects, they are more likely to choose projects that are of interest to them. They also set individual goals and make plans to reach those goals based on what they want to accomplish in the project.

You, as the 4-H leader, play an important role for your members. Through your guidance, understanding, encouragement and recognition, they will learn how to set a goal and reach it. You can help each member set realistic goals. You can provide needed encouragement when the going gets rough. Best of all, you see the proud smile that says "I did it" when you recognize 4-H members for a job well done.

Hundreds of ways to say "very good"

People thrive in a climate of love, so give 4-H members plenty of praise, encouragement, warmth and signs of caring. All people need smiles, approval and affirmations.
Look for good behavior that you want to strengthen, then say "good job." Did you know that there are at least 100 ways to say "good job?" Here are some suggestions:

- Now that's what I call a fine job!
- FANTASTIC!
- I knew you could do it.
- Keep it up!
- GREAT!
- Keep working on it, you're getting better.
- Good for you!
- WOW!
- You are very good at that!
- Nice going!
- GREAT JOB!

Helping people learn

As a 4-H club leader, you build on the natural curiosity that young people have. Since learning takes place through experience, your role is to provide opportunities for hands-on learning. You and your 4-H members will have fun learning together. Each age group has unique characteristics and different developmental needs. Development level will have an impact on how each member learns. It is important for 4-H club leaders to keep these differences in mind when working with various age groups. Of course, not all children develop at the same rate, but being aware of the general characteristics of youth at various stages will help you be more effective. You may want to pick up *Ages and Stages of 4-H Youth Development*, that briefly points out the levels of development children pass through and implications for 4-H club leaders.

How leadership styles affect your club

The atmosphere during your club's meetings and activities will be greatly influenced by your own personal leadership style. There are several different leadership styles, and no one style is the right one in all situations. Each style can be effective depending upon the circumstances. An effective 4-H club leader will use different leadership styles when appropriate. The situations, decisions, age and ability of the 4-H club you advise all contribute to the type of leadership style you utilize.

**Autocratic style**

When using the autocratic style of leadership the club leader tends to make decisions for the club without the members' involvement or input. The leader has complete authority and responsibility for the club. This style can be good during the beginning of a new club or with a club of young members who aren't ready to make all of the decisions. Autocratic leadership can be very efficient.

The autocratic leadership style is outcome and action oriented. Things will get done, but club meetings can be boring and leader-centered. The autocratic style isn't an effective way for members to learn decision-making or independence.

**Laissez-faire style**

In the laissez-faire leadership style, the club leader provides little guidance for the group and gives the members complete freedom and responsibility. Good as well as bad decisions, plans and programs are permitted to develop. Members can learn a lot
from their decisions, but it can be difficult for the group to reach a consensus, make decisions and accomplish anything. Strong clubs may get stronger under this type of leadership; weak clubs may fall apart.  

Democratic style  
Using the democratic leadership style, the club leader encourages all members to participate in planning and helps members develop the skills necessary to make decisions. This style is generally the most effective. It encourages interaction and helps the members learn self-confidence, leadership and decision-making skills.  

Techniques of a good leader  
A good club leader has many techniques that help establish group rapport. These techniques can facilitate the group's activities and learning; others can hinder it. Your goal as a new club leader is to develop the facilitating techniques that will help your club members grow in self-confidence and learn leadership skills and independence. You can also check if any of the behaviors listed under the non-facilitating category are having a negative effect in your club.  

Facilitating techniques:  
- Guides group through an experience  
- Uses different leadership styles when appropriate  
- Keeps action going  
- Is flexible  
- Encourages participation by all  
- Is a good listener  
- Cares  
- Focuses on process rather than outcome  

Non-facilitating behaviors:  
- Takes over leadership and directs others  
- Makes decisions for the group  
- Ignores suggestions  
- Creates a tense environment  
- Fails to prepare  
- Evades issues  
- Gives solutions rather than letting group members come to their own  
- Is concerned with results more than people  

What to do about kids who misbehave  
Sometimes kids will misbehave. An important distinction to make is that the young person is okay, the behavior is not. There are usually reasons why kids misbehave. With patience, a perceptive leader may discover the reasons behind the behavior problem and use those reasons to help solve it.  

Reasons why kids misbehave  
- **They want attention.** Kids who disrupt a meeting are getting not only your attention but other members’ attention as well. Try giving the disruptive members some responsibilities during the meeting. This way, they get needed attention in a positive manner.
• **They are uncomfortable in the situation.** If members feel uncomfortable, it may be because they don't know what is expected of them or how to participate in the group's activity. By misbehaving, the members don't have to figure out what is expected. A few quiet words to explain what to do will probably solve the problem. If that doesn't work, a quiet talk while others are occupied might clear the air.

• **They are afraid of failure.** Fear of failure can also make members feel uncomfortable. It may be less embarrassing to be called a *troublemaker* than to be called a *failure*. Try to promote a team spirit in the group where no one ridicules a person who makes mistakes. Also, be sure that everyone knows how to perform his or her role or assignment.

• **They don't like or aren't interested in what the group is doing.** There could be several reasons for this. The activity or project may be too easy or too difficult. You may need to make changes in the activity so that it is better suited to your members' abilities. If the activity is suited to the members and your programs were planned by group decision, then you may need to sit down with the disruptive member and explain that, while this may not be the most interesting activity for him or her, the group decided to do it and it is important to be a team player. You can also make sure that this member has some responsibilities during the activity to make it more relevant. There can be many other reasons why kids misbehave. You, as the club leader, need to try to identify the possible reasons and experiment with various approaches that will deal with the root causes of the behavior problem.

**Evaluating your meetings and activities**

An important aspect of leadership is evaluating your activity or meeting afterwards. Reflecting on the good and bad points will help you in planning future events.

If the meeting or activity went well, you should reflect upon its successful aspects. Was it well-planned? Were all necessary supplies available? Did everyone participate? Did everyone appear to understand and to learn? Being able to answer yes to these questions and understanding why will aid in planning future activities.

If the activity or meeting went poorly, you will need to examine why. As much as possible, let the group be responsible for the outcome of their activities. Help them evaluate any problems. Was there a breakdown in planning or implementation? Did everyone participate? If not, why? If only one or two members seemed dissatisfied, you may need to address the issue with them individually. If the whole club seemed unenthused, you may also want to talk with other leaders or your youth development specialist for ideas and inspiration.

**Have fun; learn along with your club!**

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• is looked up to and admired;
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• sets a good, positive example;
• makes the world a better place;
• lives according to the "Six Pillars of Character" — Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship.

How can I use the information in this letter?
Plan for 4-H members to learn by participating in hands-on learning experiences. Praise members for achieving success and for setting and achieving goals. Examine your personal leadership style and determine which of the three different styles are most effective for you. Understand how to reward good behavior and how to deal with inappropriate behavior. Finally, set aside a few minutes after each club meeting to evaluate its degree of success. Reflect upon how you can improve the quality of your 4-H club meetings.

Please contact me at ______________________ if you have questions or need additional information. You’ll receive your fifth letter in about one month.

Sincerely,

<name>
4-H Youth Development Agent
Dear 4-H Volunteer:

Now that you've had several club meetings and the members are excited about their project work, you'd probably like to know about the many educational 4-H activities available to your members.

Club activities

Social activities: In addition to regular meetings, field trips, tours and special activity days, some clubs also plan social events throughout the year. These social activities include holiday parties, potluck dinners, picnics, parents' programs, swimming parties, skating parties, trail rides or campouts. These activities allow members to get to know one another better, help them learn to get along with others, promote team spirit and are fun!

Community Service Projects: One goal of 4-H is to help members become caring, contributing citizens of their communities. Therefore, every club is encouraged to work on a community service project of its choosing. Some clubs share something related to their project areas with older people in retirement or nursing homes, such as taking pets for the residents to see, making special holiday favors, holding fashion shows or just visiting. Other clubs work on environmental projects such as recycling, cleaning up trash, building and maintaining nature paths, or planting flowers and shrubs. Some clubs provide assistance to those in need with activities like hosting special events for young or disadvantaged children. As your club members grow and mature, they may decide on long-term projects to be developed or repeated over several years.

Recognition activities: Many 4-H clubs have special recognition activities to acknowledge members and club leaders for their contributions and achievements. Usually families and friends are invited to the ceremonies providing an opportunity to explain the club's activities and goals.

County/club activities

During the 4-H year, each county or club has many activities in which you and your members are encouraged to participate. It's helpful to understand these activities at the beginning of the year so you can plan accordingly.

Project workshops: Many counties or clubs schedule workshops in various project areas, such as large and small animal clinics, horse clinics, dog obedience training; or have project meetings for subject areas such as foods, clothing, flower arranging, conservation, visual arts or leadership. Project workshops may also be offered on a regional or statewide basis.

Judging and identification contests: Your county/club may have judging and identification contests in several areas, such as livestock, horses, dairy, poultry, forestry, entomology (insects) horticulture (plant ID), and wildlife habitat (WHELP). These are contests in which the individual 4-H member ranks or places animals, plants or insects or identifies several items.

Communications: Informative talks and/or demonstrations can be given by individual 4-H members, or teams on any topic they choose. They can be given to a member's own club, at public gatherings, and at the county/club 4-H demonstration and public
speaking contests. Demonstration contests can include formal and illustrated speeches and demonstrations. County winners may be selected for the area event. You might want to invite older 4-H'ers with experience in giving presentations to help teach this skill to your club.

4-H fair: One of the major activities of the 4-H year is the county fair. 4-H members have the opportunity to exhibit animals raised, products made and skills learned in their projects during the year. Exhibits are usually judged against an objective standard (Danish System), not against each other. The best projects and exhibits may then be selected to be taken to the Kentucky State Fair. Some counties use conference or interview judging for non-livestock projects at their 4-H shows. In this method of judging, 4-H members discuss their project exhibits with the judge. They talk about what they did and learned during the project and the judge offers positive comments and suggestions for possible improvements in future projects. Often, this is one of the 4-H'ers' most helpful learning experiences of the year.

4-H camp: Kentucky has camp programs available for 4-H members and clubs. Many options are offered at the different camp sites and campers can participate in a variety of activities, such as swimming, hiking, outdoor education and crafts. There are camps planned for younger members and teens, as well as counselor-in-training programs for older youths. Ask your local Extension staff when camp is scheduled for your county.

Honors Program: This program has three parts for participation for senior age youth (14 to 19 years of age).

- **Honor Pin Level:** 4-H Honors Program pin recipients will be recognized on four levels: Bronze, Silver, Gold and Emerald. 4-H Honors Program recipients will receive a certificate and pin for each level achieved. This is sponsored by The Courier Journal. Only one level per year will be awarded to each person.

- **National 4-H Youth Congress:** National 4-H Youth Congress is a conference for senior age Honor participants who have completed at least the bronze level Honor program. It recognizes the nation’s outstanding 4-H youths in project work and 4-H leadership and achievement and provides them with continued educational development through tours, educational seminars and meetings with motivational speakers. Participants are selected from application, and interviewing process. Funding for 4-H Congress will be a joint effort between the State, Area, County, and 4-H'ers families. This is no longer a fully sponsored state or national event. 4-H’ers should be aware that if funding is not available through the above sources, the 4-H’er might have to pay their own way to 4-H Congress if chosen through the interviewing process. Previous delegates are not eligible. A non-refundable deposit is required upon acceptance of this conference.

- **The Courier Journal Award of Excellence:** Open to GOLD Honor recipients only. 4-H’er is not eligible if they have won previously. Submit gold portion of the 4-H’ers Honor application (copy only). Original application should be retained in the county

**District 4-H activities**

From time to time, Kentucky’s seven districts offer activities and conferences for the members and volunteers in their areas. Examples include: teen lock-ins, camps,
retreats and area competitions. For information on specific events in your area, ask your local 4-H extension staff.

**State 4-H activities**

4-H Senior Conference: This may be the first overnight state event that 4-H teen members attend. Participants attend workshops to help them develop their leadership skills, tour the campus of the University of Kentucky, meet other 4-H'ers from around the state and have a great time. Encourage your club members to attend this special event. Learning about a variety of topics, sharing ideas with others, experiencing college dorm living and having loads of fun is what is what Senior Conference is all about. Sr. Conference is planned by the state Teen Council and a committee of youth and adults.

State 4-H judging contests: State judging contests are held annually (in the spring and early summer). These events give 4-H members the opportunity to test their judging skills against official standards. Winning teams advance on to compete at the national level.

Kentucky 4-H Issues Conference: Held each November, 4-H Issues Conference helps young people and adults acquire the process skills needed to bring about positive change in their communities. At the conference, participants learn those skills while studying a contemporary issue of concern to them. But preparation to participate actually precedes the conference by several months. Young people interested in attending the conference indicate issues they are interested in studying on their conference registration form. Consequently, the focus issues change from year to year. Before coming to the conference, participants are asked to prepare a scrapbook containing newspaper articles, photographs, magazine stories, pamphlets, and brochures about the issue they have chosen. At the conference, young people participate in “action groups” to devise a strategy for action on that issue. The conference is based on the fundamental principle that adults and youth can work as equal partners in promoting community change. The conference is open to high school students who will be sophomores or juniors at the time of the conference. Prospective delegates should demonstrate a commitment to improving their community and potential for providing leadership to local change efforts. An adult partner is encouraged to accompany the young people to the conference. After the conference, participants are expected to provide leadership to community-based programs that address locally identified needs. The conference is held at the Kentucky Leadership Center on Lake Cumberland.

Kentucky State Fair: Opportunities at the state fair include project exhibits in both livestock and non-livestock classes. Non-livestock entries are displayed in Cloverville, a special 4-H section at the Kentucky state fair. Entries are selected at the county level. 4-H members also have the opportunity to perform, participate or compete in front of audiences. Individual and team presentations are prepared at the county level.

**National 4-H activities**

National 4-H Week: National 4-H Week is the first full week in October. Counties and clubs may use this week to promote 4-H in their areas. Promotional literature regarding National 4-H Week is distributed to the counties from the state 4-H Department.
Citizenship Washington Focus (American Heritage): 4-H members, ages 15 to 19, have the opportunity to travel to Washington, D.C. for one week during spring or summer. They stay at the National 4-H Center in Chevy Chase, Maryland while participating in citizenship programs and touring the city.

National 4-H Youth Congress: It recognizes the nation’s outstanding 4-H youths in project work and 4-H leadership and achievement and provides them with continued educational development through tours, educational seminars and meetings with motivational speakers. Participants are selected from Kentucky’s Honors Program through an application and interview process. Youth must have completed at least the bronze level to participate.

National 4-H Conference: Held at the National 4-H Center in Chevy Chase, Maryland, this event is attended by 4-H teens. During this conference, delegates have the opportunity to assist with and influence future 4-H programming.

International opportunities

The current mission of the 4-H International Program is to further cross-cultural understanding and international development through the study and exchange of human and technical resources. 4-H members and their families have many opportunities for cross-cultural experiences.

4-H families can host international exchange students involved with youth groups similar to 4-H in countries throughout the world. 4-H members can also travel to others countries for varying lengths of time. Contact Mark Mains at the state 4-H department for more information.

As you can see, there are many activities for your 4-H members in which to participate. Encourage your members to participate in as many activities as possible. The more they participate, the more they will gain from their 4-H experience. Good luck!

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- sets a good, positive example;
- makes the world a better place;
- lives according to the "Six Pillars of Character" — Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship.

How can I use the information in this letter?

Recognize that 4-H club meetings include wide variety of social, recognition, community service activities and county, state and national events. You will receive information about upcoming county, area and state events from your 4-H agent through a newsletter. Be sure to pass this information along to your members. Plan at least one community service, recognition and social activity each year.

If you have questions or need additional information, please call me at _______________. You’ll receive your sixth letter in about one month.
Sincerely,

$name$
4-H Youth Development Agent
Dear 4-H Volunteer:

As you become more comfortable with the various aspects of the 4-H program, you'll want to challenge yourself to accept new leadership experiences and participate in volunteer development opportunities. You have probably discovered that, along with your members, you, too, are gaining new knowledge and skills.

There are many opportunities available for 4-H club leaders to learn more about the 4-H program or specific subject matter area, to make new friends, and to develop additional skills. Your county 4-H newsletter will probably announce events as they occur, but you can ask about upcoming opportunities.

Teen leaders

A possible source of leadership help with your club may be teen leaders. Older youths may provide leadership for a project, an activity, or help with the organization of the club. Some teens take on full responsibility for organization or project leadership. Club leadership gives members an opportunity to help others and to grow and develop skills and abilities through practice.

The title "teen leader" is used for teens who take on formal club leadership roles. The exact age for young people to take on club leadership is flexible. Members who serve as leaders should have the respect of other club members. They need to be successful with their project work, be responsible and show concern for the club and other members.

All members should be encouraged to take on leadership assignments from the beginning of their 4-H careers and to increase responsibility as their skills develop. Through this process, most members should be ready for formal leadership assignments in their teen years.

Parental Involvement

Parents can provide an unlimited means of support. To successfully involve parents, first decide what tasks need to be done, then ask for specific help. Parental involvement may include planning fundraisers, bringing refreshments, soliciting donations, assisting with project work, hosting meetings, chaperoning trips, providing transportation and many other activities. Before asking parents to provide transportation or chaperone overnight activities, ask your 4-H agent to screen the parent in accordance with the Client Protection Standards of the University of Kentucky.

Opportunities at the county/club level

New 4-H Leader orientation:
You may have already attended an orientation or new volunteer workshop conducted by your club leadership, youth staff and/or experienced volunteer. If not, find out when the next orientation meeting will be held.

Leader meetings:
One of the best ways to stay up to date with the 4-H program, to learn new skills and to find out what other leaders are doing is by attending county leader meetings. Project leader workshops may be general or focused on a specific project area in 4-H, such as
animal science, visual arts, horticulture, horse, clothing or shooting sports.

County/club 4-H activities:
Consider becoming a member of a planning committee or a volunteer organizer of one of the many county or club level 4-H activities, such as fair superintendent or assistant, contest coordinator, workshop presenter or director, camp counselor or day camp coordinator. 4-H leaders are the key to a successful 4-H program. Leader participation in county 4-H activities helps the program be successful and find they become more effective leaders while developing their own skills.

County 4-H activities:
Each county has an Extension Council, a 4-H Council and committees that serve as an advisory group related to all county programming. 4-H Councils meet on a regular basis to discuss the county’s 4-H program, review 4-H activities and plan 4-H programs and events. Effective 4-H Councils also have several committees that conduct most of the Council’s business. All club leaders do not need to belong to the Council. Most counties are developing 4-H leader meetings whose function is to provide support and information to club leaders. Ask your 4-H agent when your next 4-H leader meeting will be held. You can find out more about all aspects of the local 4-H program. Attend your county’s 4-H leaders meeting or talk with your county staff or volunteer committee members for more information.

Opportunities at the District and State levels
Kentucky 4-H Volunteer Forum: The Kentucky Volunteer Forum is held biennially, in even-numbered years, generally in February, in Lexington. At the forum, you can learn about what others are doing to make their 4-H program exciting and can select from more than 100 workshop opportunities. It’s a great way to meet other 4-H volunteers, and receive the education needed to be an effective 4-H club leader.
Southern Regional Volunteer Forum: Brings volunteers from the 12 southern region states together each fall in Eatonton, Georgia or Little Rock, Arkansas. Volunteers learn about new projects, share ideas, develop leadership skills and have a great time.

Publications and Web pages
In addition to the various materials listed in these letters, you'll find numerous publications and resources available through your local University of Kentucky Cooperative Extension Service. 4-H at various levels is now making large volumes of information available on the Internet. Some of the resources you might want to check out include:

- The Kentucky 4-H Resource Guide contains information and project listings for 4-H members and families. It also has listings of leader's guides and other publications for use by leaders and other volunteers.
- The National 4-H Source Book lists gifts, clothing, resource materials and award items with the 4-H emblem that can be ordered from the National 4-H Council.
- New 4-H Web pages are being developed daily. The University of Kentucky 4-H web page includes information especially for 4-H leaders, along with resources for the public, members and staff. The state 4-H website address is www.uky.edu/4h. The University of Kentucky web page gives links to state and county Extension programs. The National 4-H Web page, maintained by the
USDA is www.4h-usa.org. The National 4-H Council's Web page is www.fourhcouncil.edu. It has links to state pages as well as counties and clubs throughout the nation.

Other resources for 4-H leaders

Also, check out the volunteer Internet study "Volunteers... the Foundation of Youth Development" at http://DLDC-Courses.ext.missouri.edu/umc/4h-volunteers

Thanks for volunteering!

We hope the information in these six letters has been helpful to you. We know it is a challenge to be a 4-H leader, and we also know it can be one of the most rewarding experiences you will have — helping young people develop into successful, caring and productive citizens.

Welcome to the role of volunteer 4-H leader!

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• is a good person, someone to look up to and admire
• knows the difference between right and wrong and always tries to do what is right
• sets a good example
• makes the world a better place
• lives according to the Six Pillars of Character — Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship.

How to use the information in this letter:

Be aware of the many resources available to you. Involve teens, parents, check out websites and attend volunteer-development activities which are available in your county, area, state and region.

If you have additional questions or would like more information, contact me at ______________. Welcome aboard! We’re glad that you’re part of the Kentucky 4-H family!

Sincerely,

<name>
4-H Youth Development Agent
4.6.2 Protecting Extension and the Volunteer

The observance of basic safety requirements, regulations and protocol is required of every volunteer in order to protect program participants, volunteers, and Extension. Volunteers in sensitive or high-risk positions (shooting sports, camping, horse, etc.), will require additional information and will need to observe additional safeguards. Protecting is an evolving process that is rapidly changing and challenging.

One of the most important forms of protection is the Liability Shield. Liability shields should be used for all programs and activities involving travel, overnight stays or for anything beyond the scope of a normal 4-H meeting at the usual meeting place.

Protection & Disciplinary Guidelines for Youth are utilized to ensure that youth participants understand how to participate in 4-H events and activities safely, as well as understanding the expectations for their behavior and the consequences for not adhering to those expectations.

Volunteers need to be able to recognize and respond to a child’s disclosure of abuse, neglect, harassment or bullying. Understanding the difference between abuse, neglect, harassment or bullying as well as the appropriate responses and steps to take is extremely important to volunteers who work with youth.

All volunteers need to understand confidentiality restrictions and refer inquiries and questions to their Extension Agents.
How Do I Recognize and Respond to a Child’s Disclosure of Abuse?

Children disclose abuse in a variety of ways. They may disclose through very direct and specific communication; however, that is not usually the case. More often, the child will disclose abuse through indirect means such as: “Our neighbor wears funny underwear,” or “My brother bothers me at night,” or by asking that you promise not to tell if a secret is disclosed.

It is important to listen, encourage, and assure the child. Ask questions if the child’s comments seem to be covering up an underlying problem. Let the child know you cannot promise to keep it a secret if something or someone is hurting the child.

Occasionally a child will disclose abuse during a project or program. It is important for the agent/volunteer to acknowledge the disclosure but not discuss it in front of the other youth. After the program, the agent/volunteer should talk with the child in a quiet, private place.

Below are some suggestions for responding to disclosure.

DO:
- Believe the child.
- Find a quiet, private place to talk to the child.
- Take a positive approach to the problem—Reassure the child that he/she has done the right thing by telling someone.
- Listen to the child without interruption; let the child talk openly about the situation.
- Rephrase important thoughts for clarification—use the child’s vocabulary.
- Ask only for information that will clarify your suspicion. Do not ask “leading” questions or put words into the child’s mouth. The proper authorities will gather the detailed information.
- Tell the child that there is help available.
- Reassure the child that you will do your best to protect and support him/her.
- Let the child know you must report the abuse to someone who has helped other children in the same situation.
- Report the incident to the proper authorities.
- Let the child know what will happen when the report is made (if you have appropriate information).
- Seek out your own support person(s) to help you work through your feelings about the disclosure (if needed).

Review:

Risk management: Are safety procedures explained to the volunteer:
- Security
- Building safety
- Vehicle safety
- Community and record safety (accessibility)
- Environmental safety, where applicable
- Personal safety
- Confidentiality
- Procedures used to investigate incidents involving members or volunteers
Liability Shields

Liability shields are often used by schools and other youth programs as a strategy for managing risks. The use and value of liability shields, however, is often misunderstood. When properly used, “...liability shields can be worth more than the paper they are written on (Nonprofit Risk Management Center, 1996, p. 1).” When conducting youth programs, a liability shield becomes a legally non-binding contract between the sponsoring organization and the participant’s parent or guardian; especially when an attempt is being made to sign away the legal rights of youth.

The four most common types of liability shields include: permission slips, informed consent forms, waivers and releases, and indemnification agreements. Each of these will be defined and explained. An example of the type of liability shield recommended by the University of Kentucky is included at the end of this section.

Permission Slips

Permission slips describe an activity in which a youth will be involved. When signed by the youth participant’s parent or guardian, a permission slip indicates the adult’s knowledge of and consent for the child to participate in the activity (Seidman & Patterson, 1996). Permission slips do not absolve the sponsoring organization of any liability, but they do provide a form of protection. A permission slip, signed by a parent/guardian, indicates the parent’s knowledge of and consent to the child’s participation in the activity (Seidman & Patterson, 1996). A parent who is aware of the child’s whereabouts and involvement in activities and is more involved in deciding if the child will participate may be less inclined to shift blame to the sponsoring organization in case of an accident or loss.

Informed Consent Forms

An informed consent form describes in greater detail the activity and specific risks to the youth who participate in the activity. Informed consent forms do not absolve the organization of any liability, but they do provide a level of protection. An informed consent form can undercut or block a lawsuit based on a claim that Extension somehow infringed upon the parent’s authority, control, or custody of the child (Nonprofit Risk Management Center, 1996; Seidman & Patterson, 1996; Tremper & Kostin, 1993).

Waivers or Releases

A waiver or release is signed by participants who are of legal age or by parents or guardians of minors. By signing a waiver or release, the participant (or the parent/guardian) signs away the right to sue the organization in the event of an injury, damage, or loss (Seidman & Patterson, 1996.) Waivers or releases are of greatest value when signed by participants who are also of legal age. Kentucky law does not generally permit a parent or guardian to waive the rights of his or her children of legal age. In most cases an organization cannot be excused for negligence. As with the permission slip or an informed consent form, both the activity to be undertaken and its possible risks must be identified in the waiver or release. Regardless of their legal validity, waivers can: (a) encourage all parties to recognize and discuss the possible risks, (b) take appropriate precautions, and (c) be used in a lawsuit as evidence of an
attempt by the sponsoring organization to inform the participants and their parents/guardians of the possible risks (Ellis, Weisbord & Noyes, Tremper & Kostin, 1993).

Indemnification Agreement

Any person, group, or organization signing an indemnification agreement with an organization agrees to assume financial responsibility for claims brought against the sponsoring organization (Seidman & Patterson, 1996). Parents or guardians who sign an indemnification agreement for their children to participate in an activity are agreeing to accept any loss that may be incurred. However, as pointed out earlier, most courts will not allow an adult to sign away their children’s rights. Indemnification agreements have perhaps the most value when entered into between cooperating organizations.

There are several commonalities associated with liability shields (Ellis, Weisbord & Noyes, 1994; Seidman & Patterson, 1996; Tremper & Kostin, 1993). These include: (a) the person signing must be mentally competent and of legal adult age; (b) the person signing must be given enough information to understand the nature and scope of the activity to be participated in; (c) the activity must be voluntary with something of value being exchanged; (d) the liability shields do not shift responsibility for criminal activity, willful misconduct or gross negligence; (e) the transfer of risk back to the participant or the participant’s parents must not be against public policy as determined by a court of law; (f) the surrendered legal rights must be clearly identified; and (g) they do not protect the organization from litigation.

Implications for Extension

Using liability shields is an important and essential component in an Extension risk management plan (King & Schmiesing, 1998). Extension professionals need to consider the following items as they relate to liability shields and programs which involve not only youth, but any volunteer audience.

Extension professionals must continually identify risks in youth and volunteer development activities. Risks must be identified before any type of liability shield may be developed. Additionally, the Extension professional must recognize that if a risk is not identified and a loss occurs, the responsible adult may sue and claim “If I had known of the risks involved, I wouldn’t have given my permission.” Specific risks can be effectively dealt with when they are identified in advance and addressed in the risk management plan.

Extension professionals conducting youth or volunteer programs should utilize either a permission slip and/or an informed consent form when planning the activity. Even though Extension does not ask any person to sign away his or her rights, the permission slip or informed consent form are valuable tools that could be used to defend you and Extension during litigation.

It is critical that Extension professionals communicate with the parents or guardians of youth participants in 4-H activities. Extension professionals may conduct orientation meetings with the 4-H members, their parents, and volunteers. At the orientation meeting, an itinerary, costs involved, and liability shields for a specific activity should be distributed. This allows the Extension professional to address details, specific concerns, and the potential risks which have been identified with the planned
activity. The orientation meeting also provides an opportunity for staff to describe other forms of reducing and transferring risk which are being utilized. (They could include volunteer screening, selection, orientation, protection, and education; available insurance; and available medical care.) This information could also be shared via mail, fax, or e-mail if a parent is unable to attend an orientation meeting. Remember: communication is a valuable preventive step to avoid litigation by making everyone aware of potential risks.

The most effective liability shields are those which are especially developed for a specific activity. Remember the basic rule: One size does not fit all! The value of any form of liability shield is directly related to how closely the form that the responsible adult signs describes the specific activity and the possible risks involved.

It is important to have legal counsel involved in developing and selecting various liability shields. Shields which are legally correct will protect Extension, the Extension professional, and the adult volunteers involved from loss if there is an accident or claim. Remember that it is very likely that an attorney in your county will consult (work pro bono) without compensation. Parents of 4-H members or spouses of 4-H volunteers make likely candidates.

Conclusion

Liability shields are an important component of an Extension risk management plan. Liability shields which have been properly developed for a specific activity are worth far more than the paper on which they are written. Liability shields are not a substitute for poor program planning. Before any activity is undertaken, it should be assessed for potential risks to the participants, volunteers, Extension staff and the Extension organization.

Before the activity takes place, it is important that all staff and volunteers are screened, selected, oriented, educated, and protected in order that they may carry out their responsibilities safely and effectively. Additionally, equipment should be functional, supplemental insurance coverage purchased, and all procedures followed. Finally, both participants and their parents should undergo orientation before participating.
I give permission to my child, ____________________________________________, to attend and participate in the Jasper County 4-H Camp, June 19-23, 2015, at the Lake Cumberland 4-H Camp, located in Jabez, KY. I understand that camping activities may include, but are not strictly limited to, the following activities: swimming, hiking, walking, archery, crafting, and wading. Camp participation is designed to expose 4-H members to new skills and experiences and to enable participants to be challenged to try new ideas and activities in a safe, nurturing environment. Camp involvement will lead to contact with individuals, both youth and adults, who have differing levels of camping experiences. I understand that attending camp is strictly voluntary and is not a requirement for being a 4-H member.

I am aware and have discussed with my child that:

a. Hiking may give rise to risk of injury from hazards arising from the surface or subsurface of the ground on which the hiking activity occurs, as well as from dangling vines or branches, or certain poisonous species of plants
b. Other participants may act in a negligent manner which otherwise may result in harm to my child
c. While being transported to camp in a bus, my child may be involved in a collision with another automobile, person, animal or object which may result in harm to my child
d. Archery may give rise to risk of injury from hazards arising from archery equipment
e. Swimming may result in accidental drowning
f. Certain crafting activities may involve use of sharp or heavy instruments which could result in harm to my child if they are used by my child or another child in a manner other than that which was intended
g. Certain risks associated with outdoor activities could occur, including, but not limited to, contact with poisonous plants, stinging insects, wild animals, or reptiles.

I recognize that the above outlined activities and potential resulting risks may cause harm, accident, loss, injury, or death to participants or other persons in the immediate vicinity. I have discussed with my child the importance of following directions and prescribed safety procedures, which will be outlined by the 4-H professionals and volunteers prior to and during the activities. I have also advised my child to follow posted directions and instructions at and during the camp.

I understand that my child is not required to participate in this activity, but grant permission for him/her to do so despite the possible risks. I recognize that by participating in this activity, as with any physical activity, my child may risk potential injury. I hereby attest and verify that I
have been advised of the potential risks, that I have full knowledge of the risks involved in this activity, and that I assume any expenses that may be incurred in the event of a loss, an accident, illness or other incapacity, regardless of whether I have authorized such expenses.

Parent/Guardian’s Signature

Date
4.6.3 Providing Resources for the Volunteer

The Extension volunteer administrator facilitates the development of resources that will assist volunteers in their work. A complete resource library for volunteers and paid staff can provide a wealth of information on volunteer management. The library may include books, pamphlets, videos, audio tapes, web site addresses, planning aids, and lists of points of contact.

Review:

*Does the resource library include:*

- History of Extension
- History of Extension and Extension volunteer groups
- Extension Organizational Chart

*Regulations and policies governing volunteer service:*

- Behavioral expectations
- Confidentiality regulations (Client Protection Committee)
- Drug and alcohol policy
- Volunteer benefits
- Safety, client/youth protection and risk protection
- Procedures for acquisition of equipment and supplies
- Volunteer Certification Programs
- Volunteer Resources
- 4-H Curriculum
- Effective 4-H Club Management
- Recruiting and Involving Parents as volunteers

*Volunteer involvement:*

- Dress code (when appropriate)
- Use of vehicles, keys, parking
- Record-keeping requirements (enrollment forms, meeting attendance forms)
- Copies of sample volunteer position descriptions
- Performance review procedures (360° Evaluations)
- Dispute resolution procedures
- Termination procedures
- Educational videos and resources, curriculum and materials
- Information from professional organizations on education for volunteers
- Volunteer development opportunities
- Web sites dedicated to volunteer organization and management
- Computer instruction books and videos
- Self-help and motivational books
- Copies of books required for reading by the Extension paid staff
- Contacts and organizations on the installation and in the local community who work with volunteers
- Volunteer Resource lists
4.6.4 Teaching and Developing Volunteers and Staff

The Extension organization, in coordination with the volunteer administrator, has the primary responsibility for ensuring that volunteers receive the education needed to perform their duties. The volunteer administrator, in supporting these efforts, needs to determine what information, skills, and attitudes volunteers need to be successful in their positions. Volunteers will require education that explains the purpose of their position and how it fits with the overall program outcomes; a description of their roles, tasks and responsibilities; and an understanding of how they will interact with others. A volunteer cannot perform to the best of his or her ability if he or she is uncertain about the requirements of the position.

There are several types of volunteer education. These vary in the methods used and manners which are used to deliver or administer the education to volunteers. Specific examples and descriptions include:

**Pre-position education.** Volunteers may require pre-position education such as new computer skills or counseling techniques in order to accomplish the tasks in their position.

**Learning while doing.** This type of education begins as soon as volunteers receive specific guidance from the individual for whom they will volunteer. Extension program administrators should develop a plan to familiarize volunteers with the position responsibilities of their chosen Extension area. The amount of education required will be dependent upon the volunteer’s present knowledge and skills and the work to be performed. No matter how much education is required, every volunteer needs good initial instructions in order to perform his/her tasks well. Managers should ensure that expectations are explained clearly and that volunteers are encouraged to ask questions.

**In-service education.** As Extension volunteers gain knowledge and experience in the program, s/he may want more technical and specialized education in order to be more effective in their positions and/or develop professionally. In-service education offers volunteers the opportunity to broaden their knowledge and skills, particularly when they can attend alongside paid staff. Extension staff or resource people from the Extension community may present this education. In-service education programs improve the skill levels of the volunteer groups, and can be used to provide individual volunteers with the skills and education necessary to accept increasingly responsible challenges.

**Documentation of volunteer education.** As a minimum, all volunteer education and certification must be documented and on file at the Extension office. It is highly recommended that copies of all certificates awarded to volunteers for completion of orientation and education be placed in the volunteer’s personnel folder. The volunteer file is critical documentation for tracking staff development, recognition and eligibility for awards.

It is also important to educate staff on basic principles of volunteer administration. These include:

**Developing a staff that is enthusiastic about having volunteers and who is informed about volunteer administration.**

The volunteer administrator must encourage discussions about the opposition/resistance to utilizing volunteers. Asking paid staff who have successfully worked with volunteers describe how volunteers have expanded their program capabilities may be very effective. The volunteer administrator should involve the staff in the development or enhancement of the volunteer program so they will feel ownership. Assist staff in developing the required skills to effectively work with volunteers by teaching them the basics of volunteer administration such as designing the position, supervision, delegation and recognition.
Educating paid staff members on the involvement of volunteers should begin as a part of the orientation of new staff members. Educational workshops may be planned for staff meetings and in-service education opportunities may be provided by the volunteer administrator, outside resource people or other volunteers. Written materials may also be distributed to augment these sessions.

The development of lesson plans that volunteers may utilize will help make the 4-H program more consistent among clubs and will also ensure that the subjects are covered and the lessons are taught. Lesson plans do not need to be complicated in order to be effective. Simply including four basic components can result in a useful, effective lesson plan. These components include: Objectives, Resources & Materials needed, outline of the lesson, assessment method. An example of a 4-H lesson plan follows:
4-H Lesson Plan

4-H Health: Almost a Pyramid Sundae

Date:   September 1, 8 & 15
Time:   11:00 a.m. – 11:30 a.m.
Location:   Gamaliel, Tompkinsville, and Joe Harrison Carter Elementary Schools
Audience:   4-H After-School/21st Century Learning Centers 3-5 grades
Core Curriculum Area:   Health
Marketing & Promotion:   None; handled through 21st Century Learning Center grant

Objectives:
Participants will have the opportunity to:
   (1) express how to follow directions
   (2) read and follow a recipe.
   (3) prepare food for themselves and within a team
   (4) practice food safety principles and techniques
   (5) recall the food groupings on the food guide pyramid

Content:
   4-H curriculum: Jump Into Foods and Fitness: Almost a Pyramid Sundae (p. 34).

Instructions:
Welcome; 5 minutes
Review "My Plate;" 10 minutes
Review Sundae activity & distribute supplies; 5 minutes
Read recipe, follow directions, build sundae; 10 minutes
Eat food and discuss ingredients as related to food guide pyramid; 10 minutes
Evaluation 10 minutes
Clean up; 5 minutes

Room Arrangement:
Tables will be pre-arranged with the youth work centers. Pull one table to the front for supplies.

Supplies:
Sign in sheet, evaluations, pencils
Clorox wipes, hand sanitizer, napkins, several plastic spoons, several paper bowls, 4-H cups, My Plate tear off sheets.
Groceries:
one box of graham cracker crumbs
3 large containers of low fat vanilla yogurt
9 apples
6 large cans of pineapple tidbits
9 bananas
4 large boxes of raisins
5 small bags of chopped nuts
green sprinkles.

Budget
(Often covered by Extension supplies and reimbursed through food stamp nutrition education. Board of Education will pay what FSNE does not reimburse.)

Assessment:
Duplicate and distribute a written questionnaire, which is to be completed by participants at conclusion of the lesson.

1. What food groups on the food guide pyramid were represented in your sundae?
2. Name one food safety skill we practiced.
3. Did you try a new food today? Yes No
4. If you tried a new food today, what was it?
5. Did you enjoy the new food?
6. Name something that you learned today about reading a recipe.

A collection of fact sheets and program-specific (FCS, 4-H & ANR) lesson plans have been developed for use by volunteer administrators and Extension professionals when educating volunteers. This collection makes up the Kentucky Extension Leadership Development (KELD) program. Topics included in the KELD collection include:

**Kentucky Extension Leadership Development (KELD) Publications**

**Personal Leadership Skills**

**CLD1-1 Power of Motivation**
PDF: 343 kb, 4 pages
Janet Johnson
County Extension
This publication explores why we are driven to exert effort toward accomplishing one thing but not another? Motivation, as a concept, explains why people think and behave the way they do. Web only. (1/6/2011)

**CLD1-1-FCS Facilitator’s Guide**
PowerPoint on The Power of Motivation

**CLD1-2 People Learn with a Purpose: Understanding Learning Styles**
PDF: 384 kb, 3 pages
Janet Johnson
County Extension
Understanding why and how you—or your learners, if you are leading a group—learn best is the key to a positive learning experience. Web only. (1/6/2011)

**CLD1-2-FCS Facilitator’s Guide**

**CLD1-3 Communication Essentials for Good Impressions**
PDF: 257 kb, 2 pages
Kristina Ricketts
Community and Leadership Development
Let's learn more about non-verbal communication (body language) and the roles speaking and active listening pay in communication. Web only. (1/6/2011)

**CLD1-3-FCS Facilitator’s Guide**

**CLD1-4 Influencing Others with the Stories You Tell**
PDF: 235 kb, 2 pages
Steve Isaacs
Agricultural Economics
Effective leaders have learned that good illustrations can make a point. Stories can be used to train, mentor, and coach others. Web only. (1/6/2011)

**CLD1-4-FCS Facilitator’s Guide**

**CLD1-5 Followership: Understanding the Basics of Teamwork**
PDF: 283 kb, 2 pages
To reap the benefits of successful teamwork, we must understand why and how people follow. Web only. (1/6/2011)

CLD1-5-FCS Facilitator's Guide
video

CLD1-6 Significant Leadership Characteristics
PDF: 276 kb, 2 pages
Kristina Ricketts
Community and Leadership Development
Everyone has the opportunity to be a leader at some time, so it is important that every person have a strong understanding of what leadership is, what good leadership looks like, and how it can vary between genders. Learning about leadership will make you much more effective the next time it is your turn to lead. Web only. (1/6/2011)

CLD1-6-FCS Facilitator's Guide

CLD1-7 Understanding and Dealing with Conflict
PDF: 316 kb, 2 pages
Steve Isaacs
Agricultural Economics
There are a number of ways to respond to conflict, and the response will depend on the situation. Avoiding, accommodating, competing, compromising, and collaborating are all responses to conflict. Web only. (1/6/2011)

CLD1-7-FCS Facilitator's Guide

CLD1-8 Understanding Generational Differences
PDF: 388 kb, 8 pages
Ken Culp, III, 4-H Youth Development

CLD1-8-FCS Facilitator's Guide

CLD1-9 The Influence of Personal Characteristics: Personality, Culture and Environment
PDF: 278 kb, 3 pages
Martha Nall, Program and Staff Development and Marissa Aull, Jessamine County FCS agent

CLD1-9-FCS Facilitator's Guide

CLD1-10 Speaking for Success: How to Influence Others
PDF: 253 kb, 2 pages
Kristina G. Ricketts and Katie Keith
Community and Leadership Development

CLD1-10-FCS Facilitator's Guide
Review:

☐ Are program administrators consulted about the skills needed by volunteer staff?
☐ Are volunteers interviewed, surveyed or tested regarding their level of skills prior to assignment?
☐ Is a print set of first-day or initial instructions available for each volunteer position in each Extension program?
☐ Do the Volunteer Service Records contain documentation of all volunteer education?
☐ Are education certificates of completion retained in the volunteer’s service record?
☐ Do paid staff receive education in the involvement of volunteer staff?
GEMS is a spiral model of volunteer administration including four major components: Generate, Educate, Mobilize, and Sustain. The model includes all involved processes from volunteer recruitment and selection to retention or disengagement.


The Volunteer orientation model (O.B.O.E.) is divided into four main topics including Opening, Background, Organizational safeguards, and Evaluation. This model emphasizes the benefits of conducting an orientation so volunteers have accurate information about the organization’s purpose, programs, policies, and expectations.


Children as volunteers is a useful resource that gives proven strategies for involving youth as volunteers, as well as important factors to consider being doing so.


Addressing Inappropriate Behavior of Volunteers is logical model that allows professionals to critically analyze situations and make decisions based on factual information. This resource provides a step-by-step process that may be helpful when working through volunteer issues.


This book deals with the topic of young people in service. The book attempts to provide information for organizations to implement risk management plans to protect these young people from accidents, unruly behavior, angry parents, accidental or intentional harm, and how to keep young people safe and out of trouble.


MOBILIZE

According to Encarta Dictionary, “mobilize” is defined as: to prepare forces for action; to organize people or resources in order to be ready for action or in order to take action, especially in a military or civil emergency, or to be organized for this purpose (Encarta World English Dictionary, 2009). Volunteer administrators will have to mobilize volunteers to take action for the organization for which they are volunteering. Mobilize covers three main categories: engaging, motivating, and supervising.

Engaging volunteers in service means that they are given the opportunity to engage in the task or activity they have been selected to perform and are given the tools to do so (Culp, Deppe, Castillo, and Wells, 1998). As the overseer for a volunteer program, volunteer administrators will need to provide the resources that volunteers need to complete and execute their position and role in the organization.

Administrators of volunteer programs should understand what motivates a volunteer to begin, continue or discontinue volunteer service. Motivation can be an intrinsic or extrinsic force that induced the individual to volunteer. There are three different categories of motivators that influence people. These categories include: achievement, power/control, and affiliation. Knowing what motivates your volunteers, your volunteer’s experience will be enhanced, which will help improve volunteer retention and longevity.

During the supervision phase, volunteer administrators determine how well the volunteer is utilizing the available resources to perform his/her assigned task. The individual’s needs, skills, and knowledge will determine how much supervision a volunteer will need. All new volunteers should receive advice and guidance from the volunteer administrator or other volunteers. This will lead to a positive and productive service experience for the volunteer.

4.7 Mobilizing Volunteers

Mobilizing volunteers refers to the dynamics that occur when the volunteer is “on-the-job.” Beginning at point of entry to departure, the volunteer administrator will be responsible for the management, support and supervision of the volunteers and supporting the environment in which they serve.

The Mobilizing phase of the GEMS Model consists of three phases:
- Engaging volunteers: welcoming volunteers to the organization; providing them the opportunity to perform the task(s) for which they have been selected.
- Motivating volunteers: what factors motivate volunteers to begin, continue, and discontinue their service to the organization?
- Supervising volunteers: providing guidance, support, and advice from program entry to departure.

The tasks related to engaging Extension volunteers are described in sections 4.7.1 - 4.7.3.

4.7.1 Engaging Volunteers

*Engaging volunteers is facilitated* when the volunteer administrator/Extension Agent works toward developing volunteers who are enthusiastic and informed about volunteer service. Volunteer specialists and Extension Administrators should facilitate staff discussions about any barriers Extension staff may encounter in fully utilizing program volunteers, and be
prepared to provide professional development activities to reduce or eliminate those barriers. Joint educational activities, informal socialization, sufficient volunteer orientation, and asking paid staff who have successful examples of how volunteers have expanded their program’s capabilities and accomplishments are excellent teaching points and discussion starters.

**Multi-Generational Volunteer Involvement**

Beginning with the dawn of the 20th century, six generations of Americans have been born. The study of generational differences is an inexact science. Only a handful of theorists and researchers in the United States study the phenomena of generational differences. Not only do these researchers differ on the names given to each generation, neither do they agree on the dates, times or events that break or divide one generation from another.

### American Generations

(Culp, 2010)

<table>
<thead>
<tr>
<th>Generation</th>
<th>Period</th>
<th>Characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civics</td>
<td>1901 – 1929</td>
<td>Civic, Greatest, Builders</td>
</tr>
<tr>
<td>Meditating</td>
<td>1929 – 1946</td>
<td>Meditating, Silent</td>
</tr>
<tr>
<td>Baby Boomer</td>
<td>1946 – 1964</td>
<td>Baby Boomer</td>
</tr>
<tr>
<td>Millennial</td>
<td>1981 – 2001</td>
<td>Millennial, Generation Why?</td>
</tr>
<tr>
<td>Generation Z</td>
<td>2001 – 20??</td>
<td>Generation Z</td>
</tr>
</tbody>
</table>

Each generation is significantly different from those who preceded and followed it because each generation was shaped and molded by markedly different societal influences during its developmental years. Each generation has marked strengths as well as specific challenges. A brief summarization of each generation, along with the landmark events that shaped each generation will conclude this fact sheet.

Civics (1901 – 1921) are characterized by lower education levels, well-defined gender roles, hard work, thrift, economy and frugality. They learned to “use it up, wear it out; make it do, do without.” Civics are happy to be helpful and enjoy staying busy. They don't mind menial, routine tasks and do not like to spend money on things that they can do themselves.

**Civics as Volunteers:** Members of the Civic generation have a sincere desire to be needed, wanted, helpful and useful. Civics were raised to be frugal and economical and have a well-developed sense of community and neighboring. Therefore, this is a generation who is happy to volunteer, so long as the organization or cause that they will be serving has a good reputation. When seeking volunteer roles, Civics affiliate with the reputation of the organization. Civics are pleased to assist and will willingly perform the most mundane and menial tasks. They would not consider hiring someone to perform a service that they are capable of doing themselves.

Meditators (1929 – 1946), born during or immediately following the Great Depression, are community minded, service oriented and simply want to be helpful, useful and needed. This was the first generation who collectively graduated from high school. They are always looking for something to do and want to provide service in their own community.
**Meditators as Volunteers:** As a generation, Meditators affiliate with the mission of the organization. Therefore, they are happy to give their time and service to organizations whose mission they understand and support. Volunteer recruitment efforts will be most successful when Meditators understand and support the mission of the organization.

**Baby Boomers** (1946 – 1964) are highly educated, happy to spend money, demand to see results and impact and volunteer for organizations that are a good fit for their particular interests and skill set. Boomers grew up in a time of great civil unrest, including the civil rights movement, the Vietnam war, Woodstock, fallout shelters and the great assassinations of the era (JFK, RFK, MLK) characterized this generation. Because they were born into big families and educated in large classrooms, the words “committee,” “team,” “competition” and “group” are all positive, strong, meaningful words. Boomers enjoy coordinating big events, fundraising, serving on committees and expect to see results and impact.

**Boomers as Volunteers:** Due largely to their higher level of education and their well-developed skill set, this generation affiliates with the skill set or qualifications needed for volunteer roles or occupations. Additionally, unlike previous generations, Boomers are more likely to seek volunteer roles that coincide with their interests, skills and abilities. Therefore, when recruiting Boomers as volunteers, the necessary skill-set, educational requirements, interests and abilities must be underscored. Additionally, making the volunteer role look or sound like an extension of work will be beneficial.

**Gen Xers** (1965 -1981), the “latch-key generation” cannot tolerate being micromanaged, super-supervised and despise working on committees, teams or groups. A generation of individuals, Gen Xers are not joiners and don’t particularly like belonging to clubs or groups. When asking Xers to volunteer their service, they respond most positively when asked to complete a specific task that is well defined, has a specific end-point, and can be completed on their own, individually.

**Gen Xers as Volunteers:** Xers carry their values into the volunteer realm and prefer issue-based roles that both look and sound like fun. Xers affiliate with personal gain and enjoyment of the volunteer role. Involving their family in volunteer activities is also important to this generation. Their focus is on the short-term. Xers will not commit to long-term volunteer roles and must enjoy what they’re doing.

**Millennials** (1982 - 2001) are gifted multi-taskers and are accustomed to being mentored. They have always been expected to volunteer and participate in community service. Millennials have never known a world without the World Wide Web, cell phones, text messaging or remote controls. Their communication styles are uniquely different than previous generations. They are extremely well connected, largely due to social networking sites such as FaceBook.

**Millennials as Volunteers:** The first generation to be required to perform community service, service learning or volunteer service as a graduation requirement, Millennials affiliate with the expected outcomes of volunteer service. Therefore, popular volunteer roles include service to environmental, youth, health and social-service organization; causes to help animals and
roles that provide challenges and structure. Additionally, volunteer roles that provide mentoring and networking opportunities and well as multi-tasking are all popular.

Unlike Xers, Millennials do not have to enjoy the volunteer role in order to engage in it. Their two biggest requirements are that they believe in the outcomes associated with the volunteer service, and that it fits their schedule. A unique phenomenon is that Millennials often prefer to volunteer in groups with people whom they already have a connection through their social network.

Planning Aids
Volunteer Planning Aids are step-by-step checklists used to conduct a successful program, event or activity, including what needs to be done when, created for tasks and events that may be used by either Extension professionals or volunteers (see example at the end of this section). Volunteer Planning Aids include detailed instructions for volunteers and 4-H Extension professionals about the specific steps involved in conducting the event or activity. They include a purpose and timeline for the particular program, event or activity and are provided in a generic format that an Extension professional can easily adapt to meet local needs. The collection of Volunteer Planning Aids can be accessed at: http://www.ca.uky/4h/oldsite/gems/engage

There are many reasons to incorporate the use of Volunteer Planning Aids into a volunteer program. The advantages of using Planning Aids include the following:

- Planning Aids break complex tasks down into manageable components and present steps in a simple format that is easy to read and understand.
- Planning Aids provide the volunteer administrator with a quick, visual way to ensure tasks are being completed. This can be considered part of the volunteers’ supervision plan.
- Planning Aids serve as a reminder of tasks to be completed and provide a timeline detailing when these tasks should be done.
- Planning Aids are more cost effective than large workshops and education sessions.
- Planning Aids allow for the volunteer administrator to introduce new volunteers to significant parts of programs in the volunteer’s initial volunteer recruitment packet. The Planning Aid thus becomes part the volunteer’s orientation.
- Planning Aids allow volunteers to be independent when completing their tasks.
- Planning Aids boost a volunteer’s confidence that s/he has done everything necessary to accomplish a task or conduct an event.
- Using the generic Planning Aids provided on the website allows an Extension professional to quickly tailor a Planning Aid that includes all the steps necessary to accomplish the local event.

There are many different ways to incorporate Planning Aids into volunteer programs. Examples of how Planning Aids may be used include:
• Planning Aids can be used by Extension professionals to guide program and event planning, but they were primarily designed to help volunteers successfully conduct more complex programs, events and activities.

• When using Planning Aids with volunteers, Extension professionals should consider including relevant Planning Aids in the volunteer’s recruitment packet. Volunteer Recruitment Packets should include a position description, information about the Cooperative Extension Service at the local level and beyond, the county and state 4-H programs, and a volunteer application (as covered in “Recruit.”) (For additional information about Volunteer Recruitment Packets, read the article in the Journal of Extension at http://www.joe.org/joe/2006february/tt5.shtml.)

• 4-H Extension professionals can also include Planning Aids in a volunteer’s orientation. Planning Aids can also be given to volunteers on an as-needed basis, when particular events are being planned, or as volunteers offer their services to coordinate particular events.

• A well-designed collection of Planning Aids tailored for local programs can also be an excellent tool for quickly educating new 4-H Council and County Extension Council leaders about the breadth of the local 4-H program and the key roles volunteers play in it.

• The collection of Planning Aids can be found in the GEMS Toolbox, located in the Agent Resource Guide at http://www.ca.uky.edu/agcollege/4h/oldsite/gems/engage.htm

• For additional information about Planning Aids, read the article in the Journal of Extension http://www.joe.org/joe/2009august/tt2.php.
PURPOSE:
The purpose of the expansion and review committee is to promote 4-H involvement for all youth in ____________ County by focusing on targeted project areas and un-served audiences for a specific period of time (generally, one program year.) The expansion and review committee will suggest the implementation of new programs and determine the success of the existing 4-H youth development programs. The focus will be the need to strengthen and expand the county 4-H youth development program by serving those youth who have not been previously served. This will be accomplished by assessing local needs, evaluating the current 4-H program, and suggesting the addition of new projects, programs and activities, which will appeal to contemporary youth (both those currently enrolled, as well as potential 4-H members.) The committee will identify shortcomings in the existing program and recommend plans to reach new youth audiences and volunteers. The appointment of an Expansion and Review committee is federally mandated for each county 4-H program. Additionally, the Expansion and Review Committee must meet at least once each year.

SKILLS NEEDED:
The ability to analyze the needs and interests of all youth in ____________ County and understand the reporting of participation and contact numbers and interpreting the ES-237 statistical report.

TIME REQUIRED:
Three 90-minute meetings per year, held in January, February and July.

Completed
Fall

_____ Familiarize members with the ACCESS 4-H reporting system
_____ Assist in planning, evaluating and recommending 4-H educational experiences, programs and activities that meet the needs of local youth
_____ Assist in assuring compliance with the Affirmative Action requirements
_____ Analyze and study the potential youth population and the current enrollment in 4-H programs on a non-discriminatory basis
_____ Assist in developing objectives and goals of the 4-H program to meet the needs, interests and concerns of ____________ County youth
_____ Make recommendations on program, policy and procedures to the 4-H council
_____ Keep accurate minutes for use by members and maintain file copies at the ____________ County Extension office
**Late Fall**

_____ Review 4-H program offerings to determine if the needs and interests of all youth are being served by the county 4-H program

_____ Check records to see that Affirmative Action requirements are being met

_____ Review goals and objectives and determine if they are being met

**Spring**

_____ Report findings to 4-H Council and recommend corrective action (which projects, programs and activities to retire, which to add, which to market differently or more effectively)
4-H PROJECT CLUB LEADER

PURPOSE:
To provide 4-Hers the opportunity to work with other youth who have the same likes and interests. These projects can be completed to enter in the county fair or to learn a new skill.

SKILLS NEEDED:
The project leader needs to be organized when it comes to instructing the project participants, work with the agent to order supplies and project book, and working with the agent to help promote the project. Needs to be able to communicate verbally and in written form to the project participants. The project leader needs to have the ability to work with youth ages 9-19 years old.

TIME NEEDED:
12 hours or until project is completed
- The project club should meet at least three times for two hours each time for a total of at least six hours.

6 months
Date Completed
- Decide the project (or project area) you would like to work on, complete and lead
- Read the 4-H curriculum or project books related to those project divisions
- Read and understand the state fair requirements for those project divisions
- Choose date(s) to work on the project workshop
- Secure a location to work in the project workshop

5 months
Date Completed
- Consult with agent to set a deadline for 4-Hers to sign-up to participate in the project
- Consult with agent to advertise the project and its dates

3 months
Date Completed
- Consult with agent to advertise the project and its dates
- Coordinate with agent to purchase or order supplies need for project
- Obtain the project workshop names and phone numbers of the 4-H’ers who have signed up for the project and their age divisions
- Confirm location of workshops from the county Extension office
- Develop an evaluation
- Recruit volunteers to assist with workshop
**Day the Project Begins**
**Date Completed**
- Check and arrange the facilities for teaching the workshop
- Orientate the 4-H’ers about the project and what will be required
- Organize materials before the 4-H’ers arrive
- Go over any safety rules and how the leader expects the 4-H’ers to act (behavioral expectations)
- Clean-up facilities

**Finishing the Project**
**Date Completed**
- Write Thank-you Notes
- Compile and summarize evaluations
- Remind 4-H’ers where they can exhibit their finished project (county fair, etc.)
- Encourage the 4-H’ers to complete a record book on their project and turn it in to their 4-H agent
- Encourage the 4-H’ers to participate in other 4-H projects
Effective Committees

The bulk of an effective Council’s business is accomplished through committee work. Committees offer many advantages over conducting all of the business of the Council during regular meetings.

- Non-members are involved as committee members.
- Committees can function at a time and location of their choosing.
- Small groups usually arrive at decisions more quickly and easily than large groups.
- Volunteers can choose to work on the committees that interest them and make use of their special talents and knowledge.
- The work load is distributed over several people rather than being concentrated in the hands of a few.
- Council meetings can be conducted more quickly because the detail work has already been done.

There are two types of committees; standing and ad-hoc.

Standing (permanent)
- specified in the constitution
- continues from year to year
- appointed at the annual or re-organizational meeting
- usually has some members who have served before
- duties are clearly outlined from past experience and detailed in a Committee Position Description

Ad Hoc (temporary/special)
- appointed at any time during the year
- formed for a specific task
- dissolved after the task is completed
- sometimes develops into a standing committee if the need continues

Persons who chair committees will be Council members for reporting and accountability purposes. The chairperson will be appointed by the Council president. The committee’s vice-chairperson moves up to assume the chair’s responsibility the following year.

Committee members may be appointed, may volunteer or may be recruited by the committee chair. Appointing volunteers who are not Council members is a good way to involve new people to introduce them to the work of the Council. Appointing non-Council members to committees expands the volunteer base and brings new ideas, energy and perspectives to the Council. This will ultimately result in a more energized, engaged and invigorated Council.

Duties must be clearly understood. All details will be outlined in a position description for the committee when the appointment is made. Sample committee appointment and instruction sheets are included.
Sample Committee Appointments Form

A form such as the one below may be used to keep a record of the annual committee appointments. This form should be completed and duplicated for all committee members. Permanent copies may be kept as part of the official records by the Council secretary.

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<th>Committee</th>
<th>Type</th>
<th>2012-3</th>
<th>2013-4</th>
<th>2014-5</th>
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<td>Members:</td>
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</tr>
<tr>
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<tr>
<td>Finance</td>
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<td>Members:</td>
<td>Members:</td>
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</tr>
</tbody>
</table>
Sample Committee Report Form

This form is to be completed at each committee meeting. A verbal committee report should be given at the next Council meeting, with a written report being filed with the Council secretary.

Date of meeting: _____________________________________________________

Name of Committee: __________________________________________________

Members Present: ______________________________ _____________________

Committee Report: __________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

Action Needed: _______________________________________________________

______________________________________________________________________

______________________________________________________________________

Future Plans: _________________________________________________________

______________________________________________________________________

______________________________________________________________________

Next Meeting Date: ___________________________________________________
In-Service Opportunities

A variety of in-service opportunities are offered by Extension professionals throughout the year. Most of these are also available to assistants as well as both salaried and volunteer staff. Extension professionals should provide a listing of in-service topics to volunteers who may be interested in attending.

A complete listing of in-service opportunities are available at the Program and Staff Development website at: http://www2.ca.uky.edu/psd/inservice_training_system.php (The in-service roster is password protected.)

Involving Pro-Bono Professionals to Engage to New Volunteer Audience

*Pro bono* volunteers provide an effective means for Extension professionals to expand limited financial and human resources. Volunteers recruited from business settings can provide skills, abilities, expertise, leadership, and resources to Extension programs. Allowing professional volunteers to meet their desired leadership goals while simultaneously meeting the desired outcome of the Extension program requires effective communication with the corporation as well as the *pro bono* volunteer. To develop a *pro bono* volunteer program, Extension professionals should: identify shared outcomes; build collaboration; and effectively communicate how *pro bono* service provides an opportunity to achieve goals while meeting programming outcomes.

For additional information and the complete article, see: http://www.joe.org/joe/2013october/a7.php
4.7.2 Motivating Volunteers

Administrators of volunteer programs need to be able to identify the motives that bring people to volunteer service, the factors that make them perform at their best, the factors that cause them to stay and the factors that cause them to leave. Volunteer retention, efficiency, and productivity hinges on this knowledge. In her book, *The Effective Management of Volunteer Programs*, Marlene Wilson cites the work of researchers David C. McClelland and John W. Atkinson in identifying four distinct motives that affect people’s work-related behavior. These motives include the need for: achievement; power or control; affiliation; avoidance.

Achievement-motivated people seek success in situations that require excellent or improved performance and enjoy public recognition. They want to: do their best, accomplish goals, complete a task, find a solution to a problem, be innovative and receive concrete feedback.

Power-motivated people want to have an impact or influence on others and enjoy helping groups come to a decision. They are concerned about their reputations, have strong feelings about status and prestige, like to change other people’s behavior.

Power has both a positive and negative aspect. Negative power, also known as personal power, is about personal gain and exerting personal dominance. Individuals motivated by negative power tend to treat people like pawns.

Positive power, also called socialized power, uses power to benefit the group, charismatically inspires people to action, and creates confidence in others.

To supervise a power person, place them in a position where they associate with leadership and exert their influence to accomplish the Extension goals.

Affiliation-motivated people are stimulated by their connection to others. Affiliators enjoy: mutual friendship, warm and friendly relationships and helping people. To effectively place and supervise an affiliator, the volunteer role should involve a lot of personal interaction and attention as well as demonstrating a personal interest in them, especially while giving feedback (positive or negative).

Avoidance-motivated people seek ways to avoid anything unpleasant, unknown, different, or challenging to the status quo. Avoidance-motivated people volunteer in order to: get out of the house, experience a “change of scenery,” avoid doing something dreaded or unpleasant.

People rarely are motivated by a single category of motivational influences. Most have a dominant category but exhibit characteristics of two categories, with one being dominant. Motivational factors may change over time or with life situations such as a death, marriage, and childbirth. A strong achiever who experiences the death of a close family member, may exhibit a strong need for affiliation for a period of time. Astute supervisors will look for signs of changing volunteer motivations. They will adjust their supervisory strategies to meet the changing motivational needs.

A volunteer’s motivation source can be useful beyond supervision. Volunteer motivation is also key in recognizing and retaining volunteers. A power-motivated person can be recognized by lauding their accomplishments at a public ceremony attended by Extension Administration. An affiliation-motivated person will feel recognized by a birthday card or cake or by being recognized by 4-H club members. The achievement motivated person may be recognized by an extrinsic reward to display.

Matching volunteers with the kind of feedback and encouragement they need with good supervision and evaluation, and recognizing them in appropriate ways keeps them coming back. It is a win-win situation where the volunteer’s needs are met and the agency’s needs are met.
For a motivational assessment tool, see: “A Tool for Motivating Volunteers” (Mains, Moss, Harrison & Junker). Available at: http://www.ca.uky.edu/agcollege/4h/oldsite/gems/mopdf/Motivate.KJ.PDF

Effective recognition programs include many forms of recognition that are meaningful for all types of motivations. The section on recognition gives suggestions on establishing a recognition program to address and reward many motivational needs.

Review:
- Does supervisory staff understand the different motivations of volunteers in their program?
- Does the recognition program reward volunteer staff in a meaningful way?
- Are volunteer positions and roles or tasks assigned in a way that helps meet or fulfill the motivational needs of volunteers?
4.7.3 Supervising Volunteers

Supervision requires two key components: a supervisor and one or more supervisees. It is essential that both parties agree to and understand their role, as well as the role of the other. Supervision is ineffective if one party chooses not to participate in the process.

There are two lines of supervision for Extension volunteers. These two lines of supervision include the first line supervisor and the second line supervisor.

- The first line supervisor is the person directly supervising the volunteer’s efforts. This may be another volunteer, paid staff member, County Extension Agent, the program manager, or program assistant. A volunteer’s job related Issues should be addressed with the volunteer’s first line supervisor.

- The second line supervisor is the Extension Agent/Volunteer Administrator. The second line supervisor provides direction on volunteer issues such as record keeping and awards and is a resource for issues that may develop between paid and volunteer staff as well as coordinating training opportunities for the volunteer and relevant Extension Service staff.

The level of supervision provided by the supervisor depends on the complexity of the tasks, the skill level of the volunteer, and the skill level of the supervisor. Most people require a higher level of supervision while learning a volunteer position. As the volunteer and supervisor become more confident in the volunteer’s skill and ability to perform the volunteer role, the Extension agent may allow the volunteer to exercise more control over the position. The volunteer should view the supervisor as someone who can assist with problems, provide guidance in unusual situations, and help the volunteer become more knowledgeable. Supervision may be provided by salaried staff or by volunteer mentors.

Working with problem volunteers: Working with “problem volunteers” is a challenge to the skills and tolerance of both program staff and the volunteer administrator. When problems are a result of interpersonal conflict or misunderstanding, and are temporary in nature, it is often helpful to work to resolve them, rather than alienate either staff or volunteer. These conciliatory actions model positive behaviors that, once learned, will spill over into other environments in a positive manner.

Skills that will assist this effort include: Communication skills: Does the volunteer understand the problem and what is expected? Personal and social skills: Does the volunteer have empathy with others, and motivation to seek a solution to the problem? Corrective action planning: Is the volunteer able or willing to make an effort to solve the problem?

Review:
- Are volunteers invited to educational workshops?
- Do volunteers have a regular meeting time for debriefing and supervision?
- Are volunteer performance standards clearly stated?
- Are volunteer prohibitions clearly stated?
- Are procedures in place for resolving conflicts between volunteers and paid staff?
- Do volunteer and paid staff receive training in conflict resolution techniques and processes prior to specific problems?
Volunteer Mentors

The number of programs available to youth in 4-H Youth Development programs is exponential. This growing number therefore requires a need for a vast range of knowledge that one person cannot possibly possess alone. This creates a system that relies on volunteer involvement for effective program delivery.

The balance between Extension professionals and volunteers is necessary and often complex. Programs are strongest when the partnership between Extension professionals and volunteers is balanced and shared by both (Snider, 1985). Extension professionals must be able to give volunteers programmatic ownership and the resources and education that they need to complete their tasks. However, resources are limited, especially in economic downturns, making it increasingly necessary to look at creative ways to bridge the gap between what programs and services can be delivered and what programs should be delivered.

One effective way to bridge this gap is through the involvement of volunteer mentors. Volunteer mentors can contribute to community volunteer programs by supporting new volunteers. New volunteers often need additional nurturing, guidance and support; often provided by the volunteer administrator. When volunteer mentors can provide some or all of the nurturing, guidance and support to new volunteers, salaried staff has more freedom and flexibility to develop program and volunteer administration.

The volunteer mentor role should be assigned to individuals who are experienced with the program and who also have a supportive, nurturing nature and disposition. In order to more easily involve volunteer mentors, three tools have been developed for use by Extension professionals in community programs. These three tools include:

- 4-H Volunteer Leader Mentor - Agent’s Supervision Strategy
- 4-H Volunteer Leader Mentor - Volunteer Position Description
- 4-H Volunteer Leader Mentor - Mentor’s Planning Aid

The collection can be found in the “Supervise” drawer of the GEMS Toolbox at [http://www2.ca.uky.edu/agcollege/4h/oldsite/gems/supervise.htm](http://www2.ca.uky.edu/agcollege/4h/oldsite/gems/supervise.htm)
**PURPOSE:**
The purpose of the 4-H volunteer leader mentor is to serve as a friend, positive role model, coach, advisor, self-esteem builder, and teacher to new volunteers, or a group of volunteers who serve in similar role or function. The agent will support and provide materials to the mentor in order to prepare the mentor to conduct effective, useful meetings and address questions and concerns that the volunteers may have.

**RESOURCES AVAILABLE:**
- Curriculum in Specific Program Area
- Staff Support
- Audio/Video Equipment
- Program Materials
- Financial Support
- Educational Resources
- Supervision
- Coaching
- Mentoring

**TIME REQUIRED:**
One hour for four quarterly meetings, plus additional time for planning, preparation, and sending out letters and emails for one program year (September 1, 2009 – August 31, 2010).

**BENEFITS TO AGENT:**
- More effective time management
- Utilization of volunteer’s talents
- More community involvement by marketing county program
- Developing professional growth through delegation
- More time available to the agent for other activities
- Mentor is the first person that volunteer leaders contact when they have a question (rather than the agent)

**BENEFITS TO MENTOR:**
- Ownership in the county program
- Self satisfaction
- More community involvement by marketing county program
- Receive instruction and educational opportunities in leadership, communication, and civic education
• Opportunity to develop life-long friendships with other volunteers
• Development of organizational and time management skills
• Development of communication skills
• Development of supervision and mentoring skills
• Opportunity to impact the county 4-H Volunteer Program

BENEFITS TO MENTEE:
• More community involvement by marketing county program
• Opportunity to develop life-long friendships with other volunteers
• Development of organizational and time management skills
• Development of communication skills
• Opportunity to receive positive support and growth experiences
• Receive training and educational opportunities in leadership, communication, and civic education
• Receive direct support from the volunteer leader mentor

Completed

**July/August (or prior to 1st Meeting)**

1. Phone call to set-up initial organizational meeting with mentee(s)
2. Discuss curriculum at organizational meeting
3. Discuss age appropriate activities (ages and stages)
4. Discuss scheduling club dates and events for the entire year
5. Exchange phone numbers and e-mail addresses
6. Discuss how to submit photos, club information and event information to public relations committee; newsletter articles are to be submitted by the 20th of each month
7. Review meeting agenda (officer elections, enrollment forms, order of business, etc.)
8. Discuss possible community service projects and fundraising ideas

**August**

1. Promote Issues Conference

**September**

1. Send out letter #1 of Letters to New Leaders (What is 4-H?) (September 1st)
2. Review 1st Club Meeting
3. Answer any questions
4. Plan for Achievement Night
5. Promote Honors program

**October**

1. Phone call and/or e-mail to mentee(s) to schedule follow up meeting
2. At meeting, review progress of mentoring program and how it is effecting the overall 4-H program
3. Determine if additional materials and resources are needed
4. Teens attend Issues Conference
5. Attend Achievement Banquet
6. Send out letter #2 of Letters to New Leaders (Getting Started With a 4-H Club)
(October 15<sup>th</sup>)

**December**
- Deadline for Honors to District and State Contact
- Send out letter #3 of Letters to New Leaders (Planning and Conducting 4-H Club Meetings) (December 1<sup>st</sup>)

**January**
- Promote Teen Summit
- Register for Kentucky Volunteer Forum (on even number years)
- Promote Communications Events (Demonstrations and Talk Meet)
- Send out letter #4 of Letters to New Leaders (Teaching and Leadership Techniques) (January 15<sup>th</sup>)

**February**
- Phone call and/or e-mail to mentee(s) to set up follow up meeting
- At meeting, review progress of mentoring program and how it is effecting the overall 4-H program
- Discuss if additional materials and resources are needed
- Attend Kentucky Volunteer Forum (on even number years)

**March**
- Middle School Aged 4-Her’s attend Teen Summit
- Hold County Communications Events (Demonstrations and Talk Meet)
- Send out letter #5 of Letters to New Leaders (4-H Activities) (March 1<sup>st</sup>)

**April**
- Promote State Teen Conference
- Hold Area/District Communications Events (Demonstrations and Talk Meet)
- Send out letter #6 of Letters to New Leaders (Opportunities for 4-H Leaders) (April 15<sup>th</sup>)

**June**
- Youth attend State Teen Conference
- Attend State Communications Event (Demonstrations and Talk Meet)

**July**
- The mentor will meet one last time to reflect with the mentee(s) on their volunteering experience.
- During reflection session, the mentor and mentee will review the skills that were developed by the adults and members
- Discuss what improvements could have been done better
- Ask the mentee discuss what was learned
- Implement the 360° Evaluation.
- Make a point to pat the volunteer on the back and give thanks for their service
VOLUNTEER POSITION DESCRIPTION
Kentucky 4-H Program
The University of Kentucky Cooperative Extension Service
The University of Kentucky

POSITION TITLE:
4-H Volunteer Leader Mentor

TIME REQUIRED:
Bi-monthly meetings for one hour (6 meetings), plus additional time for planning and preparation, for one program year (September 1, 2011 – August 31, 2012).

LOCATION:
Mutually agreed upon by mentor and mentee

GENERAL PURPOSE:
- Serve as a friend, positive role model, coach, advisor, self-esteem builder and teacher to the volunteer
- Support the volunteer by conducting meaningful meetings to address questions/concerns
- Guide the volunteer by giving information about the project and by studying the curriculum together
- Support the volunteer in conducting meaningful educational experiences to help the youth grow and reach their fullest potential
- Serve as the first responder when the volunteer leaders have questions and concerns

SPECIFIC RESPONSIBILITIES:
- Committed to the policies and procedures of the University of Kentucky Cooperative Extension Services, the Kentucky 4-H Program, and to the local 4-H program
- Actively seek shared opportunities that enhance the knowledge, skills, and abilities of the new volunteer
- Distribute enrollment forms to mentee to have 4-Her’s fill out in September
- Distribute sign-in sheets to mentee to fill out monthly at all meetings and activities.
- Distribute curriculum and record books prior to first club meeting
- Distribute event forms in a timely matter before due dates
- Make sure that newsletter article(s) about club is in by the end of the 3rd week of each month
- Recruit youth leaders
- Make sure that new youth leaders complete Youth Protection Guidelines and turn forms into agent
- Maintain confidentiality
- Make regular contact with the new volunteer and discuss their program
- Maintain a steady presence with the new volunteer in order to be an encourager
- Guide and direct by sharing knowledge, experience, and wisdom
- Take the first step in planning the lesson; however, ask the mentee to make decisions or have them plan the activity

QUALIFICATIONS:
- Must have completed the Volunteer Application process and be approved by the Client Protection Committee
- Must provide own transportation to meetings
- Be a role model
- Value the diverse traits of all volunteer leaders
- The ability to provide correct information and motivate the new volunteer
- A sincere interest in sharing knowledge and experiences with the new volunteer
- The ability to communicate effectively in verbal and/or written form
- The ability to motivate the new volunteer
- A sincere interest in working with the new volunteer
- Must be willing to follow all Cooperative Extension Guidelines

SUPPORT PROVIDED:
- Meeting place/facilities
- Materials needed for program
  - Curriculum, record books, officer handbook, sign-in sheets, enrollment forms, YPRM paperwork
- Time: One hour bi-monthly, plus additional time for planning and preparation

SALARY & BENEFITS:
Unsalaried; volunteer. This position does not imply employment with the University of Kentucky.

SUPERVISING PROFESSIONAL
Name:
Title:
Address:
Phone:
Cell:
Fax:
E-Mail:
I have read, understand and agree to abide by the duties and responsibilities of this volunteer position and further agree to accept guidance and direction from the supervisor. I also understand that failure to fulfill the purpose and responsibilities of the volunteer position and to accept guidance and direction from the supervisor could result in suspension of my position. I also understand that this volunteer position is renewable annually; I will notify the supervising professional if I am no longer interested in serving.

_______________________________________________________        _________
Signature of Volunteer     Date

_______________________________________________________ _________
Signature of Agent     Date
4-H VOLUNTEER LEADER MENTOR

PURPOSE:
The purpose of the 4-H volunteer leader mentor is to serve as a friend, positive role model, coach, advisor, self-esteem builder and teacher to the volunteer. The mentor will support and provide materials to the mentee who will conduct meetings to address questions and concerns.

SKILLS NEEDED:
Must be knowledgeable about 4-H curriculum and UK CES policies and procedures. Must also be proficient in verbal and written communication skills.

RESOURCES AVAILABLE:
- Curriculum in Program Area
- Staff Support
- Audio/Video Equipment
- Program Materials
- Financial Support
- Educational Resources
- Supervision
- Couching
- Mentoring

TIME REQUIRED:
One hour bi-monthly, plus additional time for planning and preparation, for one program year (September 1, 2011 – August 31, 2012).

Completed
July/August (or prior to 1st meeting)

_____ Phone call to set-up initial organizational meeting with mentee(s)
_____ Discuss and present curriculum at organizational meeting
_____ Presentation on age appropriate activities (ages and stages) (see lesson in VRKC)
_____ Schedule club dates and events for the entire year (Meeting planning guide)
_____ Exchange phone numbers and e-mail addresses
_____ Discuss how to submit photos, club information and event information to public relations committee
_____ Discuss community service opportunities and community events
September
_____ Volunteer Orientation using OBOE PowerPoint, VRKC and planning for a successful year
_____ Award Recognition Planning
_____ Meet and discuss the lesson plan(s) for the September (October) meeting(s)
_____ Attend first club meeting to assist and observe mentee
_____ Promote Issues Conference
_____ Send note of appreciation to new mentee

October
_____ Celebrate National 4-H Week (no meeting, activity only)
_____ Attend Annual Achievement Banquet

November
_____ Meet and evaluate the September and October lessons
_____ Meet and discuss the lesson plan(s) for the December (January) meeting(s)
_____ Make a point to pat the mentee on the back and give thanks for their service

January
_____ Meet and evaluate the November and December lessons
_____ Meet and discuss the lesson plan for the February (March) meeting(s)
_____ Register for Kentucky Volunteer Forum (on even number years)
_____ Promote County Communications Event and Teen Summit
_____ 4-H members make appreciation cards for mentee

February
_____ Attend Kentucky Volunteer Forum (on even number years)

March
_____ Attend County Communications Event
_____ Meet and evaluate the January and February lessons
_____ Meet and discuss the lesson plan for the April (May) meeting(s)
_____ Take a break and go to coffee or tea with the new volunteer and call this “Tea with me”

April
_____ Celebrate National 4-H Volunteer Week (not meeting, activity only)

May
_____ Promote Teen Conference, County Fair, State Fair, and Camp
_____ Meet and evaluate the March and April lessons
_____ Meet and discuss the lesson plan for the June (July) meeting(s) (if they meet)
_____ Deliver a packet of vegetable or flower seeds to the volunteer and say “Thanks for Helping Us Grow” from the 4-H members.

August
_____ Evaluate using the 360 degree Evaluation Method
Volunteer Middle Managers: Human Resources that Extend Programmatic Outreach

Extension professionals must be able to give volunteers programmatic ownership and the resources and education that they need to complete their tasks. However, resources such as time and money are limited, especially in economic downtimes, making it even more necessary to look at creative ways to bridge the gap between what programs and services can be delivered and what should be delivered. Therefore, a middle manager program was developed as a tool to better utilize today’s volunteer leaders and assist Extension Professionals in the development of this program. Eight position descriptions and corresponding planning aids were created using the Kentucky Core Curriculum and School Enrichment Coordinator. In addition, an agent strategy was developed to aid Extension professionals in the implementation of an Middle Managers program that corresponds with all the important dates and times within a program year from August to September.

Introduction

Volunteers have been essential to the success of the 4-H program since its inception (Wessel & Wessel, 1982). The number of programs available to youth in 4-H Youth Development programs is exponential, therefore creating a vast range of knowledge that one person cannot possibly possess alone. This creates a system that relies on volunteer involvement for effective program delivery. The balance between Extension professionals and volunteers is necessary and often complex. Programs are strongest when the partnership between Extension professionals and volunteers is balanced and shared by both (Snider, 1985). Extension professionals must be able to give volunteers programmatic ownership and the resources and education that they need to complete their tasks. However, resources such as time and money are limited, especially in economic downtimes, making it even more necessary to look at creative ways to bridge the gap between what programs and services can be delivered and what programs should be delivered.

Schwertz (1978) suggested the use of volunteer middle managers to achieve the mission of the Extension program. She suggests involving key leaders to serve as middle managers to take on specific program area responsibilities, therefore becoming the expert or educational resource for a small group of volunteers, much like the higher Extension hierarchy seen in many Extension programs. Schwertz emphasizes securing and selecting idle managers and compares working with middle managers to working with salaried staff.

For some Extension professionals, working with volunteers can be a daunting, difficult or challenging task. Involving volunteers is difficult for the new Extension professional or anyone who has difficulty delegating tasks. Kemptom (1980) describes a good manager as an enabler of human resources. Kemptom believes the supervision process needs both a volunteer who receives responsibility and an Extension professional who must be willing to delegate responsibility to the volunteer. Schwertz suggests that the Extension professional delegate the task that s/he likes to do the best because this is the job that the Extension professional would be best at supervising as s/he feels the most comfortable with this area.
In response to this idea and to provide tools for working with middle managers for the new and experienced Extension professional, the members of the University of Kentucky Volunteer Administration Academy created eight volunteer position descriptions, corresponding planning aids and an Agent Supervision Strategy to aid in the development and implementation of a Middle Manager in their county programs.

**Position Descriptions**
Seven of the positions were developed by assessing the current use of seven core curriculum areas found in the Kentucky 4-H Program. These include: Agriculture, Communications, Family and Consumer Sciences, Health, Leadership, Natural Resources and Science, Engineering and Technology. An eighth position was created for School Enrichment because of its prevalence and importance in the state-wide program. Each of these middle manager positions was given the title of Coordinator. Position Descriptions included the following components: position title, time required, location, general purpose, specific guidelines, qualifications, benefits, salary and signatures of supervisor and volunteer (Culp, 2008).

**Planning Aids**
To develop the middle manager program, it is important to have tools to help the volunteer coordinator and the Extension professional to further develop the role and responsibilities of each. Volunteer Planning Aids (Culp, Bentley, Conway, Kelley, Mays & Turley, in press) were developed for the volunteer middle manager as well as an Agent Supervision Strategy for the Extension Professional. The planning aids were developed from the ideas of previous class of Volunteer Administration Academy members. Planning aids were developed with a monthly timeline and checklist for an entire program year.

Planning Aids for the Volunteer Middle Manager include the following items and topics:
- Stressing communication and planning between Extension Professional and Volunteer Coordinator
- Recruiting new volunteer leaders
- Leader orientation
- Leader evaluation
- Program evaluation
- Monthly lesson materials and education
- Member recruitment
- Promotion of County, district and state activities, contests, events
- Communication of deadlines and registrations
- Help leaders schedule events, coordinating with other county, district and state events

**Agent Supervision Strategy**
The Agent Supervision Strategy is a planning aid designed to follow the 4-H Program Year (in this case, from August to September.) Each month details the activities that are scheduled for the year in each of the core areas and school enrichment opportunities. August and September follow the GEMS model (Culp, Deppe, Castillo & Wells, 1998) as the Extension Professional must identify, recruit and orient new middle managers. Each month begins with a meeting with the agent and the middle manager to organize lessons and materials needed by the volunteers in their core area. The important programs and activities at the county, district and state levels
are outlined as to when promotional and registration materials must be forwarded to the middle managers and volunteer leaders for up-coming events and activities. Time is often limited, informational tools are spread everywhere and the Extension professionals are often times running from one event to the other. This strategy allows for one place to take a quick look as to what is coming up next, everyone is on the same page and allows for the ability to check off accomplishments as they are made.

Conclusion
The implementation of a middle manager program allows the Extension professional to delegate responsibilities to qualified individuals to use human and financial resources in the best way possible. Through the implementation of middle managers (who serve as volunteer coordinators), stronger partnerships between volunteer leaders, volunteer middle managers and Extension professionals can be made by allowing volunteer leaders to lead. Resources are increased to give the volunteer the tools they need to serve to the best of their ability. Middle managers have the ability to educate and spend valuable time in the program by dividing the program into core content areas and school enrichment activities. Volunteer Middle Managers enable the Extension professional to accomplish more than he or she thought possible, thereby saving time, human and financial resources. The result is a stronger program and more engaged youth in 4-H programs, projects and activities.

References


4-H AGRICULTURE COORDINATOR

VOLUNTEER POSITION DESCRIPTION
Kentucky 4-H Youth Development Program
Kentucky Cooperative Extension Service
The University of Kentucky College of Agriculture

POSITION TITLE:
4-H Animal Sciences Coordinator

TIME REQUIRED:
Monthly meetings from September through August
Additional meetings for workshops and projects as needed
Livestock Certification (one weekend, every five years)
Two year position; five hours per month

LOCATION:
County Cooperative Extension facility or appropriate location per activity

GENERAL PURPOSE:
The 4-H Agriculture Coordinator serves as a liaison between the County Extension office, the local 4-H professional, 4-H advisory council, 4-H volunteer leaders and 4-H members, their parents and other volunteers regarding the 4-H Agriculture program. The volunteer coordinator will support 4-H professionals, volunteers and members in conducting meaningful educational experiences to help youth and leaders grow and reach their fullest potential. The volunteer coordinator will inform and encourage members, parents and other volunteers to actively participate in appropriate 4-H opportunities in Agriculture areas such as livestock, horse, poultry, dog, country ham, small animals, crops, horticulture and educational programs such as judging, knowledge bowls, skill-a-thons, etc.

SPECIFIC RESPONSIBILITIES:
• Be committed to young people and their growth in all areas.
• Be dedicated to young people and sensitive to their abilities and needs.
• Prepare and conduct educational opportunities with input from agent for 4-H volunteer leaders.
• Educate leaders about county, district and state opportunities and events in the 4-H Animal core area.
• Identify and recruit new volunteer leaders in the area of Agriculture.
• Assist volunteer leaders by developing and maintaining a volunteer resource list.
• Work with volunteer leaders to schedule events, materials and resources for educational activities. (project workshops, meetings, judging, etc.)
• Continually provide feedback to agent and leaders on a monthly basis.
• Advise 4-H leaders regarding their contributions and participation in 4-H activities.
• Encourage 4-H members' and parents' interest and participation.
• Welcome ideas, support, attendance, activity and project assistance from parents at 4-H activities.
• Follow all 4-H guidelines and policies of the University of Kentucky CES, the Kentucky 4-H program and the county 4-H program.
• Read 4-H newsletters and literature from the County Extension office and keep leaders, parents, members and other volunteers informed of activities available to them.
• Be aware of 4-H Animal Sciences curriculum updates and project availability.
• Inform leaders, parents and members of project evaluation requirements and dates.

QUALIFICATIONS:
• Must complete the Kentucky 4-H Volunteer Application processes and be accepted as a volunteer by the Client Protection Committee.
• Must attend the Kentucky 4-H Livestock Certification Workshop and be accepted as a Certified Livestock Volunteer.
• Provide own transportation to meetings and activities.
• Self-starter; be able to work with minimal supervision from professional staff.
• Interpersonal communication skills; ability to effectively work with people.
• Organizational skills; ability to organize information and materials in a timely manner.
• Ability to organize events, information and delegate responsibility.
• Ability to identify, target, recruit, orient, motivate and educate volunteers.

BENEFITS:
• The opportunity to work with youth and provide positive support and growth experiences.
• To develop lifelong friendships with youth, parents and other volunteers.
• To develop communication and leadership skills.
• To learn organizational and time management skills.
• Skills gained to expand career growth and potential.
• Provide educational training opportunities that will help the volunteer meet the needs of members, advisors and parents; scholarship to state leaders forum and certifications.
• Access to appropriate manuals, pamphlets, audio-visual aids, newsletters and other resource materials.
• Have professionals available to consult with leaders on a one to one basis.

SALARY:
Unsalaried; volunteer. This position does not imply employment with the University of Kentucky.

MENTOR/SUPERVISING PROFESSIONAL:
Name:
Title:
Address:
City, State, Zip:
Phone:
I have read, understand and agree to abide by the duties and responsibilities of this volunteer position and further agree to accept guidance and direction from the supervisor. I also understand that failure to fulfill the purpose and responsibilities of the volunteer position and to accept guidance and direction from the supervisor could result in suspension of my position. I also understand that this volunteer position is renewable annually; I will notify the supervising professional if I am no longer interested in serving.

Signature of Volunteer

Date

Signature of Extension Professional

Date
VOLUNTEER POSITION DESCRIPTION
Kentucky 4-H Youth Development Program
Kentucky Cooperative Extension Service
The University of Kentucky College of Agriculture

POSITION TITLE:
4-H Communications Coordinator

TIME REQUIRED:
Monthly meetings from September through August of each year
Additional meetings for workshops and projects as needed.
Two year position; five hours per month

LOCATION:
County Cooperative Extension Facility or appropriate location per activity

GENERAL PURPOSE:
The 4-H Communications Coordinator serves as a liaison between the County Extension office, the local 4-H professional, 4-H advisory council, 4-H volunteer leaders and 4-H members, their parents and other volunteers regarding the 4-H Communications program. The volunteer coordinator will support 4-H professionals, volunteers and members in conducting meaningful educational experiences to help youth and leaders grow and reach their fullest potential. The volunteer coordinator will inform and encourage members, parents and other volunteers to actively participate in appropriate 4-H opportunities in Communication areas such as literacy, public speaking, writing, interpersonal and family communications.

SPECIFIC RESPONSIBILITIES:
• Be committed to young people and their growth in all areas.
• Be dedicated to young people and sensitive to their abilities and needs.
• Prepare and conduct educational opportunities with input from agent for 4-H volunteer leaders.
• Educate leaders about county, district and state opportunities and events in the 4-H Communication core area.
• Identify and recruit new volunteer leaders in the area of Communications.
• Assist volunteer leaders by developing and maintaining a volunteer resource list.
• Work with volunteer leaders to schedule events, materials and resources for educational activities. (project workshops, meetings, judging, etc)
• Continually provide feedback to agent and leaders on a monthly basis.
• Advise 4-H leaders regarding their contributions and participation in 4-H activities.
• Encourage 4-H members' and parents' interest and participation.
• Welcome ideas, support, attendance, activity and project assistance from parents at 4-H activities.
• Follow all 4-H guidelines and policies of the University of Kentucky CES, the Kentucky 4-H program and the county 4-H program.
• Read 4-H newsletters and literature from the County Extension office and keep leaders, parents, members and other volunteers informed of activities available to them.
• Be aware of 4-H Communications curriculum updates and project availability.
• Inform leaders, parents and members of project evaluation requirements and dates.

QUALIFICATIONS:
• Must complete the Kentucky 4-H Volunteer Application processes and be accepted as a volunteer by the Client Protection Committee.
• Provide own transportation to meetings and activities.
• Self-starter; be able to work with minimal supervision from professional staff.
• Interpersonal communication skills; ability to effectively work with people.
• Organizational skills; ability to organize information and materials in a timely manner.
• Ability to organize events, information and delegate responsibility.
• Ability to identify, target, recruit, orient, motivate and educate volunteers.

BENEFITS:
• The opportunity to work with youth and provide positive support and growth experiences.
• To develop lifelong friendships with youth, parents and other volunteers.
• To develop communication and leadership skills.
• To learn organizational and time management skills.
• Skills gained to expand career growth and potential.
• Provide educational training opportunities that will help the volunteer meet the needs of members, advisors and parents; scholarship to state leadership forum.
• Access to appropriate manuals, pamphlets, audio-visual aids, newsletters and other resource materials.
• Have professionals available to consult with leaders on a one to one basis.

SALARY:
Unsalaried; volunteer. This position does not imply employment with the University of Kentucky.

MENTOR/SUPERVISING PROFESSIONAL:
Name:
Title:
Address:
City, State, Zip:
Phone:
Fax:
Email:
I have read, understand and agree to abide by the duties and responsibilities of this volunteer position and further agree to accept guidance and direction from the supervisor. I also understand that failure to fulfill the purpose and responsibilities of the volunteer position and to accept guidance and direction from the supervisor could result in suspension of my position. I also understand that this volunteer position is renewable annually; I will notify the supervising professional if I am no longer interested in serving.

_____________________________________________________________________
Signature of Volunteer       Date

_____________________________________________________________________
Signature of Extension Professional     Date
VOLUNTEER POSITION DESCRIPTION
Kentucky 4-H Youth Development Program
Kentucky Cooperative Extension Service
The University of Kentucky College of Agriculture

POSITION TITLE:
4-H Family & Consumer Science Coordinator

TIME REQUIRED:
Monthly meetings from September through August of each year
Additional meetings for workshops and projects as needed.
Two year position; five hours per month

LOCATION:
County Cooperative Extension Facility or appropriate location per activity

GENERAL PURPOSE:
The 4-H Family & Consumer Sciences Coordinator serves as a liaison between the County
Extension office, the local 4-H professional, 4-H advisory council, 4-H volunteer leaders and 4-H
members, their parents and other volunteers regarding the 4-H Family and Consumer Sciences
program. The volunteer coordinator will support 4-H professionals, volunteers and members in
conducting meaningful educational experiences to help youth and leaders grow and reach their
fullest potential. The volunteer coordinator will inform and encourage members, parents and
other volunteers to actively participate in appropriate 4-H opportunities in Family and Consumer
Science areas such as apparel and textiles, consumer and financial education, family life, food
and nutrition, home environment and work force preparation.

SPECIFIC RESPONSIBILITIES:
• Be committed to young people and their growth in all areas.
• Be dedicated to young people and sensitive to their abilities and needs.
• Prepare and conduct educational opportunities with input from agent for 4-H volunteer leader.
• Educate leaders about county, district and state opportunities and events in the 4-H FCS core
  area.
• Identify and recruit new volunteer leaders in the area of Family & Consumer Sciences.
• Assist volunteer leaders by developing and maintaining a volunteer resource list.
• Work with volunteer leaders to schedule events, materials and resources for educational
  activities (project workshops, meetings, judging, etc)
• Continually provide feedback to agent and leaders on a monthly basis.
• Advise 4-H leaders regarding their contributions and participation in 4-H activities.
• Encourage 4-H members' and parents' interest and participation.
• Welcome ideas, support, attendance, activity and project assistance from parents at 4-H activities.
• Follow all 4-H guidelines and policies of the University of Kentucky CES, the Kentucky 4-H program and the county 4-H program.
• Read 4-H newsletters and literature from the county Extension office and keep leaders, parents, members and other volunteers informed of activities available to them.
• Be aware of 4-H Family & Consumer Sciences curriculum updates and project availability.
• Inform leaders, parents and members of project evaluation requirements and dates.

QUALIFICATIONS:
• Must complete the Kentucky 4-H Volunteer Application processes and be accepted as a volunteer by the Client Protection Committee.
• Provide own transportation to meetings and activities.
• Self-starter; be able to work with minimal supervision from professional staff.
• Interpersonal communication skills; ability to work effectively with people.
• A sincere interest in working with extension staff, volunteers, parents and youth.
• Organizational skills; ability to organize information and materials in a timely manner.
• Ability to organize events, information and delegate responsibility.
• Ability to identify, target, recruit, orient, motivate and educate volunteers.

BENEFITS:
• The opportunity to work with youth and provide positive support and growth experiences.
• To develop lifelong friendships with youth, parents and other volunteers.
• To develop communication and leadership skills.
• To learn organizational and time management skills.
• Skills gained to expand career growth and potential.
• Provide educational training opportunities that will help the volunteer meet the needs of members, advisors and parents; scholarship to state leadership forum.
• Access to appropriate manuals, pamphlets, audio-visual aids, newsletters and other resource materials.
• Have professionals available to consult with leaders on a one to one basis.

SALARY:
Unsalaried; volunteer. This position does not imply employment with the University of Kentucky.

MENTOR/SUPERVISING PROFESSIONAL:
Name:
Title:
Address:
City, State, Zip:
Phone:
Fax:
Email:
I have read, understand and agree to abide by the duties and responsibilities of this volunteer position and further agree to accept guidance and direction from the supervisor. I also understand that failure to fulfill the purpose and responsibilities of the volunteer position and to accept guidance and direction from the supervisor could result in suspension of my position. I also understand that this volunteer position is renewable annually; I will notify the supervising professional if I am no longer interested in serving.

______________________________  ________________________
Signature of Volunteer                  Date

______________________________  ________________________
Signature of Extension Professional      Date
VOLUNTEER POSITION DESCRIPTION
Kentucky 4-H Youth Development Program
Kentucky Cooperative Extension Service
The University of Kentucky College of Agriculture

POSITION TITLE:
4-H Health Coordinator

TIME REQUIRED:
Monthly meetings from September through August of each year
Additional meetings for workshops and projects as needed.
Two year position; five hours per month

LOCATION:
County Cooperative Extension Facility or appropriate location per activity

GENERAL PURPOSE:
The 4-H Health Coordinator serves as a liaison between the County Extension office, local 4-H professional, 4-H advisory council, 4-H volunteer leaders and 4-H members, their parents and other volunteers regarding the 4-H Health program. The volunteer coordinator will support 4-H professionals, volunteers and members in conducting meaningful educational experiences to help youth and leaders grow and reach their fullest potential. The volunteer coordinator will inform and encourage members, parents and other volunteers to actively participate in appropriate 4-H opportunities in Health areas such as food and nutrition, character education, and other wellness activities (physical, emotional, mental and environmental health).

SPECIFIC RESPONSIBILITIES:
- Be committed to young people and their growth in all areas.
- Be dedicated to young people and sensitive to their abilities and needs.
- Prepare and conduct educational opportunities with input from agent for 4-H volunteer leaders.
- Educate leaders about county, district and state opportunities and events in the 4-H FCS core area.
- Identify and recruit new volunteer leaders in the area of Health.
- Assist volunteer leaders by developing and keeping a volunteer resource list.
- Work with volunteer leaders to schedule events, materials and resources for educational activities. (project workshops, meetings, judging, etc)
- Continually provide feedback to agent and leaders on a monthly basis.
- Advise 4-H leaders regarding their contributions and participation in 4-H activities.
• Encourage 4-H members' and parents' interest and participation.
• Welcome ideas, support, attendance, activity and project assistance from parents at 4-H activities.
• Follow all 4-H guidelines and policies of the University of Kentucky CES, the Kentucky 4-H program and the county 4-H program.
• Read 4-H newsletters and literature from the county Extension office and keep leaders, parents, members and other volunteers informed of activities available to them.
• Be aware of 4-H Health curriculum updates and project availability.
• Inform leaders, parents and members of project evaluation requirements and dates.

QUALIFICATIONS:
• Must complete the Kentucky 4-H Volunteer Application processes and be accepted as a volunteer by the Client Protection Committee.
• Provide own transportation to meetings and activities.
• Self-starter; be able to work with minimal supervision from professional staff.
• Interpersonal communication skills; ability to work effectively with people.
• A sincere interest in working with extension staff, volunteers, parents and youth.
• Organizational skills; ability to organize information and materials in a timely manner.
• Ability to organize events, information and delegate responsibility.
• Ability to identify, target, recruit, orient, motivate and educate volunteers.

BENEFITS:
• The opportunity to work with youth and provide positive support and growth experiences.
• To develop lifelong friendships with youth, parents and other volunteers.
• To develop communication and leadership skills.
• To learn organizational and time management skills.
• Skills gained to expand career growth and potential.
• Provide educational training opportunities that will help the volunteer meet the needs of members, advisors and parents; scholarship to state leadership forum.
• Access to appropriate manuals, pamphlets, audio-visual aids, newsletters and other resource materials.
• Have professionals available to consult with leaders on a one to one basis.

SALARY:
Unsalaried; volunteer. This position does not imply employment with the University of Kentucky.

MENTOR/SUPERVISING PROFESSIONAL:
Name:
Title:
Address:
City, State, Zip:
Phone:
Fax:
Email:
I have read, understand and agree to abide by the duties and responsibilities of this volunteer position and further agree to accept guidance and direction from the supervisor. I also understand that failure to fulfill the purpose and responsibilities of the volunteer position and to accept guidance and direction from the supervisor could result in suspension of my position. I also understand that this volunteer position is renewable annually; I will notify the supervising professional if I am no longer interested in serving.

____________________________________________________________________
Signature of Volunteer       Date

____________________________________________________________________
Signature of Extension Professional     Date
VOLUNTEER POSITION DESCRIPTION
Kentucky 4-H Youth Development Program
Kentucky Cooperative Extension Service
The University of Kentucky College of Agriculture

POSITION TITLE:
4-H Leadership Coordinator

TIME REQUIRED:
Monthly meetings from September through August of each year
Additional meetings for workshops and projects as needed.
Two year position; five hours per month

LOCATION:
County Cooperative Extension Facility or appropriate location per activity

GENERAL PURPOSE:
The 4-H Leadership Coordinator serves as a liaison between the County Extension office, the local 4-H professional, 4-H advisory council, 4-H volunteer leaders and 4-H members, their parents and other volunteers regarding the 4-H Leadership program. The volunteer coordinator will support 4-H professionals, volunteers and members in conducting meaningful educational experiences to help youth and leaders grow and reach their fullest potential. The volunteer coordinator will inform and encourage members, parents and other volunteers to actively participate in appropriate 4-H opportunities in Leadership areas such as improving the quality of a young leader through reflection, leadership principles and personal experiences.

SPECIFIC RESPONSIBILITIES:
• Be committed to young people and their growth in all areas.
• Be dedicated to young people and sensitive to their abilities and needs.
• Prepare and conduct educational opportunities with input from agent for 4-H volunteer leaders.
• Educate leaders about county, district and state opportunities and events in the 4-H Leadership core area.
• Identify and recruit new volunteer leaders in the area of Leadership.
• Assist volunteer leaders by developing and maintaining keeping a volunteer resource list.
• Work with volunteer leaders to schedule events, materials and resources for educational activities. (project workshops, meetings, judging, etc)
• Continually provide feedback to agent and leaders on a monthly basis.
• Advise 4-H leaders regarding their contributions and participation in 4-H activities.
• Encourage 4-H members' and parents' interest and participation.
• Welcome ideas, support, attendance, activity and project assistance from parents at 4-H activities.
• Follow all 4-H guidelines and policies of the University of Kentucky CES, the Kentucky 4-H program and the county 4-H program.
• Read 4-H newsletters and literature from the County Extension office and keep leaders, parents, members and other volunteers informed of activities available to them.
• Be aware of 4-H Leadership curriculum updates and project availability.
• Inform leaders, parents and members of project evaluation requirements and dates.

QUALIFICATIONS:
• Must complete the Kentucky 4-H Volunteer Application processes and be accepted as a volunteer.
• Provide own transportation to meetings and activities.
• Self-starter; be able to work with minimal supervision from professional staff.
• Interpersonal communication skills; ability to effectively work with people.
• Organizational skills; ability to organize information and materials in a timely manner.
• Ability to organize events, information and delegate responsibility.
• Ability to identify, target, recruit, orient, motivate and educate volunteers.

BENEFITS:
• The opportunity to work with youth and provide positive support and growth experiences.
• To develop lifelong friendships with youth, parents and other volunteers.
• To develop communication and leadership skills.
• To learn organizational and time management skills.
• Skills gained to expand career growth and potential.
• Provide educational training opportunities that will help the volunteer meet the needs of members, advisors and parents; scholarship to state leadership forum.
• Access to appropriate manuals, pamphlets, audio-visual aids, newsletters and other resource materials.
• Have professionals available to consult with leaders on a one to one basis.

SALARY:
Unsalaried; volunteer.

MENTOR/SUPERVISING PROFESSIONAL:
Name – County Extension Agent for 4-H Youth Development
Street address
city, state, zip
phone number; fax number
email
I have read, understand and agree to abide by the duties and responsibilities of this volunteer position and further agree to accept guidance and direction from the supervisor. I also understand that failure to fulfill the purpose and responsibilities of the volunteer position and to accept guidance and direction from the supervisor could result in suspension of my position. I also understand that this volunteer position is renewable annually; I will notify the supervising professional if I am no longer interested in serving.

Signature of Volunteer

Date

Signature of Extension Professional

Date
VOLUNTEER POSITION DESCRIPTION
Kentucky 4-H Youth Development Program
Kentucky Cooperative Extension Service
The University of Kentucky College of Agriculture

POSITION TITLE:
4-H Natural Resources Coordinator

TIME REQUIRED:
Monthly meetings from September through August of each year
Additional meetings for workshops and projects as needed.
Shooting Sport Certification (one weekend)
Two year position; five hours per month

LOCATION:
County Cooperative Extension Facility or appropriate location per activity

GENERAL PURPOSE:
The 4-H Natural Resources Coordinator serves as a liaison between the County Extension office, the local 4-H professional, 4-H advisory council, 4-H volunteer leaders and 4-H members, their parents and other volunteers regarding the 4-H Natural Resources program. The volunteer coordinator will support 4-H professionals, volunteers and members in conducting meaningful educational experiences to help youth and leaders grow and reach their fullest potential. The volunteer coordinator will inform and encourage members, parents and other volunteers to actively participate in appropriate 4-H opportunities in Natural Resources areas such as entomology, forestry, geology, soils, water and wildlife.

SPECIFIC RESPONSIBILITIES:
- Be committed to young people and their growth in all areas.
- Be dedicated to young people and sensitive to their abilities and needs.
- Prepare and conduct educational opportunities with input from agent for 4-H volunteer leaders.
- Educate leaders about county, district and state opportunities and events in the 4-H Natural Resource core area.
- Identify and recruit new volunteer leaders in the area of Natural Resources.
- Assist volunteer leaders by developing and maintaining a volunteer resource list.
- Work with volunteer leaders to schedule events, materials and resources for educational activities. (project workshops, meetings, judging, etc)
- Continually provide feedback to agent and leaders on a monthly basis.
• Advise 4-H leaders regarding their contributions and participation in 4-H activities.
• Encourage 4-H members’ and parents’ interest and participation.
• Welcome ideas, support, attendance, activity and project assistance from parents at 4-H activities.
• Follow all 4-H guidelines and policies of the University of Kentucky CES, the Kentucky 4-H program and the county 4-H program.
• Read 4-H newsletters and literature from the county Extension office and keep leaders, parents, members and other volunteers informed of activities available to them.
• Be aware of 4-H Natural Resources curriculum updates and project availability.
• Inform leaders, parents and members of project evaluation requirements and dates.

QUALIFICATIONS:
• Must complete the Kentucky 4-H Volunteer Application processes and be accepted as a volunteer by the Client Protection Committee.
• Provide own transportation to meetings and activities.
• Self-starter; be able to work with minimal supervision from professional staff.
• Interpersonal communication skills; ability to work effectively with people.
• A sincere interest in working with extension staff, volunteers, parents and youth.
• Organizational skills; ability to organize information and materials in a timely manner.
• Ability to organize events, information and delegate responsibility.
• Ability to identify, target, recruit, orient, motivate and educate volunteers.

BENEFITS:
• The opportunity to work with youth and provide positive support and growth experiences.
• To develop lifelong friendships with youth, parents and other volunteers.
• To develop communication and leadership skills.
• To learn organizational and time management skills.
• Skills gained to expand career growth and potential.
• Provide educational training opportunities that will help the volunteer meet the needs of members, advisors and parents; scholarship to state leadership forum and certifications.
• Access to appropriate manuals, pamphlets, audio-visual aids, newsletters and other resource materials.
• Have professionals available to consult with leaders on a one to one basis.

SALARY:
Unsalaried; volunteer.

MENTOR/SUPERVISING PROFESSIONAL:
Name – County Extension Agent for 4-H Youth Development
Street address
city, state, zip
phone number; fax number
email
I have read, understand and agree to abide by the duties and responsibilities of this volunteer position and further agree to accept guidance and direction from the supervisor. I also understand that failure to fulfill the purpose and responsibilities of the volunteer position and to accept guidance and direction from the supervisor could result in suspension of my position. I also understand that this volunteer position is renewable annually; I will notify the supervising professional if I am no longer interested in serving.

Signature of Volunteer

Date

Signature of Extension Professional

Date
4-H SCHOOL ENRICHMENT COORDINATOR

VOLUNTEER POSITION DESCRIPTION
Kentucky 4-H Youth Development Program
Kentucky Cooperative Extension Service
The University of Kentucky College of Agriculture

POSITION TITLE:
4-H School Enrichment Coordinator

TIME REQUIRED:
Monthly meetings from August through May
Additional meetings for planning in July
Two year position; five hours per month

LOCATION:
Elementary, Middle and High School Facilities or appropriate location per activity

GENERAL PURPOSE:
The 4-H School Enrichment Coordinator serves as a liaison between the County Extension office, the local 4-H professional, school, school administration, faculty, volunteer leaders, 4-H members, parents and other volunteers regarding the 4-H School Enrichment program. The volunteer coordinator will support 4-H professionals, volunteer leaders and members in conducting meaningful educational experiences to help youth and leaders grow and reach their fullest potential. The volunteer coordinator will organize lessons by combining the appropriate school core content standards and 4-H core content areas. The volunteer coordinator will inform and encourage leaders to promote appropriate 4-H activities and projects.

SPECIFIC RESPONSIBILITIES:
• Be committed to young people and their growth in all areas.
• Be dedicated to young people and sensitive to their abilities and needs.
• Prepare and conduct educational opportunities with input from agent and school personnel for volunteer leaders.
• Educate leaders about the variety of school enrichment opportunities.
• Recruit schools willing to have 4-H School Enrichment programs.
• Identify and recruit new volunteer leaders.
• Assist volunteer leaders by developing and maintaining a volunteer resource list.
• Work with volunteer leaders to schedule meetings, materials and resources for educational activities.
• Effectively communicate with 4-H agent, leaders and school officials on a monthly basis.
• Follow all 4-H guidelines and policies of the University of Kentucky CES, the Kentucky
4-H program, county 4-H program and school system policies.

- Read 4-H newsletters and literature from the county Extension office and keep leaders, parents, members and other volunteers informed of activities available to them.
- Be aware of 4-H curriculum updates and project availability.
- Inform leaders, parents and members of project evaluation requirements and dates.
- Participate in one or more volunteer development opportunities annually.

QUALIFICATIONS:

- Must complete the Kentucky 4-H Volunteer Application processes and be accepted as a volunteer.
- Provide own transportation to meetings and activities.
- Self-starter; be able to work with minimal supervision from professional staff.
- Interpersonal communication skills.
- A sincere interest in working with extension staff, volunteers, parents and youth.
- Organizational skills; ability to organize information and materials in a timely manner.
- Ability to organize events, information and delegate responsibility.
- Ability to work effectively with people.
- Ability to identify, target, recruit, orient, motivate and educate volunteers.

BENEFITS:

- The opportunity to work with youth and provide positive support and growth experiences.
- To develop lifelong friendships with youth, parents and other volunteers.
- To develop communication and leadership skills.
- To learn organizational and time management skills.
- Skills gained to expand career growth and potential.
- Provide educational training opportunities that will help the volunteer meet the needs of members, advisors and parents; scholarship to state leadership forum.
- Provide appropriate manuals, pamphlets, audio-visual aids, newsletters and other resource materials.
- Have professionals available to consult with leaders on a one to one basis.

SALARY:
Unsalaried; volunteer.

MENTOR/SUPERVISING PROFESSIONAL:
Name – County Extension Agent for 4-H Youth Development
Street address
city, state, zip
phone number; fax number
e-mail
I have read, understand and agree to abide by the duties and responsibilities of this volunteer position and further agree to accept guidance and direction from the supervisor. I also understand that failure to fulfill the purpose and responsibilities of the volunteer position and to accept guidance and direction from the supervisor could result in suspension of my position. I also understand that this volunteer position is renewable annually; I will notify the supervising professional if I am no longer interested in serving.

_________________________________________
Signature of Volunteer                      Date

_________________________________________
Signature of Extension Professional         Date
4-H SCIENCE, ENGINEERING, and TECHNOLOGY COORDINATOR

VOLUNTEER POSITION DESCRIPTION
Kentucky 4-H Youth Development Program
Kentucky Cooperative Extension Service
The University of Kentucky College of Agriculture

POSITION TITLE:
4-H Science, Engineering and Technology (S.E.T.) Coordinator

TIME REQUIRED:
Monthly meetings from September through August of each year
Additional meetings for workshops and projects as needed
Two year position; five hours per month

LOCATION:
County Cooperative Extension Facility or appropriate location per activity

GENERAL PURPOSE:
The 4-H Science, Engineering, and Technology (S.E.T.) Coordinator serves as a liaison between the County Extension office, local 4-H professional, 4-H advisory council, 4-H volunteer leaders and 4-H members, their parents and other volunteers regarding the 4-H S.E.T. program. The volunteer coordinator will support 4-H professionals, volunteers and members in conducting meaningful educational experiences to help youth and leaders grow and reach their fullest potential. The volunteer coordinator will inform and encourage members, parents and other volunteers to actively participate in appropriate 4-H opportunities in S.E.T. areas such as biotechnology, geospatial sciences, electronics, multimedia and robotics.

SPECIFIC RESPONSIBILITIES:
• Be committed to young people and their growth in all areas.
• Be dedicated to young people and sensitive to their abilities and needs.
• Prepare and conduct educational opportunities with input from agent for 4-H volunteer leader.
• Educate leaders about county, district and state opportunities and events in the 4-H SET core area.
• Identify and recruit new volunteer leaders in the area of Science, Engineering, and Technology.
• Assist volunteer leaders by developing and maintaining a volunteer resource list.
• Work with volunteer leaders to schedule events, materials and resources for educational activities. (project workshops, meetings, judging, etc)
• Continually provide feedback to agent and leaders on a monthly basis.
• Advise 4-H leaders regarding their contributions and participation in 4-H activities.
• Encourage 4-H members’ and parents’ interest and participation.
• Welcome ideas, support, attendance, activity and project assistance from parents at 4-H activities.
• Follow all 4-H guidelines and policies of the University of Kentucky CES, the Kentucky 4-H program and the county 4-H program.
• Read 4-H newsletters and literature from the county Extension office and keep leaders, parents, members and other volunteers informed of activities available to them.
• Be aware of 4-H S.E.T. curriculum updates and project availability.
• Inform leaders, parents and members of project evaluation requirements and dates.

QUALIFICATIONS:
• Must undergo the volunteer application and screening process and be accepted as a volunteer.
• Provide own transportation to meetings and activities.
• Self-starter; be able to work with minimal supervision from professional staff.
• Interpersonal communication skills; ability to work effectively with people.
• A sincere interest in working with extension staff, volunteers, parents and youth.
• Organizational skills; ability to organize information and materials in a timely manner.
• Ability to organize events, information and delegate responsibility.
• Ability to identify, target, recruit, orient, motivate and educate volunteers.

BENEFITS:
• The opportunity to work with youth and provide positive support and growth experiences.
• To develop lifelong friendships with youth, parents and other volunteers.
• To develop communication and leadership skills.
• To learn organizational and time management skills.
• Skills gained to expand career growth and potential.
• Provide educational training opportunities that will help the volunteer meet the needs of members, advisors and parents; scholarship to state leadership forum.
• Access to appropriate manuals, pamphlets, audio-visual aids, newsletters and other resource materials.
• Have professionals available to consult with leaders on a one to one basis.

SALARY:
Unsalaried; volunteer.
MENTOR/SUPERVISING PROFESSIONAL:
Name – County Extension Agent for 4-H Youth Development
Street address
city, state, zip
phone number; fax number
e-mail

I have read, understand and agree to abide by the duties and responsibilities of this
volunteer position and further agree to accept guidance and direction from the
supervisor. I also understand that failure to fulfill the purpose and responsibilities of the
volunteer position and to accept guidance and direction from the supervisor could result
in suspension of my position. I also understand that this volunteer position is renewable
annually; I will notify the supervising professional if I am no longer interested in serving.

______________________________  __________________________
Signature of Volunteer            Date

______________________________  __________________________
Signature of Extension Professional            Date
Reference


Bibliography

GEMS is a spiral model of volunteer administration including four major components: Generate, Educate, Mobilize, and Sustain. The model includes all involved processes from volunteer recruitment and selection to retention or disengagement.


“Sustain” is defined as “to give support or relief to” (http://www.merriam-webster.com/dictionary/sustain). All the education and support in the world cannot sustain a volunteer if the individual’s interests and motivations for volunteering are not considered. Volunteer satisfaction (i.e., a positive perception resulting when the individual feels appreciated and needed), plays a major role in sustaining volunteers. In order to support volunteers, the administrator must evaluate and recognize their service. After reviewing evaluation data and program direction, the decision to retain, redirect, or disengage the volunteer must be made.

Evaluation is the ongoing process of determining if individual and organizational goals are being met (Culp, Deppe, Castillo & Wells, 1998). It is vital that the volunteer understands the role s/he is to perform and the goals to be met. Evaluation includes both formal and informal feedback. One of the most important components of evaluation is the ability to listen, both to the volunteer’s enthusiastic review of a positive experience, as well as to his/her concerns and issues.

Recognition is defined as “favorable attention that is given to the volunteer to provide a sense of appreciation” (Culp, Deppe, Castillo & Wells, 1998). There are many ways to show volunteers they are necessary for program success. Further, not all volunteers are motivated by the same stimuli. The four categories of motivation established by McClelland (1955, 1957 & 1962) include: achievement, affiliation, power, and avoidance. When possible, varied recognition programs need to be implemented in order to provide appropriate tokens of appreciation based on what motivates the volunteer.

Recognition should be designed to fulfill the basic human need of appreciation and help to build positive self-esteem. Recognition may be intrinsic or extrinsic and may be private or in front of peers. Offering a balance and variety of recognition programs will help reward volunteers in one or more ways that are truly meaningful to the individual.

Whether or not a volunteer decides to continue his/her volunteer experience depends upon his/her motivation for involvement. Volunteers may be motivated by programs achieving a degree of excellence, others by the opportunity to work with friends, while others seek an opportunity to guide the decision making of the group. Retention can be improved when the volunteer administrator knows what motivates individual volunteers and then provides resources and experiences that meet the needs of the volunteer.

Further, the volunteer administrator has the responsibility of monitoring the volunteer so organizational and programmatic, as well as individual, goals are being met. This includes listening to and addressing questions or concerns that might arise. Open communication between the volunteer and administrator is a must for both program success and to create an atmosphere in which the volunteer chooses to continue service.

Sometimes, redirection of a volunteer is necessary in order for him/her to continue serving the organization. Many factors need to be considered in redirecting volunteers. Are the skills they possess suitable for the services they are now performing or would those skills be better utilized in other areas? When redirection is necessary and is suggested by the volunteer administrator instead of the volunteer, the
discussion should take place privately with respect shown for the volunteer. Redirection of volunteers can lead to greater satisfaction for all parties involved.

Disengaging volunteers may occur for any of a number of reasons. Policies must be followed and not all volunteers feel rules are necessary. Burn out could be a factor in determining why a volunteer is not performing at the same level as s/he did in the past. Another reason could be that s/he simply is not capable of performing as s/he once did and it is time to retire. However, there may be times when the volunteer does not understand the reason why s/he is being asked to step down. Again, respectful, private communications with volunteers in such situations are crucial in managing what can be a delicate and sometimes hurtful, albeit necessary, step.

Sustaining volunteers is an essential part of volunteer administration. Making sure volunteers are placed correctly and are well-suited for their roles can alleviate problems that may lead to redirecting or disengaging. In order to retain volunteers, on-going communication is a must in leading volunteers and volunteer programs. Evaluation and recognition are essential so volunteers know they are meeting goals and are appreciated by both the Extension Agent (volunteer administrator) and the clientele they serve.
4.8 Sustaining Volunteers

This section will guide the Extension volunteer administrator, working in conjunction with an Extension professional, in sustaining an effective corps of volunteers. Sustaining volunteers includes five phases:

**Evaluation:** to determine if individual and organizational goals are met. Informal and formal evaluation is an ongoing process.

**Recognition:** formal, informal, extrinsic or intrinsic. Helps volunteers feel they are making a meaningful contribution to the organization, its programs and customers.

**Retention:** adds programmatic strength and continuity. Retention is best accomplished by fulfilling volunteer needs, serving continuing motivations and providing fulfilling relationships.

**Redirection:** change of assignment to utilize new skills, different interests. The volunteer re-enters the process at the orientation phase with new position responsibilities, knowledge and skills.

**Disengagement:** releasing the volunteer. Volunteers may leave volunteer service of their own accord, or be asked to leave.

4.8.1. Feedback and Evaluation

The Volunteer Specialist, in conjunction with the Extension director, will establish a policy on volunteer performance appraisal and review. The policy should include how often an appraisal will be given and which evaluation forms will be used. The steps involved in evaluation include:

- Explain the policy on providing and requesting feedback or evaluation to volunteers during the volunteer orientation.
- Evaluation is a process, and includes regular supervisory meetings where progress and areas for improvement are discussed. Volunteers who work directly with clientele may have client feedback included in their evaluation. Volunteer administrators may use workshop evaluations to evaluate the quality and effectiveness of the content and presentation style.
- Evaluation is multi-faceted. It is an opportunity for the agency to critique the volunteer and opportunity for the volunteer to share concerns and suggestions about the organization.

Two basic types of evaluation tools are presented in this Handbook, namely 360 degree evaluations and qualitative impact evaluations. 360 degree evaluations are utilized to assess the volunteer’s effectiveness from all individuals with whom the volunteer has contact, including the agent, co-volunteers, 4-H members, parents of 4-H members, as well as the volunteer. A complete collection of 360 degree evaluations is included in the appendix of the Handbook.

Because of the nature of youth development, the impact of the volunteer’s efforts and service to the program cannot be determined in the short-term. Therefore, long-term assessments are necessary. In order to most effectively determine the long-term impact of volunteer efforts, “My Extension Story” (www.MyExtensionStory.com) was developed. Agents should direct volunteers to this site to complete the assessment in order to more effectively determine their long-term contribution to the program.
My Extension Story

Web Address
www.MyExtensionStory.com

Project Overview
MyExtensionStory.com is a research project designed to collect testimonials and qualitative data from current volunteers and past program participants regarding the effect and impact that the Kentucky Cooperative Extension Service has had on their lives, their family, and their community. The survey, hosted securely by UK-licensed Qualtrics, collects the following information:

- years and locations of involvement in different program areas;
- demographic data (education, income, occupation);
- the effect and impact Extension has had on the respondent’s life or the life of a family member or program participant;
- the role Extension has played in the respondent’s life or the life of a family member or program participant;
- memories of Extension programs, volunteers, and/or staff; and
- the reasons that the respondent values Extension and their Extension experiences.

The collection of these responses serves two primary goals:

- to measure the impact of Extension through qualitative data analysis; and
- to effectively promote Extension across the Commonwealth through testimonial-driven marketing pieces (i.e. social media banners, video shorts, newspaper advertisements, etc.)

Sample Data
“…what I remember most was the excitement of being able to work on a product and bring it to fruition. I was nervous and a bit intimidated. However, this feeling subsided as I met and worked with adults who were caring and nurturing. It felt like I had a place. I finally had a place. A place where I belonged. A place where I felt safe.”
- Nathan A. (former Leslie Co. 4-H Member)

“My life has changed! The opportunity to teach the class on bread making gave me such confidence that I now look forward to such opportunities!”
- Jan B. (Nelson Co. 4-H volunteer)
“There are so many things it is hard to pick just one. I love the lessons they teach and the friendships are priceless. The Extension office isn't just a place of business. They're family to me.”

-Bernice B. (Leslie Co. Homemaker)

Review:

☐ Are volunteers informed about performance feedback or evaluations at their orientation?
☐ Is the evaluation of volunteers an ongoing process?
☐ Do volunteers receive regular feedback about their work?
☐ Are standardized evaluation forms available?
☐ Are volunteers provided an opportunity to give feedback to the volunteer administrator?
4.8.2 Recognition

Most volunteers thrive on recognition. Volunteers who feel their contributions and time are not appreciated or are being taken for granted will likely stop volunteering. Few will ever reveal their real reason for leaving the organization.

It is essential that the volunteer be recognized every time he or she comes to the office. Learning how each person responds to different forms of recognition is a part of effective volunteer personnel management. There are two levels of volunteer recognition; first and second.

The first level of recognition includes: saying “thank you,” maintaining a coffee bar, taking time to talk to a volunteer individually, smiling, accepting the volunteer’s individuality, and using the volunteer’s first name.

The second level of recognition includes: sending a personal thank you to the volunteer, making personal phone calls, sending a hand written thank-you note, writing a special note to the volunteer’s spouse or family expressing how important the volunteer is to the organization, and sending a birthday card to the volunteer.

Other meaningful ways to recognize individuals include enlisting them to teach or orient new volunteers, providing substantive volunteer education, include volunteers in event planning sessions, keeping the volunteer role interesting and challenging, accepting and implementing their good ideas, and giving credit for success to the volunteer.

There are many different ways to recognize volunteers. Three examples of recognition that can be presented to volunteers include tokens and gifts, periodic events, and awards. Specific examples of these three include:

**Tokens and Gifts:**
- Give the volunteer staff small gifts or tokens that relate to the organization
- Tee shirts, wearing apparel (also a way to market successful volunteers) these rewards may be based on a set number of hours contributed, participation in specific activities (i.e. camp)

**Periodic Events:**
- The annual Extension volunteer recognition most often takes place during either volunteer appreciation week or during the National 4-H Week
- Hold a listening session in which you ask volunteers for their input. Invite Extension leadership to participate in the listening session; they may add their thanks as well.
- Monthly or quarterly potluck luncheons held at the Extension Office recognize volunteers and integrate them with staff. New volunteers can be introduced and volunteers’ achievements for the period can be celebrated.
- Recognize a “volunteer of the month” with a reserved parking space
- Place an article about the volunteer’s accomplishments in the newspaper

**Awards:**
- Use an award(s) committee comprised of staff and volunteers to help determine who should receive a particular award
• Know a volunteer’s award history to help determine what level of award is appropriate.

**Review:**

☐ Do Extension staff members consistently thank volunteers for their assistance?
☐ Is a regular system of volunteer recognition in place?
☐ Are recognition events scheduled on the Extension calendar?
4.8.3 Retention

Retention is a key element in volunteer administration. It may be fair to say that the Extension Service volunteer staff retains their volunteers every day. If the recruitment component of the Extension Service program is well developed and volunteers are being well matched both with their job skills and motivation to the position assignment, and if the Cooperative Extension Service staff is receptive and supports them, volunteers will remain active.

One of the reasons often cited by Extension volunteers for discontinuing their role as a volunteer is the perception that the volunteer’s assignment is neither challenging or important. Another reason is that the volunteer does not feel valued by the Extension paid staff. Helping the paid staff member to work with volunteers effectively will greatly reduce volunteer turnover. People get up in the morning and decide if they want to serve as 4-H volunteers—they have to want to do it. Volunteers vote with their feet. They have to feel needed and connected to the entire organization or they will find other ways to spend their time.

There are many proven strategies for retaining volunteers. Some of these include:

- Ensuring a good match between the volunteer and the volunteer role
- Making sure volunteers understand their role and expectations
- Working at building connections between volunteer and paid staff
- Providing ongoing and open communication
- Providing meaningful and useful in-service education opportunities
- Ensuring that volunteers know that their work is appreciated
- Promoting exceptional volunteers to more responsible positions

Review

☐ Is there an “open-door” policy for volunteers to discuss their ideas?
☐ Is the volunteer offered a position that best matches individual interests and skills?
☐ Are shared activities planned for volunteer and paid staff?
☐ Is volunteer recognition an on-going process?
☐ Are opportunities available for meaningful and useful in-service education?
☐ Do multiple “volunteer career paths” exist? Can new ones be created?
Redirecting Volunteers  
Considerations to Keep in Mind

There are many points to consider when redirecting a volunteer. It is important to thoughtfully consider each point, so as to make the new position as meaningful as possible; both to the volunteer and to the 4-H program. Some points to consider include:

1) What principle skills does the volunteer have that can be utilized in a new position?
2) What roles or positions are available within the organization?
3) What aspects, characteristics or qualities make the volunteer unsuitable for the current position but might make them suitable for another position?
4) Who can the volunteer work with that will be compatible with his/her personality?
5) Offer a trial assignment to try out a match on a small scale.
6) What roles or positions offer the highest success for the program and the greatest satisfaction for the volunteer?
7) Discuss a change in position privately with the volunteer.

Why Should We Redirect Volunteers?
“We All Need a Change Sometime”

Redirecting: Moving an existing volunteer to a different role or position with new responsibilities and skill needs.

Many times volunteers become dissatisfied with the role that they currently have within an organization. Their performance and attitude can suffer making the volunteer experience less pleasant, both for themselves and others. Redirecting volunteers can be a method of retaining a volunteer by finding a better fit for him or her within the program. It can also be a method of allowing volunteers who are dissatisfied to self-dissengage from the program.

Myths About Problem Volunteers
1) Ignoring problems will make them go away.
   WRONG. Problems don’t go away unless they are addressed.
2) No one else notices.
   If you are suffering with a dissatisfied volunteer, chances are others are suffering with you.
3) You can fix a dysfunctional person.
   While this is an admirable sentiment, it is not in the job description of the volunteer administrator. Trying to do so will drain time and resources.
4) There’s good in everyone if you give him or her time to show it.
   Whether this is true or not it is up to the volunteer administrator to determine what role a volunteer can play in the program. Some people are NOT an asset.
5) Confrontation will make problems worse.
   In the short term this might be true but in the long term confrontation is necessary to prevent matters from getting worse.
6) The volunteer might get angry and leave causing the program to fall apart.
   If the program is that dependent on a single person then there are deeper problems to deal with.

It is possible to misread the skills on inclinations of people. Also, personal conflict between volunteers can inhibit the program. Redirecting volunteers within an organization can lead to greater satisfaction and prevent many of the problems listed above.

Sources:

Alternatives to Disengaging Volunteers
*Redirecting and Beyond*

Re-Supervise: You may have a volunteer who doesn’t understand that the rules of the agency have to be followed. This is a common problem for agencies that utilize youth volunteers, some of whom automatically ‘test’ the rules as part of their self-expression.

Re-enforcement may end the problem.

Re-Assign: Transfer the volunteer to a new position. You may, on the basis of a short interview, have misread their skills or inclinations. They may simply not be getting along with the staff or other volunteers with whom they are working. Try them in a new setting and see what happens.

Re-Train: Send the volunteer back for a second education. Some people take longer than others to learn new techniques. Some may require a different training approach, such as one-on-one mentoring rather than classroom lectures. If the problem is lack of knowledge rather than lack of motivation, then work to provide the knowledge.

Re-Vitalize: If a long-time volunteer has started to malfunction, s/he may need a rest. This is particularly true with volunteers who have intense jobs, such as one-to-one work with troubled clients. The volunteer may not realize or admit that s/he is burned out. Give him/her a sabbatical and let them re-vitalize. Practice ‘crop rotation’ and transfer him/her temporarily to something that is less emotionally draining.

Refer: Maybe the volunteer just needs a whole new outlook on life, one they can only get by volunteering in an entirely different agency. Refer the volunteer to a sister agency. Swap volunteers for a few months and let them learn a new trick.

Retire: Recognize that some volunteers may simply reach a diminished capacity in which they can no longer do the work they once did and may be a danger to themselves and to others. Give them the honor they deserve and ensure that they don’t end their volunteer careers in a way they will regret. Assist them in departing with dignity before the situation becomes a tragic crisis.

Re-Direct: Transfer the volunteer to a role with another organization. (Give the volunteer a sabbatical to see what can be learned by serving in another organization.)

4.8.4 Redirection

Redirection is a strategy that can be helpful when a volunteer is experiencing difficulties in an assignment. These difficulties may be temporary or enduring, and they may not be able to be resolved within the current volunteer position setting. In these situations, redirection may result in retaining an otherwise productive volunteer.

Sometimes volunteers’ personal or extended family experiences become enmeshed with their volunteer assignments, resulting in excessive stress for the volunteer that may spill over to Extension Service staff. This is more likely to occur with high-specialty, high-risk assignments. A temporary re-assignment or reduction in duties during times of acute stress can prevent volunteer burn-out, and the loss of a skilled volunteer.

Sometimes the volunteer’s performance is not satisfactory in some areas. The areas for improvement must be discussed and a corrective action plan mutually agreed upon by the volunteer and volunteer administrator. These plans should be reviewed for improvement in follow-up supervisory meetings. The corrective action plan may address motivational factors or include training to improve specific skills. For example, if a volunteer is continually late for duty, the impact of his/her behavior on paid staff, other volunteers and clientele should be discussed. A plan should be developed outlining what the volunteer can do to change the behavior. In the follow-up supervisory meetings the plan should be reviewed and the volunteer praised for any improvements in performance.

Infrequently, the volunteer may need to be released from duty. There is no simple formula for handling the delicate and sensitive task of informing a volunteer of his/her failure to perform according to the standards of the Cooperative Extension Service volunteer program. Each situation will require a volunteer look for alternatives. McCurley and Lynch offer six alternatives to termination:

1. **Re-supervise.** Be sure the volunteer understands the rules. Enforcement may be the problem.
2. **Re-assign.** Transfer the volunteer to a new position where different skills are required. Try a new setting and see what happens. A volunteer who does not deal effectively with clientele may do well in a job where little or no client contact is needed.
3. **Re-train.** A second round of education may give the volunteer the chance to learn what was not absorbed from the initial training. Sometimes one-on-one mentoring or job shadowing is better than classroom lecture. Learning styles differ among adults and youth participants.
4. **Re-vitalize.** If a longtime volunteer has difficulty, suggest s/he take some time off to rest and re-charge. Perhaps a new volunteer position with a different kind of responsibility would help.
5. **Refer.** Maybe the volunteer needs a new setting, in a different program or organization. Suggest referring the individual to a volunteer administrator from another organization in your community.
6. **Retire.** Recognize that some volunteers may no longer be able to do the work they once could due to such things as age or illness. Give them the honor they deserve and assist them in disengaging from the volunteer role with dignity before the situation becomes a crisis.
Review

- Are opportunities available for a temporary reduction of workload in high-stress volunteer positions?
- Is a system in place for counseling volunteers who are experiencing problems, and may need to be redirected before a crisis occurs?
- Are opportunities available for re-educating problematic or difficult, but otherwise productive, volunteers?
- Are skilled interviewers and counselors identified who can assist in the redirection of volunteers?
- When volunteers are under acute stress, it is important for them to avoid experiencing a sense of failure.
4.8.5. Disengagement: Releasing the Volunteer

Releasing a volunteer is difficult and uncomfortable for everyone. There are times, however, when it is essential for the credibility and integrity of the program and the Extension Service mission. The entire process can be discouraging and demoralizing for the volunteer administrator.

Volunteers should not be held to a different standard than paid staff.
To avoid as many problems as possible, it is essential to have an established policy and practice on releasing volunteers. This policy should have the following:

- A clear explanation about what infractions might result in probation, suspension, and termination.
- An objective process for determining whether the volunteer has broken the rules stepped outside required boundaries. This is a situation where the Volunteer Specialist or some other impartial party may be very helpful in conducting the investigation and making a recommendation on whether a rule has been broken and whether there were any extenuating circumstances.
- The Volunteer Specialist, in conjunction with the county Extension professional (volunteer administrator) should make the final decision about probation, suspensions or release of volunteers.

If it has been determined that the volunteer’s behavior does not meet agency standards and other alternatives were not effective or not appropriate because of the seriousness of the offense, the volunteer must be released to protect the agency and the clients. A breach of confidentiality is an example of an offense that usually requires releasing volunteers. However, even this offense must be investigated prior to releasing the volunteer.

As with paid staff, unacceptable performance or behavior must be documented. McCurley suggests five steps in conducting the meeting with a volunteer who is being discharged:

- Conduct the meeting in a private setting. In different situations, the meeting could include the following: the volunteer administrator / agent, the District Director, the state specialist for volunteerism. However, prior to the meeting, everyone should know who is in charge and will be conducting the meeting.
- Be quick, direct and absolute. Do not beat around the bush.
- Rehearse what will be said. The message needs to be clear, direct and tactful.
- Announce, don’t argue. The decision has been made and is not open for further discussion. Do not engage in an argument. If proper steps have been followed, this decision will not come as a surprise to the volunteer. The volunteer should be aware that the offense has been investigated. Prepare a written notice of release to present to the volunteer at the meeting.
- Do not attempt to counsel. If counseling was an option, it would already have been done.
- Follow-up, inform staff and clients (as appropriate) of the change in status of the volunteer. Do not give any reasons or details; protect the volunteer’s privacy and dignity.
Sample “Disengage” Letter
Failure to Sign Volunteer Position Description

1 February 2015

Dear <name>,

I appreciate your past service in serving as a volunteer leader for the name of club or program in the Jasper County 4-H program with the Kentucky Cooperative Extension Service. University policy requires that each volunteer must annually sign and return a volunteer position description for each role in which he or she is serving. The volunteer position description outlines the role, responsibilities and purpose of the position, identifies the supervisor and available resources and serves as a contract between the volunteer and the Extension professional.

The volunteer position description for the current year was mailed to you on two different occasions over the past two months and has not yet been returned. I realize that people have busy schedules and that individual interests and activities change. Therefore, because you have not returned the signed volunteer position description, which serves to outline our expectations for you in your volunteer role, as well as your understanding of that role’s duties and obligations, I am required to release you from your volunteer position. If, at some future time, you would like to become active again as a 4-H volunteer, you will need to undergo the application process again.

I appreciate your past service to the Jasper County 4-H program and wish you well in your future endeavors.

Sincerely,

Kelly Woods
Extension Agent for 4-H Youth Development
Jasper County
Review

☐ Are volunteers informed of all policies, including the release policy?
☐ Did volunteer orientation include clear information, with examples of unacceptable behavior?
☐ Did the volunteer position description clearly and accurately explain the position requirements?
☐ Did the volunteer receive performance counseling prior to the decision to release?
☐ If the volunteer committed a serious offense, was all relevant documentation/information placed in his/her volunteer record?
☐ Was the volunteer provided an opportunity to resign prior to disengaging?
Redirecting Volunteers
Considerations to Keep in Mind

1) What principle skills does the volunteer have?
2) What volunteer roles are available within the organization?
3) What characteristics would make this individual unsuitable for the position but might make them a good fit for another position?
4) Who can the volunteer work with that will be compatible with his/her personality?
5) Offer a trial assignment to try out a match on a small scale program.
6) What jobs offer the highest success for the program and the greatest satisfaction for the volunteer?
7) Discuss a change in position privately with the volunteer.

References


Chapter 5: Program Administration

Contents
5.1 Introduction – Administration of the Extension Volunteer Program
5.2 Organizational Climate
5.3 Volunteer Work Area
5.4 Record Keeping
5.5 Risk Management and Liability Shields
5.6 Undue Influence
5.7 Transfer of Records
5.8 Reports

5.1 Introduction – Administration of the Extension Volunteer Program

Volunteers play an essential role in the delivery of educational programs conducted by the Cooperative Extension program in the United States. For example, in the area of 4-H and youth development, some 587,485 volunteers (National 4-H Headquarters, 2002) delivered educational programs to American youth in 2002. In other program areas of Extension, master volunteers deliver educational programs in such diverse areas as gardening, natural resources, parenting, clothing, and food preservation (USDA, 2002). The volunteers serve critical roles on advisory committees and governing boards. Vines and Anderson (1976) stated, "without the cooperation and energy of tens of thousands of volunteers, it's inconceivable that Extension could succeed in rallying the resources it has to help solve individual and community problems" (p. 92).

Many terms have been used to describe those who lead and direct volunteers: "coordinator," "manager," "director," or "administrator." For the purpose of this article, the term "volunteer administrator" is used to describe those persons who direct or lead volunteers in organizations.

Volunteers need the direction of administrators who can focus their efforts toward solving specific problems. Volunteers are used extensively in every program area of Extension. This makes every county-level Extension agent a manager or administrator of volunteers. Job descriptions of volunteer administrators typically include recruiting, screening, education, and recognition of volunteers for an organization (Conners, 1995). In addition, administrators of volunteers must assess the need for volunteers within their organization and serve as a volunteer management "consultant" to other employees in the agency who utilize volunteers.

County Extension agents often lack the competencies needed to be effective administrators of volunteers. This situation can negatively affect programs in a variety of ways, including quality of work and programming, participation, and organizational liability and risk management issues.

Numerous studies have identified the deficiencies of Extension professionals in coordinating volunteers and volunteer programs (Collins, 2001; Culp & Kohlhagen, 2001; Deppe & Culp, 2001; Hange, Seevers and VanLeeuwen, 2002). In a national survey of Extension agents, Hange, Seevers, and VanLeeuwen discovered a gap between county Extension agents' perceptions of the importance of nine volunteer
management functions and their level of perceived competence in those functions. Collins, Culp and Kohlhagen, and Deppe and Culp found similar deficiencies among Extension agents working with the 4-H and youth development programs in Ohio, Kentucky, and Michigan.

Hange, Seevers, and VanLeeuwen also found that, while Extension agents do participate in professional development opportunities related to volunteer management, they do so at a relatively low level. Agents reported spending only 1-5 hours on volunteer management related professional development over a 24-month period (2002).

Insufficient training for Extension agents/educators is also a concern to the national Extension leadership. Jon Irby, former National Program Leader for Leadership and Volunteer Development, CSREES-USDA, stated, "To be an effective recruiter, trainer, developer, and manager of volunteers, our field staff (Extension agents) need learning experiences that will provide the critical skills and knowledge for these roles" (Irby, 1999).

Because of this concern, many state Extension programs have included skills in the management of volunteers in their list of competencies that faculty must possess or acquire in order to be successful as county Extension educators (Stone & Coppernoll, 2002; North Carolina Cooperative Extension, 2002). But exactly what competencies do county Extension agents need to be effective leaders of volunteers? Previous studies have examined agents' needs with regards to management functions as described by various models such as ISOTURE (Boyce, 1971), GEMS (Culp, Deppe, Castillo, & Wells, 1998), or L-O-O-P (Penrod, 1991).

Sue Vineyard believed that the person responsible for coordinating volunteer activities in the 21st century will need to have a broader range of competencies, skills, and expertise in order to meet the growing challenges of coordinating volunteer efforts in those organizations that utilize them (1993). However, in the early part of the 21st century, it really is not known what competencies will be needed in the coming decade, thus the reason for the study reported here.


5.2 Organizational Climate

The Extension Volunteer Administrator is a key player in the establishment of a positive work experience for volunteer staff. In fact, the organizational climate determines volunteer satisfaction as much as the relevancy and challenges of their assigned tasks. The Extension Volunteer Program’s climate needs to be positive, service-centered, and growth-focused. The amount of time spent on the nurturing and support of the volunteer will often determine how he/she feels about his/her work.

Part of the organizational climate consists of the organization norms prevalent in the work environment. These unwritten rules within the organization (norms) define behavior for the volunteer, and how interactions between individuals and groups should be conducted. While most volunteers conform easily to the Extension organizational
norms, some volunteers will need to make an extra effort in order to “fit in,” and a few will need guidance and counseling.

- Organizational expectations: rules, paperwork
- Rewards: fairness, appropriateness
- Support: helpful or absent
- Identity: a sense of belonging, being a part of a group
- Creativity: is this possible, is it necessary to “play it safe?”
- Conflict: how is it handled? Is it acceptable to question actions?
- Energy: enthusiastic or relaxed; the role and type of acceptable humor
- Growth: room and opportunity for self-growth, is change accepted?

The Extension program managers provide the climate for a volunteer’s day-to-day work. The Extension Volunteer Administrator works to provide a strong, supportive role in encouraging a positive organizational climate that is respectful of diversity, functional and supportive.

5.3 Volunteer Work Area

A comfortable, safe, equipped work area is important for effective delivery of all Extension services. Volunteers need to be provided with necessary supplies, equipment, and a clean and comfortable work environment in order to provide effective service.

Effective administration of the volunteer program requires access to telephones, computers, copiers, general office supplies, and any special items or equipment required to perform the services outlined in position descriptions and service guidelines.

Volunteer files should be maintained in accordance with the recommended system and secured in a locked file. The volunteer program administrative staff should have access to desk and file cabinets. The volunteer work area needs to be in compliance with facility standards for the Extension service.

5.4 Record Keeping

Volunteer Service Records

Accurate accounting of the volunteer’s service is an important part of administering the volunteer program. These records assist the volunteer administrator (as well as the volunteer) in documenting service time for letters of recommendation, certificates of appreciation and awards, and transferring volunteer experience to a resume.

The administrative assistant for the volunteer administrator / agent should make an Excel (or a similar spreadsheet software program) database for their volunteers. Information to be recorded should include: Name, date on which service began, date on which screening was completed, date on which orientation was completed, role and years served (updated annually), dates and names of educational workshops completed, dates on which annual evaluations were conducted, awards received, and other important notations.

Volunteer personnel files will be established for each volunteer and will include:

- Volunteer application
• Position description(s)
• Letters of recommendation / reference
• Background check results
• Parental permission for volunteers under the age of 18
• Signed Behavioral Expectations

Additional information that could be added to the volunteer personnel files includes:
• Certificates of Training
• Volunteer Service Record
• Award documentation
• Letters of appreciation
• Evaluation forms
• Other records as required

All volunteer files must be kept in a secure, locked filing cabinet. An inactive volunteer section should be established in the locked file for this purpose.

Volunteer Roster
An accurate, current roster of active volunteers must include:
• complete name
• mailing address
• telephone numbers
• e-mail address
• volunteer position(s) served and years served
• emergency contact person

Rosters are to be maintained with the volunteer administration files. Date each roster to ensure the most current roster is available. Additional information may be added to the roster, for instance, the emergency contact person for each youth volunteer.

Volunteer Program Administrative Files
It is important to maintain an administrative file section for your program. Generally electronic or digital, these files are separate from the volunteer personnel file and will contain all the necessary forms and documentation for your program. These include:
• Client Protection Standards & Risk Management Policies
• Extension policies
• Volunteer rosters
• Position Descriptions
• Needs Assessments for all volunteer programs
• Volunteer program Action Plan
- Volunteer service reports
- Recognition and Volunteer Awards criteria
- Volunteer Marketing plan
- Volunteer Recruitment plan
- Historical information of importance
- Master copies for sign-in sheets, time records, volunteer service agreements, volunteer service records, certificates, etc.
- Samples of letters of recommendation, award citations, program and training reports
- Any additional documentation important to your program
5.5 **Risk Management and Liability Shields**

The Extension Volunteer Administrator is the first line of defense for risk and liability management for the Extension volunteer corps and the people they serve. Protecting the Extension service, the volunteer, and Extension clients is a high priority and requires careful attention to detail and clear documentation of all actions.

5.5.1 **Safety Issues**

The Extension Volunteer Administrator needs to be aware of a range of safety issues for volunteer staff. Included (but not limited to) are:

- Personal safety: personal well-being, vehicular safety
- Building safety: access, after-hours usage, assignment of keys, fire prevention, electrical hazards
- Communication and record safety: right to privacy for staff and clients, release of information, locked file protocols
- Environmental safety, where applicable
- Procedures utilized to investigate and/or adjudicate incidents involving volunteers

5.5.2 **Criminal Record Checks**

It is essential for children, youth, vulnerable adults, and at-risk or special needs audiences to be surrounded by caring, competent, capable people. These groups are at higher risk of physical, emotional, and sexual abuse, and unable or less able to protect themselves. Sexual predators, pedophiles, or individuals with some types of criminal or child abuse or neglect history should not have close contact with them or be permitted to enter their homes under the auspices of the Extension service.

In order to prevent the exploitation, abuse, or neglect of children, youth or vulnerable adults, it is critical to screen volunteers who work with this population. This is normally accomplished by checking the background of volunteers for criminal records or substantiated cases of spouse and child abuse.

Completed background checks are required for certain volunteer positions prior to the volunteer’s first assignment. In some circumstances, however, a volunteer may be permitted to begin work if their work with children or youth only takes place in the continuous “line of sight” of agency staff.

Background checks and line of sight requirements are required for volunteers who work with children and vulnerable adults in specialized settings.

5.5.3 **Managing Liability**

The Volunteer Protection Act of 1997 was designed to provide certain protections to volunteers, non-profit organizations, and governmental entities in lawsuits based on the activities of volunteers.

The processes involved in interviewing, screening, orienting, training, and performing background checks on volunteers provides the volunteer the protection this Act offers.
The Volunteer Protection Act of 1997
June 18, 1997
42 USC 14501-14505
105th Congress

The Volunteer Protection Act of 1997 preempts inconsistent State law except when such law provides additional protection from liability relating to volunteers in the performance of services for a nonprofit organization or governmental entity. However this Act may be inapplicable to any civil action in a State court against a volunteer in which all parties are citizens of the State if such State enacts a statute declaring its election that this Act does not apply.

The Volunteer Protection Act of 1997 exempts a volunteer of a nonprofit organization or governmental entity from liability for harm caused by an act or omission of the volunteer on behalf of such organization or entity if:

• the volunteer was acting within the scope of his or her responsibilities at the time
• the volunteer was properly licensed or otherwise authorized for the activities or practice in the State in which the harm occurred
• the harm was not caused by willful or criminal misconduct, gross negligence, reckless misconduct, or a conscious, flagrant indifference to the rights or safety of the individual harmed
• the harm was not caused by the volunteer operating a motor vehicle, vessel, aircraft, or other vehicle for which that State requires the operator or owner to possess a operator’s license or maintain insurance.

5.5.4 Liability Shields
Liability shields are non-binding contracts between the client and the organization. For youth, it is a non-binding contract between the organization and the youth’s parent or guardian. Common types of liability shields include:

Permission slips: Indicate an adult’s knowledge of and consent for a child to participate in an activity. These cannot prevent a lawsuit due to negligence however parents may be less inclined to blame the agency for any injury or loss. Permission slips protect the volunteer and Extension from claims that the volunteer program infringed upon parental rights. Volunteers will need to receive education regarding child custody issues and the role of bar orders and civilian orders of protection.

Informed consent forms: These describe in greater detail the activity and specific risks related to an activity. These provide some level of protection, especially if there is question of authority, control or custody of a child (Nonprofit Risk Management Center, 1996; Seidman & Patterson, 1996; Tremper & Kostin, 1993).

Waivers or Releases: A waiver or release is signed by a person of legal age or by parents or guardians of minors. A person may sign away the right to sue an organization in the event of an injury, damage, or loss (Seidman & Patterson, 1996).
5.6 **Transfer of Records**

If a volunteer transfers to another county, the Extension Volunteer Administrator should contact the Extension professional in the original county to obtain a copy of the volunteer’s personnel records.

5.7 **Reports**

Extension requires various volunteer reports. Often, these include meeting attendance rosters, enrollment information, membership reports, etc. The volunteer collects the information for use by the Extension professional.

The Extension Volunteer Administrator may also request additional information or reports, detailing the accomplishments of the volunteers or their program participants (i.e. 4-H members).
Chapter 6: Marketing the Extension Volunteer Program

Contents

6.1 Introduction
6.2 Marketing to Potential Volunteers
6.3 Tips for Promoting the Extension Volunteer Program

6.1 Introduction
The Extension Volunteer Administrator will develop a marketing plan to recruit Extension volunteers, promote the need for volunteers, and provide information about services offered by Extension.

Marketing Extension volunteer opportunities involves the collaboration of Extension staff and volunteers. Reaching some families and community members will require creative efforts and may require collaboration with other organizations in the community.

6.2 Marketing to Potential Volunteers
To develop a marketing plan, the Extension Volunteer Administrator will need to be able to accomplish the tasks described in sections 6.2.1-6.2.6.

6.2.1 Create a Marketing & Communication Plan
- Be aware of the demographics of the Extension program and surrounding communities
- Identify and describe current and prospective organizations that use Extension volunteers and services. Survey and identify the needs of each program, in order to deliver targeted support more effectively. The program needs may be strong or weak, temporary or enduring.
- Identify issues to be addressed
- Identify partners: program staff, individuals, contract agencies
- Establish desired outcomes
- Select communication channels
- Identify messages, materials, and activities
- Establish timelines
- Plan for evaluation

6.2.2 Develop Outreach Strategies
a. In the community
b. In the community to include meeting the needs of current and prospective Extension clientele and community members
c. Examples of outreach strategies include:
   1. Person to person contact
2. Participation in orientations, volunteer educational workshops, volunteer opportunities and educational programs for community members
3. Visibility at Extension functions and face time in the office
4. Presentations to service agencies and local organizations
5. Partnerships with community agencies
6. Use of print media
7. Press conferences where appropriate
8. Newspaper announcements, press releases in the community
9. Fliers – distributed in high-traffic areas in the community, at local events
10. Posters with information about the purpose of the Extension office, office hours, telephone, email addresses
11. Use of electronic media
12. Web sites
13. Promotional videos
14. Use of commercial radio and television
15. Radio public service announcements (PSAs)
16. Television news “crawlers”
17. PSAs on local access channels

6.2.3 Implementing the Marketing Program
a. Establish implementation plan: when and how to begin, sequence of events, timelines
b. Secure materials and distribution channels
c. Allocate resources for marketing
d. Evaluate process from start-up
e. Keep partners informed
f. Finalize media messages
g. Respond to requests
h. Track media responses
i. Deal with the unexpected

6.2.4 Evaluate the Marketing Program Utilizing Activity Indicators and Outcome Measures

6.3 Tips for Promoting the Extension Volunteer Program
- Five times as many people read a headline as read the content.
- Include Extension news with the advertisement. It increases recall 20%.
- Always include Extension in a headline.
- Put your headline in quotes. Recall increases by nearly one-third!
- Keep illustrations simple.
- Men tend to ignore ads that use a photograph of a woman. (i.e. Women are targeted in the ad.)
- Use color ads. Color is more expensive but much more memorable.
- Write short sentences and avoid difficult words.
• Ask current volunteers to endorse the Extension volunteer program. It is more persuasive.
• The more facts that are told, the more that is sold.
• Put the illustration at the top.
• Put the headline under the illustration.
• Place the copy under the headline.
• Always put a caption beneath an illustration.
• Bullet unconnected statements.
• Appeal to nostalgia, charm, and sentimentality.
• When using radio or television PSAs, use the term Extension (or 4-H) Volunteer Program within the first 10 seconds.
• Avoid voiceovers; they are difficult to follow.
Appendix 7: Laws/Codes, Extension Policy

Contents

7.1 Laws/Codes
7.2 University of Kentucky CES Client Protection Policy
7.3 4-H Volunteer Awards
7.4 County Extension Awards
7.5 National Awards
7.6 Additional Volunteer Awards

7.1 Laws/Codes
a. Public Law 105-19, Volunteer Protection Act of 1997. To provide certain protection to volunteers, nonprofit organizations, and governmental entities in lawsuits based on the activities of volunteers.
b. 10 USC 1588, Authority to accept certain voluntary services. Addresses programs that may accept voluntary services, requirements and limitations, authority to recruit and train, status of persons providing services, reimbursement of incidental expenses, and the authority to install equipment.

7.2 University of Kentucky CES Client Protection Policy

All individuals who have unsupervised contact with a vulnerable, at-risk, or special needs audience at any time must complete the entire screening protocol.

Vulnerable audiences include, but are not limited to: youth, home-bound, immigrant, physically, mentally or emotionally challenged, disadvantaged and underprivileged.

The complete Client Protection Manual can be accessed on-line at: http://ces.ca.uky.edu/manual/client-protection-handbook
The Kentucky 4-H Volunteer Hall of Fame & Teen Awards

Recognition Categories

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# Table of Contents

Kentucky 4-H Lifetime Achievement Award .......................................................... 3  
TEAM (Together Everyone Accomplishes More) Award ........................................ 6  
ICE (Innovative, Creative, Enthusiastic) Award .................................................... 9  
Community Service Award (Adult) ..................................................................... 12  
Leadership Development Award ......................................................................... 15  
Partners in Progress Award ................................................................................ 18  
Conrad Feltner Award (Adult) ............................................................................. 21  
Achievement Award for Certified Livestock Volunteers ........................................ 24  
Achievement Award for Certified Shooting Sports Volunteers ............................ 27  
Achievement Award for Certified Horse Volunteers ............................................ 30  
Volunteer Administrator’s Award ......................................................................... 33  
Community Service Award (Teen) ..................................................................... 36  
Conrad Feltner Award (Teen) ............................................................................. 39  
Ten Year 4-H Member Award ............................................................................. 42
The Kentucky 4-H Volunteer Hall of Fame Recognition Categories

Kentucky 4-H Lifetime Achievement Award

Background and Purpose:

The Kentucky 4-H Lifetime Achievement Award was developed during 1999 and introduced in 2000. The purpose of this award is to recognize individuals who are currently involved and have made significant lifetime contributions of leadership and service to the Kentucky 4-H Program as well as making an important, positive, measurable impact upon clubs, communities, the Kentucky 4-H Program and the lives of 4-H members and/or volunteers. No more than five individuals are to be selected by the state 4-H recognition committee to receive this award each year.

Selection Procedures and Criteria:

All current adult 4-H volunteers are eligible to be nominated for the Kentucky 4-H Lifetime Achievement Award. Nominations may be made by anyone. A completed “Kentucky 4-H Lifetime Achievement Award” nomination form must be submitted directly to the volunteer recognition committee chairperson by the nomination deadline.

Note: It is the responsibility of the nominator(s) to provide documentation of the requested information when completing the nomination form.

Weighted Criteria: The Kentucky 4-H Lifetime Achievement Award will be evaluated based upon the following criteria:

a. 30% on the positive impact which the candidate has made upon 4-H members and/or 4-H volunteers throughout Kentucky.
b. 30% on the long-term contributions which the candidate has made to the Kentucky 4-H program on a state-wide basis.
c. 20% on the positive impact which the candidate has made upon youth and adults at the community and/or area level as a result of his or her leadership and involvement.
d. 20% on the positive impact which the candidate has made upon youth and adults in school, community or county clubs, activities or service as a result of his or her leadership and involvement in 4-H.

Up to five Kentucky 4-H Lifetime Achievement Award winners will be selected by the state 4-H awards selection committee to receive this award each year. The award will be presented at the Kentucky 4-H Volunteer Recognition Luncheon.
The Award and its Presentation:

The Kentucky 4-H Hall of Fame & Teen Awards packet will be sent to Extension offices by the third week of June. Completed nomination forms are due to the volunteer recognition committee chairperson by the nomination deadline; the award recipients and the nominators notified of the results by December 15.

The recognition will be given at Kentucky 4-H Volunteer Award Banquet, held in conjunction with the Kentucky 4-H Volunteer Forum. A commemorative reward will be presented to each recognree at the state Volunteer Recognition Banquet.
Kentucky 4-H Volunteer Award Nomination / Application Form

Kentucky 4-H Lifetime Achievement Award

Name of Nominee: ________________________________________________________

Address: __________________________________________________________________

City: __________________________ Zip: ______________ County: _______________

Nominator (if other than self): ______________________________________________

Address: __________________________________________________________________

City: _________________________ Zip: ______________ County: ________________

I. Answer each of the following questions with a separate, single page, typed narrative.

a. Describe the impact on the 4-H members and/or 4-H volunteer throughout Kentucky.

b. Describe the accomplishments, contributions and impact to the KY 4-H Program (including councils, fair boards or committees) at the county, area/district and state levels, made by this nominee over a lifetime of service.

c. Describe the impact made by this nominee upon the lives of 4-H members, 4-H, volunteers, 4-H clubs and agents over a lifetime of service.

d. List all non-4-H committees, boards and commissions which this individual has been involved with. Describe how the nominee’s involvement has benefited Cooperative Extension.

II. Attach three letters of reference, one from current or former 4-H members, one from the 4-H Agent or a 4-H volunteer, and one the community (non-4-H).

III. Prepare a 150 word summary and two JPEG pictures (portrait of volunteer and action shot) about this applicant’s award nomination to be included in the program booklet. These will only be accepted by e-mail.

Signatures: (Verifying volunteer’s involvement in the county 4-H program for this activity.)

Extension Agent: ___________________________ Date: __________________________

Chair, County Recognition Committee: __________________________ Date: __________________________
The Kentucky 4-H Volunteer Hall of Fame Recognition Categories

Kentucky 4-H Lifetime Achievement Award

Scoring Sheet

**Name of Nominee:**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points Possible</th>
<th>Points Awarded</th>
</tr>
</thead>
<tbody>
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<td>Positive impact, accomplishments and contributions made upon 4-H members and / or 4-H volunteers throughout Kentucky.</td>
<td>30</td>
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</tr>
<tr>
<td>Long-term contributions made to the Kentucky 4-H program on a state-wide basis.</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Positive impact made upon youth and adults at the community and / or area / district level as a result of his / her leadership and involvement.</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Positive impact made upon youth and adults in school, community or county clubs, activities or service as a result of his / her leadership and involvement in 4-H.</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

Notes:
The Kentucky 4-H Volunteer Hall of Fame Recognition Categories

TEAM: (Together Everyone Accomplishes More) Award

Background and Purpose:

The Kentucky 4-H TEAM (Together Everyone Accomplishes More) Award was developed during 1999 and introduced in 2000. The purpose of this award is to recognize a team of youth and adult volunteers who have exhibited a mutual partnership and have successfully addressed a program or issue that made a significant difference. The TEAM must have made an impact within the previous 18 months, ending on January 1 of the year of nomination. A minimum of two and a maximum of ten people can constitute a team. Team members do not have to live or volunteer in the same county. Special consideration will be given to teams which can document an important, positive, measurable impact upon clubs, communities, the Kentucky 4-H Program and/or the lives of 4-H members and/or volunteers. No more than five teams are to be selected by the state 4-H recognition committee to receive this award each year.

Selection Procedures and Criteria:

All current youth and adult 4-H volunteers are eligible to be nominated for the Kentucky 4-H TEAM (Together Everyone Accomplishes More) Award. Nominations may be made by anyone. A completed “Kentucky 4-H TEAM (Together Everyone Accomplishes More) Award” nomination form must be submitted directly to the volunteer recognition committee chairperson by the nomination deadline.

Note: It is the responsibility of the nominator(s) to provide documentation of the requested information when completing the nomination form.

Weighted Criteria: The Kentucky 4-H TEAM (Together Everyone Accomplishes More) Award will be evaluated based upon the following criteria:

a. 35% on the description, structure, organization and involvement of the team and its members.
b. 20% on the program, activity or partnership which the team conducted.
c. 10% on the innovativeness of the team’s approach to establishing and utilizing a partnership.
d. 35% on the positive impact and outcome of the team’s efforts upon the intended audience.

Up to five Kentucky 4-H TEAM (Together Everyone Accomplishes More) Award winners will be selected by the state 4-H awards selection committee to receive this award each year. The award will be presented at the Kentucky 4-H Volunteer Recognition Luncheon.

The Award and its Presentation:

The Kentucky 4-H Hall of Fame & Teen Awards packet will be sent to Extension offices by the third week of June. Completed nomination forms are due to the volunteer recognition committee chairperson by the nomination deadline; the award recipients and the nominators notified of the results by December 15.

The recognition will be given at Kentucky 4-H Volunteer Award Banquet, held in conjunction with the Kentucky 4-H Volunteer Forum. A commemorative reward will be presented to each recognee at the state Volunteer Recognition Banquet.
Kentucky 4-H Volunteer Award Nomination / Application Form

T.E.A.M (Together Everyone Accomplishes More) Award

Name of Nominee: ________________________________________________________

Address: __________________________________________________________________

City: __________________________ Zip: ______________ County: _______________

Nominator (if other than self): ______________________________________________

Address: __________________________________________________________________

City: __________________________ Zip: ______________ County: _______________

(Include addresses of all TEAM members on back)

Nominator (if other than self): ______________________________________________

Address: __________________________________________________________________

City: __________________________ Zip: ______________ County: _______________

I. Answer each of the following questions with a separate, single page, typed narrative.

a. Describe the team. (i.e. How many people were on the team? What were their demographics? Was this an existing or a new group?) How was the team organized? How was the team structured? How long has the team been in existence?

b. Describe the program or activity which the team conducted. What did the team do? How did the team members work together?

c. Explain if the team’s approach was new or different and how it contributed to the 4-H Program.

d. What was the impact and outcome of the team’s program or activity? Who benefited?

II. Prepare a 150 word summary and two JPEG pictures (portrait of volunteer and action shot) about this applicant’s award nomination to be included in the program booklet. These will only be accepted by e-mail.

Signatures: (Verifying volunteer’s involvement in the county 4-H program for this activity.)

Extension Agent: ___________________________________________   Date: ____________

Chair, County Recognition Committee: _________________________    Date: ____________
The Kentucky 4-H Volunteer Hall of Fame Recognition Categories

T.E.A.M. (Together Everyone Accomplishes More) Award

Scoring Sheet

Name of Nominee: __________________________________________________________

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<thead>
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<th>Criteria</th>
<th>Points Possible</th>
<th>Points Awarded</th>
</tr>
</thead>
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<td>Description, structure, organization and involvement of the team and its members.</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Description of the program or activity which the team conducted. (What did the team do? How did the team members work together?)</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Innovation of the team’s approach to establishing and utilizing a partnership.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Positive impact and outcome of the team’s efforts upon the intended audience. (What documentable impacts and outcomes are reported? Who is the intended target audience?)</td>
<td>35</td>
<td></td>
</tr>
</tbody>
</table>

**Grand Total** 100

Notes:
The Kentucky 4-H Volunteer Hall of Fame Recognition Categories

ICE (Innovative, Creative, Enthusiastic) Award

Background and Purpose:

The Kentucky 4-H ICE (Innovative, Creative, Enthusiastic) Award was developed during 1999 and introduced in 2000. The purpose of this award is to recognize individuals or groups who have either created, re-created, revised or re-energized a 4-H program which took place in the previous 18 months, ending on January 1 of the year of nomination. Special consideration will be given to those programs which can document an important, positive, measurable impact upon clubs, communities, the Kentucky 4-H Program and/or the lives of 4-H members and/or volunteers. No more than five individuals or groups are to be selected by the state 4-H recognition committee to receive this award each year.

Selection Procedures and Criteria:

All current adult 4-H volunteers are eligible to be nominated for the Kentucky 4-H ICE (Innovative, Creative, Enthusiastic) Award. Nominations may be made by anyone. A completed “Kentucky 4-H ICE (Innovative, Creative, Enthusiastic) Award” nomination form must be submitted directly to the volunteer recognition committee chairperson by the nomination deadline.

Note: It is the responsibility of the nominator(s) to provide documentation of the requested information when completing the nomination form.

Weighted Criteria: The Kentucky 4-H ICE (Innovative, Creative, Enthusiastic) Award will be evaluated based upon the following criteria:

a. 40% on the description of the program or activity that was conducted. How was the program or innovation new or different? How did it contribute to the 4-H Program?

b. 30% on the description of who was involved in both delivering and participating in the program.

c. 30% on the description of the impact and outcome of this activity? (What documental evidence is presented?) What was the benefit on the target audience and the county program?

Up to five Kentucky 4-H ICE (Innovative, Creative, Enthusiastic) Award winners will be selected by the state 4-H awards selection committee to receive this award each year. The award will be presented at the Kentucky 4-H Volunteer Recognition Banquet.

The Award and its Presentation:

The Kentucky 4-H Hall of Fame & Teen Awards packet will be sent to Extension offices by the third week of June. Completed nomination forms are due to the volunteer recognition committee chairperson by the nomination deadline; the award recipients and the nominators notified of the results by December 15.
The recognition will be given at Kentucky 4-H Volunteer Award Banquet, held in conjunction with the Kentucky 4-H Volunteer Forum. A commemorative reward will be presented to each recognee at the state Volunteer Recognition Banquet.
Kentucky 4-H Volunteer Award Nomination / Application Form

I.C.E. (Innovative, Creative, Enthusiastic) Award

Name of Nominee: ________________________________________________________

Address: __________________________________________________________________

City: __________________________ Zip: ______________ County: _______________

Nominator (if other than self): ______________________________________________

Address: __________________________________________________________________

City: _________________________ Zip: ______________ County: ________________

I. Answer each of the following questions with a separate, single page, typed narrative.

a. Describe the program or activity that was conducted. Explain how this program or innovation was new or different and contributed to the 4-H Program

b. Describe who was involved in both delivering and participating in the program.

c. What was the impact and outcome of this innovative activity? Who benefited?

II. Prepare a 150 word summary and two JPEG pictures (portrait of volunteer and action shot) about this applicant’s award nomination to be included in the program booklet. These will only be accepted by e-mail.

Signatures: (Verifying volunteer’s involvement in the county 4-H program for this activity.)

Extension Agent: ___________________________ Date: ___________

Chair, County Recognition Committee: _________________________ Date: __________
The Kentucky 4-H Volunteer Hall of Fame Recognition Categories

Kentucky 4-H I.C.E. (Innovative, Creative, Enthusiastic) Award

Scoring Sheet

**Name of Nominee:** __________________________________________________________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points Possible</th>
<th>Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of the program or activity that was conducted. How was the program or innovation new or different? How did it contribute to the 4-H Program?</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Description of who was involved in both delivering and participating in the program.</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Description of the impact and outcome of this activity? (What documental evidence is presented?) What was the benefit on the target audience and county program?</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
The Kentucky 4-H Volunteer Hall of Fame Recognition Categories

Kentucky 4-H Community Service Award - Adult

Background and Purpose:

The Kentucky 4-H Community Service Award was developed during 1999 and introduced in 2000. The purpose of this award is to recognize volunteers whose work has made a visible contribution to their community by facilitating the involvement of youth in community service. The community service activity must have taken place within the previous 18 months, ending on January 1 of the year of nomination. Special consideration will be given to nominations which document an important, positive, measurable impact upon clubs, communities, the Kentucky 4-H Program and/or the lives of 4-H members and/or volunteers. No more than five individuals are to be selected by the state 4-H recognition committee to receive this award each year.

Selection Procedures and Criteria:

All current teen or adult 4-H volunteers are eligible to be nominated for the Kentucky 4-H Community Service Award. Nominations may be made by anyone. A completed “Kentucky 4-H Community Service Award” nomination form must be submitted directly to the volunteer recognition committee chairperson by the nomination deadline.

Note: It is the responsibility of the nominator(s) to provide documentation of the requested information when completing the nomination form.

Weighted Criteria: The Kentucky 4-H Community Service Award will be evaluated based upon the following criteria:

a. 35% description of the service activity that was conducted. How was the need identified? How was the plan developed and executed?

b. 25% description of who is involved in the service activity and collaboration with others?

c. 20% description of the results and impact of the service activity upon the community? (What documentable evidence is presented?) What was the benefit on the target audience?

d. 20% description of the results and impact of the service activity upon the 4-H group that undertook the project? (What documentable evidence is presented?) What was the benefit to the 4-H members?

Up to five Kentucky 4-H Community Service Award winners will be selected by the state 4-H awards selection committee to receive this award each year. The award will be presented at the Kentucky 4-H Volunteer Recognition Banquet.

The Award and its Presentation:

The Kentucky 4-H Hall of Fame & Teen Awards packet will be sent to Extension offices by the third week of June. Completed nomination forms are due to the volunteer recognition committee chairperson by the nomination deadline; the award recipients and the nominators notified of the results by December 15.

The recognition will be given at Kentucky 4-H Volunteer Award Banquet, held in conjunction with the Kentucky 4-H Volunteer Forum. A commemorative reward will be presented to each recognee at the state Volunteer Recognition Banquet.
Kentucky 4-H Volunteer Award Nomination / Application Form

Community Service Award – Adult

Name of Nominee: ______________________________________________________

Address: ______________________________________________________________

City: __________________________ Zip: ______________ County: ______________

Nominator (if other than self): ______________________________________________

Address: ______________________________________________________________

City: _________________________ Zip: ______________ County: _______________

Name of Community Service Activity: ________________________________________

______________________________________________________________________

I. Answer each of the following questions with a separate, single page, typed narrative.
   a. Describe the community service activity, including how the need was identified as well as how the plan was developed.
   b. Who was involved in the community service activity (including both the participants and the beneficiaries)? Did any other group or individual collaborate with 4-H? If so, who? Explain or describe their contribution to the activity.
   c. What were the results and impact of the community service activity upon the community that undertook the project.
   d. What were the results and impact of the community service activity upon the 4-H group that undertook the project.

II. Prepare a 150 word summary and two JPEG pictures (portrait of volunteer and action shot) about this applicant’s award nomination to be included in the program booklet. These will only be accepted by e-mail.

Signatures: (Verifying volunteer’s involvement in the county 4-H program for this activity.)

Extension Agent: __________________________ Date: __________

Chair, County Recognition Committee: __________________________ Date: __________
The Kentucky 4-H Volunteer Hall of Fame Recognition Categories

Kentucky 4-H Community Service Award - Adult
Scoring Sheet

Name of Nominee: ____________________________________________________________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points Possible</th>
<th>Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of the service activity that was conducted. How was the need identified? How was the plan developed and executed?</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Who was involved in the service activity? Did any group or individual collaborate with 4-H?</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Description of the results and impact of the service activity upon the community? (What documentable evidence is presented?) What was the benefit on the target audience?</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Description of the results and impact of the service activity upon the 4-H group that undertook the project? (What documentable evidence is presented?) What was the benefit to the 4-H members?</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

Notes:
The Kentucky 4-H Volunteer Hall of Fame Recognition Categories

The Kentucky 4-H Leadership Development Award

Background and Purpose:

The Kentucky 4-H Leadership Development Award was developed during 1999 and introduced in 2000. The purpose of this award is to recognize adult volunteers who develop leadership skills in others (adults and/or youth) by serving as a role model; striving to improve and innovate; enabling others to succeed through education and development; celebrating successes; and inspiring a shared vision. Special consideration will be given to nominations which document an important, positive, measurable impact upon clubs, communities, the Kentucky 4-H Program and/or the lives of 4-H members and/or volunteers. No more than five individuals are to be selected by the state 4-H recognition committee to receive this award each year.

Selection Procedures and Criteria:

All current adult 4-H volunteers are eligible to be nominated for the Kentucky 4-H Leadership Development Award. Nominations may be made by anyone. A completed “Kentucky 4-H Leadership Development Award” nomination form must be submitted directly to the volunteer recognition committee chairperson by the nomination deadline.

Note: It is the responsibility of the nominator(s) to provide documentation of the requested information when completing the nomination form.

Weighted Criteria: The Kentucky 4-H Leadership Development Award will be evaluated based upon the following criteria:

a. 35% on the description of the leadership development program (or programs) that was/were conducted. How was the need for these programs identified? How was the leadership development program

b. 25% on who was involved in the leadership development programs(s)? (Describe both the target audience, as well as the delivering audience.)

c. 20% on the description of the results and impact of the service activity upon the target audience? (What documental evidence is presented?)

d. 20% on the description of the results and impact of the service activity upon the 4-H group that delivered the leadership development program(s)?

Up to five Kentucky 4-H Leadership Development Award winners will be selected by the state 4-H awards selection committee to receive this award each year. The award will be presented at the Kentucky 4-H Volunteer Recognition Banquet.

The Award and its Presentation:

The Kentucky 4-H Hall of Fame & Teen Awards packet will be sent to Extension offices by the third week of June. Completed nomination forms are due to the volunteer recognition committee chairperson by the nomination deadline; the award recipients and the nominators notified of the results by December 15.
The recognition will be given at Kentucky 4-H Volunteer Award Banquet, held in conjunction with the Kentucky 4-H Volunteer Forum. A commemorative reward will be presented to each recognee at the state Volunteer Recognition Banquet.
Kentucky 4-H Volunteer Award Nomination / Application Form

Leadership Development Award

Name of Nominee: ______________________________________________________

Address: ______________________________________________________________________

City: __________________________ Zip: ______________ County: ______________

Nominator (if other than self): ______________________________________________

Address: ______________________________________________________________________

City: __________________________ Zip: ______________ County: ______________

I. Answer each of the following questions with a separate, single page, typed narrative.

a. Describe the leadership development programs or activities that were conducted, and the contribution they made to the 4-H Program.

b. Describe who was involved, including both the audience and participants.

c. What was the impact and outcome of this activity on the target audience?

d. What was the impact and outcome of this activity on 4-H groups?

II. Prepare a 150 word summary and two JPEG pictures (portrait of volunteer and action shot) about this applicant's award nomination to be included in the program booklet. These will only be accepted by e-mail.

Signatures: (Verifying volunteer’s involvement in the county 4-H program for this activity.)

Extension Agent: ___________________________ Date: ____________

Chair, County Recognition Committee: ___________________________ Date: ____________
The Kentucky 4-H Volunteer Hall of Fame Recognition Categories

Kentucky 4-H Leadership Development Award

Scoring Sheet

**Name of Nominee:** _____________________________________________________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points Possible</th>
<th>Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of the leadership development program (or programs) that was/were conducted. How was the need for these programs identified? How was the leadership development program?</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Who was involved in the leadership development programs(s)? (Describe both the target audience, as well as the delivering audience.)</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Description of the results and impact of the service activity upon the target audience? (What documentable evidence is presented?)</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Description of the results and impact of the service activity upon the 4-H group that delivered the leadership development program(s)? (What documentable evidence is presented?)</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
The Kentucky 4-H Volunteer Hall of Fame Recognition Categories

The Kentucky 4-H Partners in Progress Award

Background and Purpose:

The Kentucky 4-H Partners in Progress Award was developed during 1999 and introduced in 2000. The purpose of this award is to recognize individuals, businesses or organizations which provide in-kind contributions, financial support or other resources which make a difference in the 4-H program. Special consideration will be given to nominations which document an important, positive, measurable impact upon clubs, communities, the Kentucky 4-H Program and/or the lives of 4-H members and/or volunteers. No more than five individuals, businesses or organizations are to be selected by the state 4-H recognition committee to receive this award each year.

Selection Procedures and Criteria:

Any current individual(s), business(es) or organization(s) are eligible to be nominated for the Kentucky 4-H Partners in Progress Award. Nominations may be made by anyone. A completed “Kentucky 4-H Partners in Progress Award” nomination form must be submitted directly to the volunteer recognition committee chairperson by the nomination deadline.

Note: It is the responsibility of the nominator(s) to provide documentation of the requested information when completing the nomination form.

Weighted Criteria: The Kentucky 4-H Partners in Progress Award will be evaluated based upon the following criteria:

a. 50% on the description of the new or ongoing activities, support and involvement that this nominee has provided to the 4-H Program.

b. 25% on the description of the documental impacts and outcomes which resulted from the support and involvement of this partner. What difference has this support and involvement made to the 4-H Program?

c. 25% on the description of the documental impacts and outcomes which resulted from the support and involvement of this partner. What difference has this support and involvement made to the lives of 4-H members and volunteers?

Up to five Kentucky 4-H Partners in Progress Award winners will be selected by the state 4-H awards selection committee to receive this award each year. The award will be presented at the Kentucky 4-H Volunteer Recognition Banquet.

The Award and its Presentation:

The Kentucky 4-H Hall of Fame & Teen Awards packet will be sent to Extension offices by the third week of June. Completed nomination forms are due to the volunteer recognition committee chairperson by the nomination deadline; the award recipients and the nominators notified of the results by December 15.

The recognition will be given at Kentucky 4-H Volunteer Award Banquet, held in conjunction with the Kentucky 4-H Volunteer Forum. A commemorative reward will be presented to each recogngee at the state Volunteer Recognition Banquet.
Kentucky 4-H Volunteer Award Nomination / Application Form

Kentucky 4-H Partners in Progress Award

Name of Nominee: ______________________________________________________

Address: ______________________________________________________________

City: __________________________ Zip: ______________ County: ______________

Nominator (if other than self): ______________________________________________

Address: ______________________________________________________________

City: _________________________ Zip: ______________ County: _______________

When did this nominee become involved with 4-H? _____________________________

What caused this nominee to first become involved?

________________________________________________________________________
________________________________________________________________________

I. Attach two typed narrative limited to two pages or less for each narrative.
   a. Briefly describe the activities, support and involvement that this nominee has
      provided to the 4-H Program. (Were these new or ongoing activities?)
   b. What was the impact or outcome which resulted from this support? (i.e. What
      difference this support made to the 4-H Program?)
   c. What was the impact or outcome which resulted from this support? (i.e. What
      difference this support made in the lives of 4-H members and volunteers?)

II. Prepare a 150 word summary and two JPEG pictures (portrait of volunteer and action shot) about this applicant’s award nomination to be included in the program booklet. These will only be accepted by e-mail.

Signatures: (Verifying volunteer’s involvement in the county 4-H program for this activity.)

Extension Agent: ____________________________ Date: __________________

Chair, County Recognition Committee: __________________________ Date: ____________
**The Kentucky 4-H Volunteer Hall of Fame Recognition Categories**

**Kentucky 4-H Partners in Progress Award**

**Scoring Sheet**

*Name of Nominee: ________________________________*

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points Possible</th>
<th>Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of the new or ongoing activities, support and involvement that this nominee has provided to the 4-H Program.</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Description of the documental impacts and outcomes which resulted from the support and involvement of this partner. What difference has this support and involvement made to the 4-H Program?</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Description of the documental impacts and outcomes which resulted from the support and involvement of this partner. What difference has this support and involvement made to the lives of 4-H members and volunteers?</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

**Grand Total**

100

*Notes:*
**The Kentucky 4-H Volunteer Hall of Fame Recognition Categories**

**The Kentucky 4-H Conrad Feltner Award - Adult**

*Background and Purpose:*

The Kentucky 4-H Conrad Feltner Awards were developed and introduced in 1978. The purpose of this award is to recognize 4-H youth and adult volunteers who have demonstrated exemplary leadership through 4-H.

*Selection Procedures and Criteria:*

All current youth and adult 4-H volunteers are eligible to be nominated for the Conrad Feltner Award. Nominations may be made by the County Extension Agent, 4-H Youth Development. A completed “Kentucky 4-H Conrad Feltner Award” nomination form must be submitted directly to the volunteer recognition committee chairperson by the nomination deadline.

Note: It is the responsibility of the Extension Agent(s) to provide documentation of the requested information when completing the nomination form(s).

Weighted Criteria: The Kentucky 4-H Conrad Feltner Memorial Award will be evaluated based upon the criteria outlined on the scoring matrix.

a. 20% on description on what has been your most rewarding experience as a 4-H leader or 4-H volunteer?

b. 30% on description on how have your 4-H leadership experiences contributed to your personal development?

c. 25% on description of your 4-H leadership roles in your county, district and state for this year. Please include noteworthy outcomes, impacts and special contributions.

d. 25% on the list your previous 4-H leadership roles on the county, district and state levels and your tenure in each. Please include noteworthy outcomes, impacts and special contributions.

Up to five Kentucky 4-H Conrad Feltner Award winners will be selected by the state 4-H awards selection committee to receive this award each year. The award will be presented at the Kentucky 4-H Volunteer Recognition Banquet.

*The Awards and their Presentation:*

The Kentucky 4-H Hall of Fame & Teen Awards packet will be sent to Extension offices by the third week of June. Completed nomination forms are due to the volunteer recognition committee chairperson by the nomination deadline; the award recipients and the nominators notified of the results by December 15.

The recognition will be given at Kentucky 4-H Volunteer Award Banquet, held in conjunction with the Kentucky 4-H Volunteer Forum. A commemorative reward will be presented to each recognee at the state Volunteer Recognition Banquet.
Kentucky 4-H Volunteer Award Nomination / Application Form

The Kentucky 4-H Conrad Feltner Award - Adult

Name of Nominee: ______________________________________________________

Address: __________________________________________________________________________

City: __________________________ Zip: ______________ County: ______________

Nominator (if other than self): ______________________________________________

Address: __________________________________________________________________________

City: _________________________ Zip: ______________ County: _______________

I. Answer each of the following questions with a separate, single page, typed narrative.

a. What has been your most rewarding experience as a 4-H leader or 4-H volunteer?

b. How has your 4-H leadership experiences contributed to your personal development?

c. Describe your 4-H leadership roles in your county, district and state for this year. Please include noteworthy outcomes, impacts and special contributions.

d. List your previous 4-H leadership roles on the county, district and state levels and your tenure in each. Please include noteworthy outcomes, impacts and special contributions.

II. Prepare a 150 word summary and two JPEG pictures (portrait of volunteer and action shot) about this applicant’s award nomination to be included in the program booklet. These will only be accepted by e-mail.

Signatures: (Verifying volunteer’s involvement in the county 4-H program for this activity.)

Extension Agent: ___________________________ Date: ____________

Chair, County Recognition Committee: ___________________________ Date: ____________
The Kentucky 4-H Volunteer Hall of Fame Recognition Categories

Kentucky 4-H Conrad Feltner Award - Adult

Scoring Sheet

**Name of Nominee:** ____________________________________________________________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points Possible</th>
<th>Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of the nominee’s most rewarding experience as a 4-H volunteer.</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Explanation of how 4-H leadership experiences have contributed to the nominee’s personal development.</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Description of 4-H leadership roles in the nominee’s county, area/district and state <em>for this year.</em> (Include noteworthy outcomes, impacts and special contributions.)</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Description of 4-H leadership roles in the nominee’s county, area/district and state <em>for previous years</em> and the nominee’s tenure in each. (Include noteworthy outcomes, impacts and special contributions.)</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

**Grand Total** 100

**Notes:**
The Kentucky 4-H Volunteer Hall of Fame Recognition Categories

Kentucky 4-H Achievement Award for Certified Livestock Volunteer

Background and Purpose:

The Kentucky 4-H Achievement Award for Certified Livestock Volunteer was developed during 2007 and introduced in 2008. The purpose of this award is to recognize individuals who are currently involved in the Kentucky 4-H Livestock Program as well as making an important, positive, measurable impact upon clubs, communities, the Kentucky 4-H Program and the lives of 4-H members and/or volunteers. No more than five individuals are to be selected by the state 4-H recognition committee to receive this award each year.

Selection Procedures and Criteria:

All current adult 4-H volunteers are eligible to be nominated for the Kentucky 4-H Achievement Award for Certified Livestock Volunteers. Nominations may be made by anyone. A completed “Kentucky 4-H Achievement Award for Certified Livestock Volunteer” nomination form must be submitted directly to the volunteer recognition committee chairperson by the nomination deadline.

Note: It is the responsibility of the nominator(s) to provide documentation of the requested information when completing the nomination form.

Weighted Criteria: The Kentucky 4-H Achievement Award for Certified Livestock Volunteer will be evaluated based upon the following criteria:

a. 40% on the positive impact and contributions made upon the 4-H program throughout county, district, state and national levels.
b. 35% on the new programs that developed or evolved.
c. 25% on the unique qualities about the nominee, including non-4-H committees, boards and commissions.

Up to five Kentucky 4-H Achievement Award for Certified Livestock Volunteer winners will be selected by the state 4-H awards selection committee to receive this award each year. The award will be presented at the Kentucky 4-H Volunteer Recognition Banquet.

The Award and its Presentation:

The Kentucky 4-H Hall of Fame & Teen Awards packet will be sent to Extension offices by the third week of June. Completed nomination forms are due to the volunteer recognition committee chairperson by the nomination deadline; the award recipients and the nominators notified of the results by December 15.

The recognition will be given at Kentucky 4-H Volunteer Award Banquet, held in conjunction with the Kentucky 4-H Volunteer Forum. A commemorative reward will be presented to each recognizee at the state Volunteer Recognition Banquet.
Kentucky 4-H Volunteer Award Nomination / Application Form

Kentucky 4-H Certified Livestock Volunteer Award

Name of Nominee: ______________________________________________________

Address: __________________________________________________________________

City: __________________________ Zip: ______________ County: ______________

Nominator (if other than self): ______________________________________________

Address: __________________________________________________________________

City: __________________________ Zip: ______________ County: _______________

I. Answer each of the following questions with a separate, single page, typed narrative.

b. Describe the accomplishments, contributions and impact to the Kentucky 4-H program and 4-H members at the county, district, state and national levels, made by this nominee as a certified volunteer.

c. As they relate to the certification program, describe the new programs or activities that have been introduced or evolved as a result of the nominee’s leadership.

d. Describe the unique characteristics and abilities of the individual, his/her role in the community, list all non-4-H committees, boards and commissions related to the certification program and the significant contributions made to the Kentucky 4-H program and the impact made upon the lives of Kentucky 4-H members and/or volunteers.

II. Prepare a 150 word summary and two JPEG pictures (portrait of volunteer and action shot) about this applicant’s award nomination to be included in the program booklet. These will only be accepted by e-mail.

Signatures: (Verifying volunteer’s involvement in the county 4-H program for this activity.)

Extension Agent: ____________________________ Date: __________

Chair, County Recognition Committee: ____________________________ Date: __________
The Kentucky 4-H Volunteer Hall of Fame Recognition Categories

Kentucky 4-H Certified Achievement Award – Livestock

Scoring Sheet

**Name of Nominee:** _____________________________________________________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points Possible</th>
<th>Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive <em>impact, accomplishments and contributions</em> made upon 4-H program throughout county, district, state and national levels.</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>New programs or activities that developed or evolved.</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Unique characteristics and abilities about the nominee, including non-4-H committees, boards and commissions.</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Notes:
The Kentucky 4-H Volunteer Hall of Fame Recognition Categories

Kentucky 4-H Achievement Award for Certified Shooting Sports Volunteer

Background and Purpose:

The Kentucky 4-H Achievement Award for Certified Shooting Sports Volunteer was developed during 2007 and introduced in 2008. The purpose of this award is to recognize individuals who are currently involved in the Kentucky 4-H Shooting Sports Program as well as making an important, positive, measurable impact upon clubs, communities, the Kentucky 4-H Program and the lives of 4-H members and/or volunteers. No more than five individuals are to be selected by the state 4-H recognition committee to receive this award each year.

Selection Procedures and Criteria:

All current adult 4-H volunteers are eligible to be nominated for the Kentucky 4-H Achievement Award for Certified Shooting Sports Volunteers. Nominations may be made by anyone. A completed “Kentucky 4-H Achievement Award for Certified Shooting Sports Volunteer” nomination form must be submitted directly to the volunteer recognition committee chairperson by the nomination deadline.

Note: It is the responsibility of the nominator(s) to provide documentation of the requested information when completing the nomination form.

Weighted Criteria: The Kentucky 4-H Achievement Award for Certified Shooting Sports Volunteer will be evaluated based upon the following criteria:

a. 40% on the positive impact and contributions made upon the 4-H program throughout county, district, state and national levels.

b. 35% on the new programs that developed or evolved.

c. 25% on the unique qualities about the nominee, including non-4-H committees, boards and commissions.

Up to five Kentucky 4-H Achievement Award for Certified Shooting Sports Volunteer winners will be selected by the state 4-H awards selection committee to receive this award each year. The award will be presented at the Kentucky 4-H Volunteer Recognition Banquet.

The Award and its Presentation:

The Kentucky 4-H Hall of Fame & Teen Awards packet will be sent to Extension offices by the third week of June. Completed nomination forms are due to the volunteer recognition committee chairperson by the nomination deadline; the award recipients and the nominators notified of the results by December 15.

The recognition will be given at Kentucky 4-H Volunteer Award Banquet, held in conjunction with the Kentucky 4-H Volunteer Forum. A commemorative reward will be presented to each recogninee at the state Volunteer Recognition Banquet.
Kentucky 4-H Volunteer Award Nomination / Application Form

Kentucky 4-H Certified Shooting Sports Volunteer Award

Name of Nominee: ______________________________________________________

Address: ____________________________________________________________________

City: __________________________ Zip: ______________ County: ______________

Nominator (if other than self): ______________________________________________

Address: ____________________________________________________________________

City: _________________________ Zip: ______________ County: _______________

I. Answer each of the following questions with a separate, single page, typed narrative.

a. Describe the accomplishments, contributions and impact to the Kentucky 4-H program and 4-H members at the county, district, state and national levels, made by this nominee as a certified volunteer.

b. As they relate to the certification program, describe the new programs or activities that have been introduced or evolved as a result of the nominee’s leadership.

c. Describe the unique characteristics and abilities of the individual, his/her role in the community, list all non-4-H committees, boards and commissions related to the certification program and the significant contributions made to the Kentucky 4-H program and the impact made upon the lives of Kentucky 4-H members and/or volunteers.

II. Prepare a 150 word summary and two JPEG pictures (portrait of volunteer and action shot) about this applicant’s award nomination to be included in the program booklet. These will only be accepted by e-mail.

Signatures: (Verifying volunteer’s involvement in the county 4-H program for this activity.)

Extension Agent: ___________________________ Date: ____________

Chair, County Recognition Committee: ___________________________ Date: ____________
The Kentucky 4-H Volunteer Hall of Fame Recognition Categories

**Kentucky 4-H Certified Achievement Award – Shooting Sports**

**Scoring Sheet**

*Name of Nominee:_________________________________________________________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points Possible</th>
<th>Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive <em>impact, accomplishments and contributions</em> made upon 4-H program throughout county, district, state and national levels.</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>New programs or activities that developed or evolved.</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Unique characteristics and abilities about the nominee, including non-4-H committees, boards and commissions.</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
The Kentucky 4-H Volunteer Hall of Fame Recognition Categories

Kentucky 4-H Achievement Award for Certified Horse Volunteer

Background and Purpose:

The Kentucky 4-H Achievement Award for Certified Horse Volunteer was developed during 2011 and introduced in 2012. The purpose of this award is to recognize individuals who are currently involved in the Kentucky 4-H Horse Program as well as making an important, positive, measurable impact upon clubs, communities, the Kentucky 4-H Program and the lives of 4-H members and/or volunteers. No more than five individuals are to be selected by the state 4-H recognition committee to receive this award each year.

Selection Procedures and Criteria:

All current adult 4-H volunteers are eligible to be nominated for the Kentucky 4-H Achievement Award for Certified Horse Volunteers. Nominations may be made by anyone. A completed “Kentucky 4-H Achievement Award for Certified Horse Volunteer” nomination form must be submitted directly to the volunteer recognition committee chairperson by the nomination deadline.

Note: It is the responsibility of the nominator(s) to provide documentation of the requested information when completing the nomination form.

Weighted Criteria: The Kentucky 4-H Achievement Award for Certified Shooting Sports Volunteer will be evaluated based upon the following criteria:

a. 40% on the positive impact and contributions made upon the 4-H program throughout county, district, state and national levels.

b. 35% on the new programs that developed or evolved.

c. 25% on the unique qualities about the nominee, including non-4-H committees, boards and commissions.

Up to five Kentucky 4-H Achievement Award for Certified Shooting Sports Volunteer winners will be selected by the state 4-H awards selection committee to receive this award each year. The award will be presented at the Kentucky 4-H Volunteer Recognition Banquet.

The Award and its Presentation:

The Kentucky 4-H Hall of Fame & Teen Awards packet will be sent to Extension offices by the third week of June. Completed nomination forms are due to the volunteer recognition committee chairperson by the nomination deadline; the award recipients and the nominators notified of the results by December 15.

The recognition will be given at Kentucky 4-H Volunteer Award Banquet, held in conjunction with the Kentucky 4-H Volunteer Forum. A commemorative reward will be presented to each recognnee at the state Volunteer Recognition Banquet.
Kentucky 4-H Volunteer Award Nomination / Application Form

Kentucky 4-H Certified Horse Volunteer Award

Name of Nominee: ______________________________________________________
Address: __________________________________________________________________
City: __________________________ Zip: ______________ County: ______________

Nominator (if other than self): ______________________________________________
Address: __________________________________________________________________
City: _________________________ Zip: ______________ County: _______________

I. Answer each of the following questions with a separate, single page, typed narrative.
   a. Describe the accomplishments, contributions and impact to the Kentucky 4-H
      program and 4-H members at the county, district, state and national levels, made
      by this nominee as a certified volunteer.
   b. As they relate to the certification program, describe the new programs or
      activities that have been introduced or evolved as a result of the nominee’s
      leadership.
   c. Describe the unique characteristics and abilities of the individual, his/her role in
      the community, list all non-4-H committees, boards and commissions related to
      the certification program and the significant contributions made to the Kentucky
      4-H program and the impact made upon the lives of Kentucky 4-H members
      and/or volunteers.

II. Prepare a 150 word summary and two JPEG pictures (portrait of volunteer and action
    shot) about this applicant’s award nomination to be included in the program booklet.
    These will need to be e-mailed to the volunteer recognition committee chairperson by
    the deadline. These will only be accepted by e-mail.

Signatures: (Verifying volunteer’s involvement in the county 4-H program for this activity.)

Extension Agent: ___________________________ Date: ______________
Chair, County Recognition Committee: __________________________ Date: ______________
**The Kentucky 4-H Volunteer Hall of Fame Recognition Categories**

**Kentucky 4-H Certified Achievement Award – Horse**

**Scoring Sheet**

*Name of Nominee: ________________________________*

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points Possible</th>
<th>Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive <em>impact, accomplishments and contributions</em> made upon 4-H program throughout county, district, state and national levels.</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>New programs or activities that developed or evolved.</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Unique characteristics and abilities about the nominee, including non-4-H committees, boards and commissions.</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
The Kentucky 4-H Volunteer Hall of Fame Recognition Categories

The Kentucky 4-H Volunteer Administrator's Award

Background and Purpose:

The Kentucky 4-H Volunteer Administrator’s Award is presented to an Extension professional who has demonstrated and documented exemplary leadership and professionalism as a volunteer administrator. Documentable evidence of programmatic growth and volunteer engagement must be provided. No more than three individuals may receive this award at each KVF.

Selection Procedures and Criteria:

A completed “Kentucky 4-H Volunteer Administrators Award” must be submitted directly to the volunteer recognition committee chairperson by the nomination deadline.

Note: It is the responsibility of the nominator(s) to provide documentation of the requested information when completing the nomination form.

Weighted Criteria: The Kentucky 4-H Volunteer Administrators Award will be evaluated on the following criteria:

a. 40% on the description of specific programs and/or activities that were undertaken to generate, educate and mobilize the volunteer effort in this county or program.
b. 30% on the impact and outcome of these activities. Who benefited?  
c. 30% in what ways or measures did the program improve or increase under the leadership and supervision of this volunteer administrator?

Up to three Kentucky 4-H Achievement Award for 4-H Volunteer Administrator's winners will be selected by the state 4-H awards selection committee to receive this award each year. The award will be presented at the Kentucky 4-H Volunteer Recognition Banquet.

The Award and its Presentation:

The Kentucky 4-H Hall of Fame & Teen Awards packet will be sent to Extension offices by the third week of June. Completed nomination forms are due to the volunteer recognition committee chairperson by the nomination deadline; the award recipients and the nominators notified of the results by December 15.

The recognition will be given at Kentucky 4-H Volunteer Award Banquet, held in conjunction with the Kentucky 4-H Volunteer Forum. A commemorative reward will be presented to each recognree at the state Volunteer Recognition Banquet.
Kentucky 4-H Volunteer Award Nomination / Application Form

Kentucky 4-H Volunteer Administrator’s Award

Name of Nominee: ______________________________________________________

Address: __________________________________________________________________

City: __________________________ Zip: ______________ County: ______________

Nominator (if other than self): ______________________________________________

Address: __________________________________________________________________

City: __________________________ Zip: ______________ County: ______________

I. Answer each of the following questions with a separate, single page, typed narrative.

   a. Describe the specific programs and/or activities that were undertaken to
      generate, educate, mobilize and sustain the volunteer effort in this county or
      program.

   b. What was the impact and outcome of these activities? Who benefited?

   c. In what ways, and by what measures, has the program improved or increased
      under the leadership and supervision of this volunteer administrator?

II. Prepare a 150 word summary and two JPEG pictures (portrait of volunteer and action
    shot) about this applicant’s award nomination to be included in the program booklet.
    These will only be accepted by e-mail.

Signatures: (Verifying volunteer’s involvement in the county 4-H program for this activity.)

Extension Agent: ___________________________ Date: __________

Chair, County Recognition Committee: __________________________ Date: __________
The Kentucky 4-H Volunteer Hall of Fame Recognition Categories

Kentucky 4-H Achievement Award- 4-H Volunteer Administrator

Scoring Sheet

**Name of Nominee:** _____________________________________________________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points Possible</th>
<th>Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the specific programs and/or activities that were undertaken to generate, educate, mobilize and sustain the volunteer effort in this county or program.</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>What was the impact and outcome of these activities? Who benefited?</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>In what ways, and by what measures, has the program improved or increased under the leadership and supervision of this volunteer administrator?</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

**Grand Total** | 100 | |

**Notes:**
The Kentucky 4-H Volunteer Teen Recognition Categories

Kentucky 4-H Community Service Award - Teen

Background and Purpose:

The Kentucky 4-H Community Service Award was developed during 1999 and introduced in 2000. The purpose of this award is to recognize volunteers whose work has made a visible contribution to their community by facilitating the involvement of youth in community service. The community service activity must have taken place within the previous 18 months, ending on January 1 of the year of nomination. Special consideration will be given to nominations which document an important, positive, measurable impact upon clubs, communities, the Kentucky 4-H Program and/or the lives of 4-H members and/or volunteers. No more than five individuals are to be selected by the state 4-H recognition committee to receive this award each year.

Selection Procedures and Criteria:

Only current teen 4-H volunteers are eligible to be nominated for the Kentucky 4-H Community Service Award. All nominees must currently be a 4-H member. Nominations may be made by anyone. A completed “Kentucky 4-H Community Service Award” nomination form must be submitted directly to the volunteer recognition committee chairperson by the nomination deadline.

Note: It is the responsibility of the nominator(s) to provide documentation of the requested information when completing the nomination form.

Weighted Criteria: The Kentucky 4-H Community Service Award will be evaluated based upon the following criteria:

a. 35% description of the service activity that was conducted. How was the need identified? How was the plan developed and executed?
b. 25% description of who is involved in the service activity and collaboration with others?
c. 20% description of the results and impact of the service activity upon the community? (What documentable evidence is presented?) What was the benefit on the target audience?
d. 20% description of the results and impact of the service activity upon the 4-H group that undertook the project? (What documentable evidence is presented?) What was the benefit to the 4-H members?

Up to five Kentucky 4-H Community Service Award winners will be selected by the state 4-H awards selection committee to receive this award each year. The award will be presented at the Kentucky 4-H Volunteer Recognition Banquet.

The Award and its Presentation:
The Kentucky 4-H Hall of Fame & Teen Awards packet will be sent to Extension offices by the third week of June. Completed nomination forms are due to the volunteer recognition committee chairperson by the nomination deadline; the award recipients and the nominators notified of the results by December 15.

The recognition will be given at Kentucky 4-H Volunteer Award Luncheon, held in conjunction with the Kentucky 4-H Volunteer Forum. A commemorative reward will be presented to each recognee at the state Volunteer Recognition Luncheon.
Kentucky 4-H Volunteer Award Nomination / Application Form

Community Service Award – Teen

Name of Nominee: ______________________________________________________

Address: ____________________________________________________________________

City: __________________________ Zip: ______________ County: ______________

Nominator (if other than self): ______________________________________________

Address: ____________________________________________________________________

City: _________________________ Zip: ______________ County: _______________

Name of Community Service Activity: ________________________________________

____________________________________________________________________

I. Answer each of the following questions with a separate, single page, typed narrative.
   a. Describe the community service activity, including how the need was identified as well as how the plan was developed.
   b. Who was involved in the community service activity (including both the participants and the beneficiaries)? Did any other group or individual collaborate with 4-H? If so, who? Explain or describe their contribution to the activity.
   c. What were the results and impact of the community service activity upon the community that undertook the project.
   d. What were the results and impact of the community service activity upon the 4-H group that undertook the project.

II. Prepare a 150 word summary and two JPEG pictures (portrait of volunteer and action shot) about this applicant’s award nomination to be included in the program booklet. These will only be accepted by e-mail.

Signatures: (Verifying volunteer’s involvement in the county 4-H program for this activity.)

Extension Agent: ___________________________________________       Date: ___________

Chair, County Recognition Committee: __________________________       Date: ___________
The Kentucky 4-H Volunteer Teen Recognition Categories

Kentucky 4-H Community Service Award - Teen

Scoring Sheet

Name of Nominee: _____________________________________________________

<table>
<thead>
<tr>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of the service activity that was conducted. How was the need identified? How was the plan developed and executed?</td>
</tr>
<tr>
<td>Who was involved in the service activity? Did any group or individual collaborate with 4-H?</td>
</tr>
<tr>
<td>Description of the results and impact of the service activity upon the community? (What documentable evidence is presented?) What was the benefit on the target audience?</td>
</tr>
<tr>
<td>Description of the results and impact of the service activity upon the 4-H group that undertook the project? (What documentable evidence is presented?) What was the benefit to the 4-H members?</td>
</tr>
</tbody>
</table>

Grand Total 100

Notes:
The Kentucky 4-H Volunteer Teen Recognition Categories

The Kentucky 4-H Conrad Feltner Award – Teen

Background and Purpose:

The Kentucky 4-H Conrad Feltner Awards were developed and introduced in 1978. The purpose of this award is to recognize 4-H youth and adult volunteers who have demonstrated exemplary leadership through 4-H.

Selection Procedures and Criteria:

All current youth and adult 4-H volunteers are eligible to be nominated for the Conrad Feltner Award. Nominations may be made by the County Extension Agent, 4-H Youth Development. A completed “Kentucky 4-H Conrad Feltner Award” nomination form must be submitted directly to the volunteer recognition committee chairperson by the nomination deadline.

Note: It is the responsibility of the Extension Agent(s) to provide documentation of the requested information when completing the nomination form(s).

Weighted Criteria: The Kentucky 4-H Conrad Feltner Memorial Award will be evaluated based upon the criteria outlined on the scoring matrix.

a. 20% on description on what has been your most rewarding experience as a 4-H leader or 4-H volunteer?

b. 30% on description on how have your 4-H leadership experiences contributed to your personal development?

c. 25% on description of your 4-H leadership roles in your county, district and state for this year. Please include noteworthy outcomes, impacts and special contributions.

d. 25% on the list your previous 4-H leadership roles on the county, district and state levels and your tenure in each. Please include noteworthy outcomes, impacts and special contributions.

Up to five Kentucky 4-H Conrad Feltner Award winners will be selected by the state 4-H awards selection committee to receive this award each year. The award will be presented at the Kentucky 4-H Volunteer Recognition Banquet.

The Awards and their Presentation:

The Kentucky 4-H Hall of Fame & Teen Awards packet will be sent to Extension offices by the third week of June. The award recipients and the nominators notified of the results by December 15.

The recognition will be given at Kentucky 4-H Volunteer Award Luncheon, held in conjunction with the Kentucky 4-H Volunteer Forum. A commemorative reward will be presented to each recognee at the state Volunteer Recognition Banquet.
Kentucky 4-H Volunteer Award Nomination / Application Form

The Kentucky 4-H Conrad Feltner Award – Teen

Name of Nominee: ______________________________________________________

Address: ______________________________________________________________

City: __________________________ Zip: ______________ County: ______________

Nominator (if other than self): ______________________________________________

Address: ______________________________________________________________

City: _________________________ Zip: ______________ County: _______________

I. Answer each of the following questions with a separate, single page, typed narrative.

a. What has been your most rewarding experience as a 4-H teen leader and 4-H member?

b. How has your 4-H leadership experiences contributed to your personal development?

c. Describe your 4-H leadership roles in your county, district and state for this year. Please include noteworthy outcomes, impacts and special contributions.

d. List your previous 4-H leadership roles on the county, district and state levels and your tenure in each. Please include noteworthy outcomes, impacts and special contributions.

II. Prepare a 150 word summary and two JPEG pictures (portrait of volunteer and action shot) about this applicant’s award nomination to be included in the program booklet. These will need to be e-mailed to the volunteer recognition committee chairperson by the deadline. These will only be accepted by e-mail.

Signatures: (Verifying member’s involvement in the county 4-H program for this activity.)

Extension Agent: ___________________________ Date: __________

Chair, County Recognition Committee: __________________________ Date: __________
The Kentucky 4-H Volunteer Teen Recognition Categories

Kentucky 4-H Conrad Feltner Award - Teen

Scoring Sheet

Name of Nominee: _____________________________________________________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points Possible</th>
<th>Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of the nominee’s most rewarding experience as a 4-H member and teen leader.</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Explanation of how 4-H leadership experiences have contributed to the nominee’s personal development.</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Description of 4-H leadership roles in the nominee’s county, area/district and state <em>for this year</em>. (Include noteworthy outcomes, impacts and special contributions.)</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Description of 4-H leadership roles in the nominee’s county, area/district and state <em>for previous years</em> and the nominee’s tenure in each. (Include noteworthy outcomes, impacts and special contributions.)</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Notes:
The Kentucky 4-H Volunteer Teen Recognition Categories

The Kentucky 4-H 10 Year Member Award

Background and Purpose:

The Kentucky 4-H 10 Year Member Award was introduced in 2008. The purpose of this award is to recognize those youth who have made the decision to commit to the 4-H program and be a member for the full 10 years possible between the ages of 9 through 18. This does not include years spent as an official or unofficial 4-H member in a program that starts before the age of nine. 4-H involvement in another state counts toward this recognition.

Selection Procedures and Criteria:

All 4-H members who have completed or will complete their 10th year in the 4-H program in 2011 or 2012 are eligible to apply for this award. Nomination may be made by anyone. A completed “Ten Year 4-H Member Award” application form must be submitted directly to the volunteer recognition committee chairperson by the nomination deadline.

Note: It is the responsibility of the nominator(s) to provide the requested information when completing the application form.

Each 4-H member submitted will be recognized in the program at the Kentucky 4-H Volunteer Recognition Luncheon. 4-H members who register and attend this luncheon will be presented with a recognition item as selected by the committee.

The Award and its Presentation:

The Kentucky 4-H 10 Year Member Award will be sent to Extension offices by the third week of June. Completed nomination forms are due into the Warren County Extension Office (3132 Nashville Road; Bowling Green, KY 42101) by November 7, 2011.

The recognition will be given at the Kentucky 4-H Volunteer Forum Recognition Luncheon, held in conjunction with the Kentucky 4-H Volunteer Forum. A commemorative award will be presented to each registered recognree in attendance at this program.
Ten Year 4-H Member Award

The 10 Year 4-H Member Award is meant to recognize those teens who have committed to the Kentucky 4-H Program and been an enrolled member for 10 full years (9-18). These youth will be recognized at the Kentucky 4-H Volunteer Forum in February and must register for this event.

A. Ten Year 4-H Member – Information (please fill out all sections completely)

First Name: ____________________________     Last Name: _________________________

Address:                                                                                     
(Street)                                                                                     (City)                                                                   (State)                    (Zip)

County: ___________________________________________     Email: ___________________________________________

B. 4-H Projects

Please list 2-3 4-H projects to which this member has given the bulk of their time and commitment to over the last 10 years.


C. Benefits and Impact of 4-H

What has been the greatest benefit or impact that the 4-H member has realized from their involvement in the 4-H program?


D. Support in 4-H

Who would the 10 year 4-H member most like to recognize or acknowledge for the support that they have provided to them over the years?


Signatures: (Verifying 4-H Member’s involvement in the county 4-H program for this activity.)

Extension Agent: ____________________________     Date: __________

Chair, County Recognition Committee: ____________________________     Date: __________
7.4 County Extension Awards

Extension volunteers are eligible for county-specific awards. Years of service awards are generally presented on the county level to all volunteers who have completed a year of service to the organization. Whenever possible, individuals should be recognized at the conclusion of each event at which they volunteered. The Agent will have information on all county level awards.

7.5 National Awards
National 4-H Hall of Fame Nomination

The National 4-H Hall of Fame was created in 2002, as a 4-H Centennial project, to recognize and celebrate those people who have made a significant impact on 4-H and its millions of members over more than 100 years. Every state, U.S. territory, NAE4-HA, CSREES/USDA and National 4-H Council is invited to annually nominate a favorite son or daughter for consideration. Nominations must be received by January 15th. Due to State Office on December 1.

Nominee Information

Name ________________________________________________________________________

Relative/contact person if nominee is deceased ______________________________________

Mailing Address ______________________________________________________________________________________________

Town/City __________________ State _____ Zip ________________

Telephone ________________________ email __________________________

Nominator Information

Name __________________________________________ Telephone _____________________

Address ______________________________________________________________________

Town/City __________________ State _____ Zip ________________

Email ____________________________________ Fax # _______________________________

Nomination by:  State/Territory (list) _____________________________________________ or

NAE4-HA ___ CSREES/USDA ___ National 4-H Council ___

The Selection Committee is primarily interested in learning of the nominee’s significant impacts on 4-Hers and/or the 4-H program. The nominee should exhibit outstanding citizenship, leadership, career accomplishments and character. Limit nomination information to the front and back of this page using margins of no less than .5 inch and fonts no smaller than 12 point.

Please focus the information on the nominee’s:  1. Citizenship as exemplified by participation in civic, community, state, regional and national public service related activities evidencing concern for the welfare of others, especially as they relate to 4-H.  2. Leadership as exemplified by qualities of leadership and acceptance of leadership responsibilities in civic, community, professional and business related activities that directly or indirectly benefit 4-H.  3. Career Accomplishments as exemplified by accomplishments and success in his/her chosen career and as a mentor or role model.  4. Character as exemplified by evidence of the influence of 4-H involvement (if a 4-H alumni or volunteer) in the nominee’s life and/or his or her commitment to 4-H.  5. Any other information that would be beneficial for the selection committee to know.

(Please limit the nomination to the front and back of this page)
Submission of this form implies the State 4-H Program Leader or designee has approved the nomination and the information provided is accurate and complete to the best of the nominator’s knowledge.

Nominator ______________________________________ Date _____________

Send nominations electronically by **January 15th** to Dan Tabler, HOF Chair, at: dtabler@umd.edu
Nominators of successful nominees will receive a request in early March for a current head and shoulders digital photo, up to three action photos, a 100 word biography, significant 4-H or related statistics and honors and a quote from the nominee about the importance of 4-H. If the nominee is deceased, please provide a quote about the significance/impact of his/her contributions to 4-H.
7.6 Additional Volunteer Awards

a. Local Community Awards.
   Volunteers may be eligible for city, county, and state awards. He/she may also be eligible for awards sponsored by local organizations.

b. Daily Points of Light Award.
   The Daily Points of Light Awards are presented by the Points of Light Foundation to honor those who have made a commitment to help meet critical needs in their communities through voluntary service. [http://www.pointsoflight.org](http://www.pointsoflight.org)

c. The President’s Service Award.
   The President’s Service Award honors outstanding individuals, families, groups, organizations, businesses, and labor unions engaged in voluntary community service addressing unmet human service, educational, environmental, and public safety needs. [http://www.presidentialserviceawards.gov](http://www.presidentialserviceawards.gov)

d. Jefferson Awards.
   Established in 1972 by Jacqueline Kennedy Onassis, Senator Robert Taft, Jr. and Sam Beard, the American Institute for Public Service presents the Jefferson Awards on two levels: local and national. [http://www.jeffersonawards.org](http://www.jeffersonawards.org)

e. The President’s Student Service Challenge.
   This is a White House initiative that recognizes young Americans with awards and scholarships for outstanding community service, while encouraging more young people to serve. [http://www.presidentialserviceawards.gov/tg/pssa](http://www.presidentialserviceawards.gov/tg/pssa)

f. The Congressional Award.
   This is the US Congress’ award for young Americans. It is non-partisan, voluntary, and non-competitive. The program is open to all 14- to 23-year-olds. Participants earn Bronze, Silver, and Gold Congressional Award Certificates and Bronze, Silver, and Gold Congressional Award Medals. Each level involves setting goals in four program areas: Volunteer Public Service, Personal Development, Physical Fitness, and Expedition/Exploration. [http://www.congressionalaward.org](http://www.congressionalaward.org)

Appendix 7.7: Template for Volunteer Position Description

A template for a Volunteer Position Description (VPD) is included on the following two pages. The template includes the headings that should be included on the VPD, as well as a brief description of each heading.
VOLUNTEER POSITION DESCRIPTION
Title of the position
Name of the program
Name of the organization

POSITION TITLE:

(Identify the actual position title. Remember that “volunteer” is a salary classification and not a position title!)

TIME REQUIRED / DURATION OF APPOINTMENT:

(Estimate the total time required for both preparation, meetings, orientation, education and actual volunteering efforts. Both the amount of time required per day, week or month and the duration or length of commitment should be included. *i.e.* “Approximately 4 hours per week from March through August.”)

LOCATION:

(Identify the location(s) where volunteering will occur. Include training sites, meeting locations, work out of home, office or as arranged, etc.)

GENERAL PURPOSE:

(Often listed in a single paragraph, outline the overall purpose of this volunteer position. This includes a general statement of what a volunteer in this position should accomplish.)

SPECIFIC RESPONSIBILITIES:

(Generally listed as bullets, this included an inventory of all of the duties which a volunteer in this position will be expected to perform. For example: Recruit members, schedule 12 monthly meetings, distribute enrollment cards, return completed enrollment cards to the office by April 1, conduct an annual Community Service Project, communicate deadlines and opportunities, and so forth.)

*Educational programs of the Kentucky Cooperative Extension Service serve all people regardless of race, color, age, sex, religion, disability or national origin.*
QUALIFICATIONS:

(Listed in bullets, qualifications identify the specific skills, talents, interests and abilities which are necessary for a volunteer in this position to be successful. These could include level of education, an interest in a specific subject matter area, a desire to work with specific clientele, organizational skills, flexibility, computer skills, access to transportation, access to a telephone and so forth.)

The following statement must be included:

+ Must undergo the volunteer application and screening process and be accepted as a volunteer.

BENEFITS:

(List all of the benefits provided. These could include educational resources and curriculum, including leader’s guides, educational or training opportunities at the county, area, state and regional levels, access to computers or copiers, and so forth.)

SALARY:

Unsalaried; volunteer. This position does not imply employment with the University of Kentucky.

MENTOR/SUPERVISING PROFESSIONAL:
Staff member who is responsible and accountable for this position. Include:

Name:
Title:
Address:
City, State, Zip:
Phone:
Fax:
Email:

I have read, understand and agree to abide by the duties and responsibilities of this volunteer position and further agree to accept guidance and direction from the supervisor. I also understand that failure to fulfill the purpose and responsibilities of the volunteer position and to accept guidance and direction from the supervisor could result in suspension of my position. I also understand that this volunteer position is renewable annually; I will notify the supervising professional if I am no longer interested in serving.

Signature of Volunteer ___________________________ Date ____________

Signature of Extension Professional ___________________________ Date ____________

developed by Ken Culp, III, Ph.D., University of Kentucky Cooperative Extension Service, 4-H Youth Development
VOLUNTEER POSITION DESCRIPTION

POSITION TITLE:

TIME REQUIRED / DURATION OF APPOINTMENT:

LOCATION:

GENERAL PURPOSE:

SPECIFIC RESPONSIBILITIES:
QUALIFICATIONS:

BENEFITS:

SALARY:
Unsalaried; volunteer. This position does not imply employment with the University of Kentucky.

MENTOR/SUPERVISING PROFESSIONAL:
Staff member who is responsible and accountable for this position.

Name:
Title:
Address:
City, State, Zip:
Phone:
Fax:
Email:

I have read, understand and agree to abide by the duties and responsibilities of this volunteer position and further agree to accept guidance and direction from the supervisor. I also understand that failure to fulfill the purpose and responsibilities of the volunteer position and to accept guidance and direction from the supervisor could result in suspension of my position. I also understand that this volunteer position is renewable annually; I will notify the supervising professional if I am no longer interested in serving.

_______________________________________________________    _________________________
Signature of Volunteer     Date

_______________________________________________________    _________________________
Signature of Extension Professional    Date

Developed by Ken Culp, III, Ph.D., University of Kentucky Cooperative Extension Service, 4-H Youth Development
AGRICULTURE SAFETY DAY COORDINATOR

VOLUNTEER POSITION DISCRIPTION
Kentucky Agriculture and Natural Resources Program
Kentucky Cooperative Extension Service
The University of Kentucky College of Agriculture

POSITION TITLE:
Ag Safety Day Coordinator

TIME REQUIRED:
One hour committee meetings once a month in the months of January and February
One hour committee meetings twice a month in the months of March, April and May
The position is for one year and renewable annually

LOCATION:
Committee meetings can be held at the County Extension Office
Committee meetings may be held at the High School

GENERAL PURPOSE:
To coordinate an Ag Safety demonstration for the High School Ag class. Secure different safety demonstration sponsors.

SPECIFIC RESPONSIBILITIES:
- Coordinate the Ag Safety Day with the High School principal and Ag teachers.
- Secure different safety demonstrations from the Kentucky Department of Agriculture.
- Involve the local fire and safety departments in planning.
- Appoint 3-5 members to the following committees to be approved by the agent
  - planning committee
  - set-up and clean-up
  - KDA contact committee
QUALIFICATIONS:
• Must complete volunteer application and screening process.
• Must be self-motivated and have good organizational skills.
• Have working relationship with the High School.
• Provide own transportation.
• Have interest in working with Extension personnel.

SUPPORT PROVIDED:
• Clerical, phone and computer
• Duplicating
• Supervision
• Meeting rooms
• Extension orientation

BENEFITS:
• The opportunity to increase communication and leadership skills.
• Recognition and rewards
• Knowing you are educating (Name) County youth to be safer on the farm and keeping them alive.

SALARY:
Unsalaried; volunteer. This position does not imply employment with the University of Kentucky.

SUPERVISOR:
Name & Title:
Address:
City, State & Zip:
Phone number:
Fax number:
E-mail:

I have read, understand and agree to abide by the duties and responsibilities of this volunteer position and further agree to accept guidance and direction from the supervisor. I also understand that failure to fulfill the purpose and responsibilities of the volunteer position and to accept guidance and direction from the supervisor could result in suspension of my position. I also understand that this volunteer position is renewable annually; I will notify the supervising professional if I am no longer interested in serving.

Signature of volunteer          Date

Signature of Supervisor         Date
4-H ARCHERY CLUB LEADER

VOLUNTEER POSITION DESCRIPTION
Kentucky 4-H Youth Development Program
Kentucky Cooperative Extension Service
The University of Kentucky College of Agriculture

POSITION TITLE:
4-H Archery Club Leader

TIME REQUIRED:
1st and 3rd Tuesday’s of each month from April to October

LOCATION:
(Name) County Cooperative Extension, Spencer County Fish and Game Club, or location determined for meeting

GENERAL PURPOSE:
The 4-H Archery Club Leader serves as a liaison between the (Name) County Extension office, local 4-H professional and 4-H members, their parents and other volunteers regarding 4-H club programs. Volunteer leaders support 4-H professionals, volunteers and members in conducting meaningful educational experiences to help youth grow and reach their fullest potential. Volunteer leaders inform and encourage members, parents and other volunteers to actively participate in appropriate 4-H opportunities.

SPECIFIC RESPONSIBILITIES:
- Be committed to teaching and developing young people and their growth in all areas
- Be dedicated to young people and sensitive to their abilities and needs
- Prepare and conduct, meetings and activities with input from agent and utilizing the Kentucky 4-H approved Shooting Sports curriculum.
- Attend all or make arrangements for the club meetings and activities
- Encourage 4-H members’ and parents’ interest and participation
- Welcome parents’ ideas, activity and project assistance, cooperation, support and attendance at 4-H activities.
- Follow all 4-H guidelines and policies of the University of Kentucky CES, the Kentucky 4-H program and the county 4-H program
- Recruit new members
• Read 4-H newsletters and literature from the county Extension office and keep members, parents and other volunteers informed
• Participate in one or more volunteer development opportunities each year
• Be aware of 4-H projects available, help members select projects and encourage parents to support their child’s project work
• Teach or direct members and their parents to project resources
• Inform members and parents of project evaluation requirements and dates
• Continually provide feedback to members, praise members for the progress they make

QUALIFICATIONS:
• Must undergo the volunteer application and screening process and be accepted as a volunteer.
• Provide own transportation to meetings and activities
• Self-starter; be able to work with minimal supervision from professional staff
• Interpersonal communication skills
• A sincere interest in working with extension staff, volunteers, parents and youth
• Organizational skills; ability to organize information and materials in a timely manner
• Ability to organize events, information and delegate responsibility
• Ability to work effectively with people
• Ability to identify, target, recruit, orient, motivate and educate volunteers
• Must attend Shooting Sports Certification

BENEFITS:
• The opportunity to work with youth and provide positive support and growth experiences
• To develop lifelong friendships with youth, parents and other volunteers
• To develop communication and leadership skills
• To learn organizational and time management skills
• Skills gained to expand career growth and potential
• Provide educational training opportunities that will help the volunteer meet the needs of members, advisors and parents; scholarship to state leadership forum
• Provide appropriate manuals, pamphlets, audio-visual aids, newsletters and other resource materials
• Have professionals available to consult with leaders on a one to one basis
• Provide appropriate recognition and awards to leaders

SALARY:
Unsalaried; volunteer. This position does not imply employment with the University of Kentucky.

SUPERVISING PROFESSIONAL:
Name:
I have read, understand and agree to abide by the duties and responsibilities of this volunteer position and further agree to accept guidance and direction from the supervisor. I also understand that failure to fulfill the purpose and responsibilities of the volunteer position and to accept guidance and direction from the supervisor could result in suspension of my position. I also understand that this volunteer position is renewable annually; I will notify the supervising professional if I am no longer interested in serving.

______________________________________________
Signature of Volunteer

Date

______________________________________________
Signature of Extension Professional

Date
BABYSITTING CLUB LEADER

VOLUNTEER POSITION DESCRIPTION
Kentucky 4-H Youth Development Program
Kentucky Cooperative Extension Service
The University of Kentucky College of Agriculture

POSITION TITLE:
4-H Babysitting Club Leader

TIME REQUIRED:
Minimum of six educational hours per project

LOCATION:
(Name) County Cooperative Extension or location determined for meeting

GENERAL PURPOSE:
The 4-H Babysitting Club Leader serves as a liaison between the (Name) County Extension office, local 4-H professional and 4-H members, their parents and other volunteers regarding 4-H club programs. Volunteer leaders support 4-H professionals, volunteers and members in conducting meaningful educational experiences to help youth grow and reach their fullest potential. Volunteer leaders inform and encourage members, parents and other volunteers to actively participate in appropriate 4-H opportunities.

SPECIFIC RESPONSIBILITIES:
- Be committed to teaching and developing young people and their growth in all areas
- Be dedicated to young people and sensitive to their abilities and needs
- Prepare and conduct, meetings and activities with input from agent and utilizing the Kentucky 4-H approved Childcare Club curriculum.
- Attend all or make arrangements for the club meetings and activities
- Encourage 4-H members’ and parents’ interest and participation
- Welcome parents’ ideas, activity and project assistance, cooperation, support and attendance at 4-H activities.
- Follow all 4-H guidelines and policies of the University of Kentucky CES, the Kentucky 4-H program and the county 4-H program
- Recruit new members
• Read 4-H newsletters and literature from the county Extension office and keep members, parents and other volunteers informed
• Participate in one or more volunteer development opportunities each year
• Be aware of 4-H projects available, help members select projects and encourage parents to support their child’s project work
• Teach or direct members and their parents to project resources
• Inform members and parents of project evaluation requirements and dates
• Continually provide feedback to members, praise members for the progress they make

QUALIFICATIONS:
• Must undergo the volunteer application and screening process and be accepted as a volunteer.
• Provide own transportation to meetings and activities
• Self-starter; be able to work with minimal supervision from professional staff
• Interpersonal communication skills
• A sincere interest in working with extension staff, volunteers, parents and youth
• Organizational skills; ability to organize information and materials in a timely manner
• Ability to organize events, information and delegate responsibility
• Ability to work effectively with people
• Ability to identify, target, recruit, orient, motivate and educate volunteers

BENEFITS:
• The opportunity to work with youth and provide positive support and growth experiences
• To develop lifelong friendships with youth, parents and other volunteers
• To develop communication and leadership skills
• To learn organizational and time management skills
• Skills gained to expand career growth and potential
• Provide educational training opportunities that will help the volunteer meet the needs of members, advisors and parents; scholarship to state leadership forum
• Provide appropriate manuals, pamphlets, audio-visual aids, newsletters and other resource materials
• Have professionals available to consult with leaders on a one to one basis
• Provide appropriate recognition and awards to leaders

SALARY:
Unsalaried; volunteer. This position does not imply employment with the University of Kentucky.

MENTOR/SUPERVISING PROFESSIONAL:
Name:
I have read, understand and agree to abide by the duties and responsibilities of this volunteer position and further agree to accept guidance and direction from the supervisor. I also understand that failure to fulfill the purpose and responsibilities of the volunteer position and to accept guidance and direction from the supervisor could result in suspension of my position. I also understand that this volunteer position is renewable annually; I will notify the supervising professional if I am no longer interested in serving.

_____________________________________________________________________

Signature of Volunteer       Date

_____________________________________________________________________

Signature of Extension Professional     Date
VOLUNTEER POSITION DESCRIPTION
Kentucky 4-H Youth Development Program
Kentucky Cooperative Extension Service
The University of Kentucky College of Agriculture

POSITION TITLE:
4-H Means Business Club Leader

TIME REQUIRED:
Minimum of six educational hours per project

LOCATION:
(Name) County Cooperative Extension or location determined for meeting

GENERAL PURPOSE:
The 4-H Means Business Club Leader serves as a liaison between the (Name) County Extension office, local 4-H professional and 4-H members, their parents and other volunteers regarding 4-H club programs. Volunteer leaders support 4-H professionals, volunteers and members in conducting meaningful educational experiences to help youth grow and reach their fullest potential. Volunteer leaders inform and encourage members, parents and other volunteers to actively participate in appropriate 4-H opportunities.

SPECIFIC RESPONSIBILITIES:
- Be committed to teaching and developing young people and their growth in all areas
- Be dedicated to young people and sensitive to their abilities and needs
- Prepare and conduct, meetings and activities with input from agent and utilizing the Kentucky 4-H approved “Means Business” Club curriculum.
- Attend all or make arrangements for the club meetings and activities
- Encourage 4-H members’ and parents’ interest and participation
- Welcome parents’ ideas, activity and project assistance, cooperation, support and attendance at 4-H activities.
- Follow all 4-H guidelines and policies of the University of Kentucky CES, the Kentucky 4-H program and the county 4-H program
- Recruit new members
• Read 4-H newsletters and literature from the county Extension office and keep members, parents and other volunteers informed
• Participate in one or more volunteer development opportunities each year
• Be aware of 4-H projects available, help members select projects and encourage parents to support their child’s project work
• Teach or direct members and their parents to project resources
• Inform members and parents of project evaluation requirements and dates
• Continually provide feedback to members, praise members for the progress they make

QUALIFICATIONS:
• Must undergo the volunteer application and screening process and be accepted as a volunteer.
• Provide own transportation to meetings and activities
• Self-starter; be able to work with minimal supervision from professional staff
• Interpersonal communication skills
• A sincere interest in working with extension staff, volunteers, parents and youth
• Organizational skills; ability to organize information and materials in a timely manner
• Ability to organize events, information and delegate responsibility
• Ability to work effectively with people
• Ability to identify, target, recruit, orient, motivate and educate volunteers

BENEFITS:
• The opportunity to work with youth and provide positive support and growth experiences
• To develop lifelong friendships with youth, parents and other volunteers
• To develop communication and leadership skills
• To learn organizational and time management skills
• Skills gained to expand career growth and potential
• Provide educational training opportunities that will help the volunteer meet the needs of members, advisors and parents; scholarship to state leadership forum
• Provide appropriate manuals, pamphlets, audio-visual aids, newsletters and other resource materials
• Have professionals available to consult with leaders on a one to one basis
• Provide appropriate recognition and awards to leaders

SALARY:
Unsalaried; volunteer. This position does not imply employment with the University of Kentucky.

MENTOR/SUPERVISING PROFESSIONAL:
Name:
I have read, understand and agree to abide by the duties and responsibilities of this volunteer position and further agree to accept guidance and direction from the supervisor. I also understand that failure to fulfill the purpose and responsibilities of the volunteer position and to accept guidance and direction from the supervisor could result in suspension of my position. I also understand that this volunteer position is renewable annually; I will notify the supervising professional if I am no longer interested in serving.

__________________________________________
Signature of Volunteer                   Date

__________________________________________
Signature of Extension Professional      Date
BEEF FIELD DAY COORDINATOR

POSITION TITLE:
Casey County Beef Field Day Coordinator
Kentucky Cooperative Extension Service
The University of Kentucky College of Agriculture

TIME REQUIRED:
One hour committee meetings once a month in the months of May through July
One hour committee meetings twice a month in the months of August and September
The position is for one year and renewable annually

LOCATION:
Committee meetings can be held at the County Extension Office
Committee meetings can also be held at the host farm

GENERAL PURPOSE:
To secure a field day site, schedule the events for the field day, sponsors for the meal and door prizes and coordinate field day volunteers

SPECIFIC RESPONSIBILITIES:
• Secure field day site to be approved by the agent
• Schedule time table for events
• Find funding for the meal and door prizes
• Appoint 3-5 members to the following committees with the approval of the agent
  - meals
  - people movers
  - advertising
  - field day topics and specialist
  - set-up and clean-up

QUALIFICATIONS:
• Must complete volunteer application and screening process
• Must be self-motivated and have good organizational skills
• Provide own transportation
• Have knowledge of Casey County beef producers
• Must be able to keep accurate records of sponsors and funds provided
People skills

SUPPORT PROVIDED:
• Clerical, phone and computer
• Duplicating
• Supervision
• Advertising / Marketing
• Meeting rooms

BENEFITS:
• The opportunity to increase communication and leadership skills
• The opportunity to share your knowledge and skills
• Receive recognition for your work
• Helping to promote and advance (Name) County beef producers

SALARY:
Unsalaried; volunteer. This position does not imply employment with the University of Kentucky.

SUPERVISOR:
Name:
Title:
Address:
City, State, Zip:
Phone:
Fax:
Email:

I have read, understand and agree to abide by the duties and responsibilities of this volunteer position and further agree to accept guidance and direction from the supervisor. I also understand that failure to fulfill the purpose and responsibilities of the volunteer position and to accept guidance and direction from the supervisor could result in suspension of my position. I also understand that this volunteer position is renewable annually; I will notify the supervising professional if I am no longer interested in serving.

__________________________________________________________ ______________
Signature of volunteer         Date

__________________________________________________________ ______________
Signature of supervisor                            Date
VOLUNTEER POSITION DESCRIPTION
Kentucky 4-H Youth Development Program
Kentucky Cooperative Extension Service
The University of Kentucky College of Agriculture

POSITION TITLE:
4-H Beef Club Leader

TIME REQUIRED:
Minimum of six educational hours per project

LOCATION:
(Name) County Cooperative Extension or location determined for meeting

GENERAL PURPOSE:
The 4-H Beef Club Leader serves as a liaison between the (Name) County Extension office, local 4-H professional and 4-H members, their parents and other volunteers regarding 4-H club programs. Volunteer leaders support 4-H professionals, volunteers and members in conducting meaningful educational experiences to help youth grow and reach their fullest potential. Volunteer leaders inform and encourage members, parents and other volunteers to actively participate in appropriate 4-H opportunities.

SPECIFIC RESPONSIBILITIES:
• Be committed to teaching and developing young people and their growth in all areas
• Be dedicated to young people and sensitive to their abilities and needs
• Prepare and conduct meetings and activities with input from agent and utilizing the Kentucky 4-H approved Beef Club curriculum.
• Attend all or make arrangements for the club meetings and activities
• Encourage 4-H members’ and parents’ interest and participation
• Welcome parents’ ideas, activity and project assistance, cooperation, support, attendance and participation at 4-H activities.
• Follow all 4-H guidelines and policies of the University of Kentucky CES, the Kentucky 4-H program and the county 4-H program
• Recruit new members
• Read 4-H newsletters and literature from the county Extension office and keep members, parents and other volunteers informed
- Participate in one or more volunteer development opportunities each year
- Be aware of 4-H projects available, help members select projects and encourage parents to support their child’s project work
- Teach or direct members and their parents to project resources
- Inform members and parents of project evaluation requirements and dates
- Continually provide feedback to members, praise members for the progress they make

**QUALIFICATIONS:**
- Must undergo the volunteer application and screening process and be accepted as a volunteer.
- Provide own transportation to meetings and activities
- Self-starter; be able to work with minimal supervision from professional staff
- Interpersonal communication skills
- A sincere interest in working with extension staff, volunteers, parents and youth
- Organizational skills; ability to organize information and materials in a timely manner
- Ability to organize events, information and delegate responsibility
- Ability to work effectively with people
- Ability to identify, target, recruit, orient, motivate and educate volunteers
- Must attend Livestock Volunteer Certification workshop.

**BENEFITS:**
- The opportunity to work with youth and provide positive support and growth experiences
- To develop lifelong friendships with youth, parents and other volunteers
- To develop communication and leadership skills
- To learn organizational and time management skills
- Skills gained to expand career growth and potential
- Provide educational training opportunities that will help the volunteer meet the needs of members, advisors and parents; scholarship to state leadership forum
- Provide appropriate manuals, pamphlets, audio-visual aids, newsletters and other resource materials
- Have professionals available to consult with leaders on a one to one basis
- Provide appropriate recognition and awards to leaders

**SALARY:**
Unsalaried; volunteer. This position does not imply employment with the University of Kentucky.

**MENTOR/SUPERVISING PROFESSIONAL:**
Name:
Title:
I have read, understand and agree to abide by the duties and responsibilities of this volunteer position and further agree to accept guidance and direction from the supervisor. I also understand that failure to fulfill the purpose and responsibilities of the volunteer position and to accept guidance and direction from the supervisor could result in suspension of my position. I also understand that this volunteer position is renewable annually; I will notify the supervising professional if I am no longer interested in serving.

_____________________________________________________________________
Signature of Volunteer       Date

_____________________________________________________________________
Signature of Extension Professional     Date
VOLUNTEER POSITION DESCRIPTION
Kentucky 4-H Youth Development Program
Kentucky Cooperative Extension Service
The University of Kentucky College of Agriculture

POSITION TITLE:
4-H Bee Club Leader

TIME REQUIRED:
Minimum of six educational hours per project

LOCATION:
(Name) County Cooperative Extension or location determined for meeting

GENERAL PURPOSE:
The 4-H Bee Club Leader serves as a liaison between the (Name) County Extension office, local 4-H professional and 4-H members, their parents and other volunteers regarding 4-H club programs. Volunteer leaders support 4-H professionals, volunteers and members in conducting meaningful educational experiences to help youth grow and reach their fullest potential. Volunteer leaders inform and encourage members, parents and other volunteers to actively participate in appropriate 4-H opportunities.

SPECIFIC RESPONSIBILITIES:
• Be committed to teaching and developing young people and their growth in all areas
• Be dedicated to young people and sensitive to their abilities and needs
• Prepare and conduct, meetings and activities with input from agent and utilizing the Kentucky 4-H approved Bee Club curriculum.
• Attend all or make arrangements for the club meetings and activities
• Encourage 4-H members’ and parents’ interest and participation
• Welcome parents’ ideas, activity and project assistance, cooperation, support and attendance at 4-H activities.
• Follow all 4-H guidelines and policies of the University of Kentucky CES, the Kentucky 4-H program and the county 4-H program
• Recruit new members
• Read 4-H newsletters and literature from the county Extension office and keep members, parents and other volunteers informed
• Participate in one or more volunteer development opportunities each year
• Be aware of 4-H projects available, help members select projects and encourage parents to support their child’s project work
• Teach or direct members and their parents to project resources
• Inform members and parents of project evaluation requirements and dates
• Continually provide feedback to members, praise members for the progress they make

QUALIFICATIONS:
• Must complete the Kentucky 4-H Volunteer Application processes and be accepted as a volunteer
• Provide own transportation to meetings and activities
• Self-starter; be able to work with minimal supervision from professional staff
• Interpersonal communication skills
• A sincere interest in working with extension staff, volunteers, parents and youth
• Organizational skills; ability to organize information and materials in a timely manner
• Ability to organize events, information and delegate responsibility
• Ability to work effectively with people
• Ability to identify, target, recruit, orient, motivate and educate volunteers

BENEFITS:
• The opportunity to work with youth and provide positive support and growth experiences
• To develop lifelong friendships with youth, parents and other volunteers
• To develop communication and leadership skills
• To learn organizational and time management skills
• Skills gained to expand career growth and potential
• Provide educational training opportunities that will help the volunteer meet the needs of members, advisors and parents; scholarship to state leadership forum
• Provide appropriate manuals, pamphlets, audio-visual aids, newsletters and other resource materials
• Have professionals available to consult with leaders on a one to one basis
• Provide appropriate recognition and awards to leaders

SALARY:
Unsalaried; volunteer. This position does not imply employment with the University of Kentucky.
MENTOR/SUPERVISING PROFESSIONAL:
Name:
Title:
Address:
City, State & Zip
Phone:
Fax:
Email:

I have read, understand and agree to abide by the duties and responsibilities of this volunteer position and further agree to accept guidance and direction from the supervisor. I also understand that failure to fulfill the purpose and responsibilities of the volunteer position and to accept guidance and direction from the supervisor could result in suspension of my position. I also understand that this volunteer position is renewable annually; I will notify the supervising professional if I am no longer interested in serving.

__________________________________________
Signature of Volunteer                     Date

__________________________________________
Signature of Extension Professional       Date
4-H CAT CLUB LEADER

VOLUNTEER POSITION DESCRIPTION
Kentucky 4-H Youth Development Program
Kentucky Cooperative Extension Service
The University of Kentucky College of Agriculture

POSITION TITLE:
4-H Cat Club Leader

TIME REQUIRED:
Minimum of six educational hours per project

LOCATION:
(Name) County Cooperative Extension or location determined for meeting

GENERAL PURPOSE:
The 4-H Cat Club Leader serves as a liaison between the (Name) County Extension office, local 4-H professional and 4-H members, their parents and other volunteers regarding 4-H club programs. Volunteer leaders support 4-H professionals, volunteers and members in conducting meaningful educational experiences to help youth grow and reach their fullest potential. Volunteer leaders inform and encourage members, parents and other volunteers to actively participate in appropriate 4-H opportunities.

SPECIFIC RESPONSIBILITIES:
• Be committed to teaching and developing young people and their growth in all areas
• Be dedicated to young people and sensitive to their abilities and needs
• Prepare and conduct, meetings and activities with input from agent and utilizing the Kentucky 4-H approved Cat Club curriculum.
• Attend all or make arrangements for the club meetings and activities
• Encourage 4-H members’ and parents’ interest and participation
• Welcome parents’ ideas, activity and project assistance, cooperation, support and attendance at 4-H activities.
• Follow all 4-H guidelines and policies of the University of Kentucky CES, the Kentucky
4-H program and the county 4-H program

- Recruit new members
- Read 4-H newsletters and literature from the county Extension office and keep members, parents and other volunteers informed
- Participate in one or more volunteer development opportunities each year
- Be aware of 4-H projects available, help members select projects and encourage parents to support their child’s project work
- Teach or direct members and their parents to project resources
- Inform members and parents of project evaluation requirements and dates
- Continually provide feedback to members, praise members for the progress they make

QUALIFICATIONS:

- Must undergo the volunteer application and screening process and be accepted as a volunteer.
- Provide own transportation to meetings and activities
- Self-starter; be able to work with minimal supervision from professional staff
- Interpersonal communication skills
- A sincere interest in working with extension staff, volunteers, parents and youth
- Organizational skills; ability to organize information and materials in a timely manner
- Ability to organize events, information and delegate responsibility
- Ability to work effectively with people
- Ability to identify, target, recruit, orient, motivate and educate volunteers

BENEFITS:

- The opportunity to work with youth and provide positive support and growth experiences
- To develop lifelong friendships with youth, parents and other volunteers
- To develop communication and leadership skills
- To learn organizational and time management skills
- Skills gained to expand career growth and potential
- Provide educational training opportunities that will help the volunteer meet the needs of members, advisors and parents; scholarship to state leadership forum
- Provide appropriate manuals, pamphlets, audio-visual aids, newsletters and other resource materials
- Have professionals available to consult with leaders on a one to one basis
- Provide appropriate recognition and awards to leaders

SALARY:

Unsalaried; volunteer. This position does not imply employment with the University of Kentucky.
MENTOR/SUPERVISING PROFESSIONAL:
Name:
Title:
Address:
City, State & Zip
Phone:
Fax:
Email:

I have read, understand and agree to abide by the duties and responsibilities of this volunteer position and further agree to accept guidance and direction from the supervisor. I also understand that failure to fulfill the purpose and responsibilities of the volunteer position and to accept guidance and direction from the supervisor could result in suspension of my position. I also understand that this volunteer position is renewable annually; I will notify the supervising professional if I am no longer interested in serving.

________________________________________
Signature of Volunteer                      Date

________________________________________
Signature of Extension Professional         Date
4-H CLOVER BUD CLUB
LEADER

VOLUNTEER POSITION DESCRIPTION
Kentucky 4-H Youth Development Program
Kentucky Cooperative Extension Service
The University of Kentucky College of Agriculture

POSITION TITLE:
4-H Clover Bud Club Leader

TIME REQUIRED:
Six monthly meetings (September, October, November, January, February, March)
Two and a half hours per meeting (1 ½ hour meeting, 1 hour planning)
Clover Bud Day Camp
One day camp; two hour planning meeting; 4 hours preparing

LOCATION:
(Name) County Cooperative Extension or location determined for meeting

GENERAL PURPOSE:
The 4-H Clover Bud Leader serves as a liaison between the (Name) County Extension office, local 4-H professional and 4-H members, their parents and other volunteers regarding 4-H club programs. Volunteer leaders support 4-H professionals, volunteers and members in conducting meaningful educational experiences to help youth grow and reach their fullest potential. Volunteer leaders inform and encourage members, parents and other volunteers to actively participate in appropriate 4-H opportunities.

SPECIFIC RESPONSIBILITIES:
• Be committed to teaching and developing young people and their growth in all areas
• Be dedicated to young people and sensitive to their abilities and needs
• Prepare and conduct, meetings and activities with input from agent and utilizing the Kentucky 4-H approved Clover Bud curriculum
• Attend all or make arrangements for the club meetings and activities
• Advise 4-H club members regarding their contributions to and participation in activities at the local and state levels (example Clover Bud Camp)
• Encourage 4-H members’ and parents’ interest and participation
• Welcome parents’ ideas, activity and project assistance, cooperation, support and
attendance at 4-H activities.

- Follow all 4-H guidelines and policies of the University of Kentucky CES, the Kentucky 4-H program and the county 4-H program
- Recruit new members
- Continually provide feedback to members, praise members for the progress they make
- Participate in one or more volunteer development opportunities each year
- Read 4-H newsletters and literature from the county Extension office and keep members, parents and other volunteers informed
- Be aware of 4-H projects available, help members select projects and encourage parents to support their child’s project work
- Teach or direct members and their parents to project resources
- Inform members and parents of project evaluation requirements and dates

QUALIFICATIONS:

- Must undergo the volunteer application and screening process and be accepted as a volunteer.
- Provide own transportation to meetings and activities
- Self-starter; be able to work with minimal supervision from professional staff
- Interpersonal communication skills
- A sincere interest in working with extension staff, volunteers, parents and youth
- Organizational skills; ability to organize information and materials in a timely manner
- Ability to organize events, information and delegate responsibility
- Ability to work effectively with people
- Ability to identify, target, recruit, orient, motivate and educate volunteers

BENEFITS:

- The opportunity to work with youth and provide positive support and growth experiences
- To develop lifelong friendships with youth, parents and other volunteers
- To develop communication and leadership skills
- To learn organizational and time management skills
- Skills gained to expand career growth and potential
- Provide educational training opportunities that will help the volunteer meet the needs of members, advisors and parents; scholarship to state leadership forum
- Provide appropriate manuals, pamphlets, audio-visual aids, newsletters and other resource materials
- Have professionals available to consult with leaders on a one to one basis
- Provide appropriate recognition and awards to leaders

SALARY:
Unsalaried; volunteer. This position does not imply employment with the University of Kentucky.

MENTOR/SUPERVISING PROFESSIONAL:
Name:
Title:
Address:
City, State & Zip
Phone:
Fax:
Email:

I have read, understand and agree to abide by the duties and responsibilities of this volunteer position and further agree to accept guidance and direction from the supervisor. I also understand that failure to fulfill the purpose and responsibilities of the volunteer position and to accept guidance and direction from the supervisor could result in suspension of my position. I also understand that this volunteer position is renewable annually; I will notify the supervising professional if I am no longer interested in serving.

_____________________________________________________________________
Signature of Volunteer       Date

___________________________________________________________________________
Signature of Extension Professional     Date
VOLUNTEER POSITION DESCRIPTION:
Kentucky 4-H Youth Development Program
Kentucky Cooperative Extension
The University of Kentucky College of Agriculture

POSITION TITLE:
4-H Adult Camp Counselor

TIME REQUIRED / DURATION OF APPOINTMENT
- Read Adult Orientation Materials, attend Training on
- Attend Camper Orientation, June 5th
- Four Days and Evenings of Camp (Friday-Monday, 24 hours a day), June 20th-23rd

LOCATION:
- Training and Camper Orientation held at the (Name) County Extension Office
- Camp at North Central 4-H Camp near Carlisle, KY in Nicholas County

GENERAL PURPOSE:
- Help supervise 12-16 youth, ages 9-13, in a camping setting
- Support 4-H professionals, volunteers and members in conducting meaningful educational experiences to help youth develop social skills.

SPECIFIC RESPONSIBILITIES:
- Be committed to young people and the development in areas
- Involve campers in all scheduled activities while at camp, and assume campers are on time for programs
- Supervise group living environment (i.e. housekeeping, personal hygiene, social skills, responsibility, sharing, following rules)
- Participation in camping activities, and encourage all campers to join
- Counsel homesick campers
- Follow all guidelines and policies of the University of Kentucky 4-H program
- Recruit campers
- Actively participate in the program planning and implementation for the week
- Actively participate in the program planning and implementation for the week
- Encourage campers to try new activities
QUALIFICATIONS:
• Must complete the Kentucky 4-H volunteer application and screening process and be accepted by the Youth Protection Committee.
• Must provide own transportation to meetings and activities.
• Self-starter; be able to work with minimal supervision from professional staff.
• Effective communication skills.
• A sincere interest in working with extension staff, volunteers, parents, and youth.
• Organizational skills; ability to organize information and materials in a timely manner.
• Must be 18 years old or older
• Complete Health form
• A willingness to become familiar with and work with the philosophy and guidelines of the University of Kentucky CES, Kentucky 4-H program and county 4-H program

BENEFITS:
• The opportunity to work with youth and/or adults providing support and growth experiences
• Receive intrinsic rewards at volunteer recognition events
• Volunteer development opportunity
• Opportunity to share your skills, talents and interests
• Orientation provided by Extension staff
• Research shows that volunteering promotes improved health
• The opportunity to make a difference in the life of the child.

SALARY:
Unsalaried; volunteer. This position does not imply employment with the University of Kentucky.

MENTOR/SUPERVISING PROFESSIONAL:
Name:
Title:
Address:
City, State, Zip:
Phone:
Fax:
Email:

I have read, understand and agree to abide by the duties and responsibilities of this volunteer position and further agree to accept guidance and direction from the supervisor. I also understand that failure to fulfill the purpose and responsibilities of the volunteer position and to accept guidance and direction from the supervisor could result in
suspension of my position. I also understand that this volunteer position is renewable annually; I will notify the supervising professional if I am no longer interested in serving.

______________________________________________________________________
Adult Counselor Signature            Date

______________________________________________________________________
Extension Professional's Signature        Date
COMMUNICATIONS EVENT COORDINATOR

VOLUNTEER POSITION DESCRIPTION:
Kentucky 4-H Youth Development
The University Of Kentucky Cooperative Extension Service
The University Of Kentucky College of Agriculture

POSITION TITLE:
Communications Event Coordinator

TIME REQUIRED:
Two to three hours a month from September through March

LOCATION:
(Name) County Extension Office or other meeting places

GENERAL PURPOSE:
Promote, coordinate and implement the County 4-H Communications Event. Encourage Club Leaders to support members in areas of communications and provide members with a platform to give speeches and demonstrations during club meetings. Present opportunities for members to give speeches and demonstrations to other groups such as Kiwanis and Rotary.

SPECIFIC RESPONSIBILITIES:
- Read and understand the Kentucky 4-H Leader Handbook
- Be committed to young people and their growth in leadership development and communications
- Be dedicated to young people and sensitive to their needs and abilities
- Encourage 4-H member to participate in local, area and state communications events
- Recruit new members
- Plan and conduct communications activities and events for members
- Promote youth communication programs from the club level to the national level
- Participate in planning and implementing the county and area communications event

QUALIFICATIONS:
- Must complete the Volunteer Application process and be approved as a volunteer
- Must provide own transportation to club meetings, activities, conferences, and instructional meetings
• Must become familiar with and work with the philosophy and guidelines of the University of Kentucky CES, Kentucky 4-H program, and county 4-H program
• Must assist the professional staff in the overall planning and marketing of the communication program
• The ability to provide information and motivate leaders and members while nurturing positive youth adult partnerships, decision making and leadership skills, as well as positive self-esteem and responsibility.
• A sincere interest in sharing knowledge, experiences, and skills with adults and youth in an informal educational setting
• The ability to motivate others to assume leadership positions
• The ability to work with a minimum of supervision from professional staff
• A sincere interest in working with youth, adult volunteers and professional staff in a non-formal and formal educational setting

**BENEFITS:**
• Receive training and educational opportunities in leadership, communication, and civic education
• The opportunity to work with youth and adults and provide positive support and growth experiences
• The opportunity to develop lifelong friendships with youth, adult volunteers, and parents
• Development of communication and leadership skills
• Development of organizational, and time management skills
• Gain a greater understanding and respect for youth and their ability to communicate ideas and thoughts
• Receive appropriate manuals, pamphlets, audio-visual aids, newsletters, and other resource materials
• Help youth achieve success and a sense of accomplishment while helping them overcome the apprehensions associated with public speaking
• Receive appropriate recognition and awards

**SALARY:**
Unsalaried; volunteer. This position does not imply employment with the University of Kentucky.

**SUPERVISOR:**
Name:
Title:
Address:
City, State, Zip:
Phone:
Fax:
Email:
I have read, understand and agree to abide by the duties and responsibilities of this volunteer position and further agree to accept guidance and direction from the supervisor. I also understand that failure to fulfill the purpose and responsibilities of the volunteer position and to accept guidance and direction from the supervisor could result in suspension of my position. I also understand that this volunteer position is renewable annually; I will notify the supervising professional if I am no longer interested in serving.

___________________________________________________________
Signature of volunteer                                      Date

___________________________________________________________
Signature of supervisor                                     Date
VOLUNTEER POSITION DESCRIPTION
Kentucky 4-H Youth Development Program
Kentucky Cooperative Extension Service
The University of Kentucky College of Agriculture

POSITION TITLE:
4-H Council Budget Committee

TIME REQUIRED:
One hour per month
September 1- August 31

LOCATION:
(Name) County Cooperative Extension Office or at home

GENERAL PURPOSE:
To review monthly 4-H Council income and expenses
To approve non-budgeted expense and to review the annual budget
To make recommendations on projected spending for the new year

SPECIFIC RESPONSIBILITIES:
- Attend orientation
- Committee member
- Review monthly and current year budget to track spending and income activity
- Survey 4-H agents, club volunteers and project leaders for budget projections/needs
- Create a budget proposal report for the August or September 4-H Council meeting

QUALIFICATIONS:
- Must complete the Kentucky 4-H Volunteer application and screening process and be accepted
- Must provide own transportation to meetings and activities
- Self-starter: must be able to work with minimal supervision from professional staff
- Effective communication skills
- A sincere interest in working with Extension staff, volunteers, parents and youth
- Organizational skills; ability to organize information and materials in a timely manner
- Have knowledge of local media sources
- Past public relations experience helpful, but not necessary
• Ability to organize information and materials; A willingness to become familiar with and work with the philosophy and guidelines of the University of Kentucky CES, Kentucky 4-H program and county 4-H program

BENEFITS:
• The opportunity to work with youth and/or adults providing positive support and growth experience
• Receive intrinsic and extrinsic rewards at volunteer recognition events
• Volunteer development opportunities
• Opportunity to share your skills, talents, and interest
• Orientation provided by extension staff
• Research shows that volunteering promotes improved health

SALARY:
Unsalaried; volunteer. This position does not imply employment with the University of Kentucky.

MENTOR/SUPERVISING PROFESSIONAL:
Name: 
Title: 
Address: 
City, State & Zip 
Phone: 
Fax: 
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I have read, understand and agree to abide by the duties and responsibilities of this volunteer position and further agree to accept guidance and direction from the supervisor. I also understand that failure to fulfill the purpose and responsibilities of the volunteer position and to accept guidance and direction from the supervisor could result in suspension of my position. I also understand that this volunteer position is renewable annually; I will notify the supervising professional if I am no longer interested in serving.

Signature of Volunteer                     Date

Signature of Extension Professional          Date
VOLUNTEER POSITION DESCRIPTION
Kentucky 4-H Youth Development Program
Kentucky Cooperative Extension Service
The University of Kentucky College of Agriculture

POSITION TITLE:
4-H Crochet Club Leader

TIME REQUIRED:
Minimum of six educational hours per project

LOCATION:
(Name) County Cooperative Extension or location determined for meeting

GENERAL PURPOSE:
The 4-H Crochet Club Leader serves as a liaison between the (Name) County Extension office, local 4-H professional and 4-H members, their parents and other volunteers regarding 4-H club programs. Volunteer leaders support 4-H professionals, volunteers and members in conducting meaningful educational experiences to help youth grow and reach their fullest potential. Volunteer leaders inform and encourage members, parents and other volunteers to actively participate in appropriate 4-H opportunities.

SPECIFIC RESPONSIBILITIES:
• Be committed to teaching and developing young people and their growth in all areas
• Be dedicated to young people and sensitive to their abilities and needs
• Prepare and conduct, meetings and activities with input from agent and utilizing the Kentucky 4-H approved Crochet Club curriculum.
• Attend all or make arrangements for the club meetings and activities
• Encourage 4-H members’ and parents’ interest and participation
• Welcome parents’ ideas, activity and project assistance, cooperation, support and attendance at 4-H activities.
• Follow all 4-H guidelines and policies of the University of Kentucky CES, the Kentucky 4-H program and the county 4-H program
• Recruit new members
• Read 4-H newsletters and literature from the county Extension office and keep members, parents and other volunteers informed
• Participate in one or more volunteer development opportunities each year
• Be aware of 4-H projects available, help members select projects and encourage parents to support their child’s project work
• Teach or direct members and their parents to project resources
• Inform members and parents of project evaluation requirements and dates
• Continually provide feedback to members, praise members for the progress they make

QUALIFICATIONS:
• Must complete the Kentucky 4-H Volunteer Application processes and be accepted as a volunteer
• Provide own transportation to meetings and activities
• Self-starter; be able to work with minimal supervision from professional staff
• Interpersonal communication skills
• A sincere interest in working with extension staff, volunteers, parents and youth
• Organizational skills; ability to organize information and materials in a timely manner
• Ability to organize events, information and delegate responsibility
• Ability to work effectively with people
• Ability to identify, target, recruit, orient, motivate and educate volunteers

BENEFITS:
• The opportunity to work with youth and provide positive support and growth experiences
• To develop lifelong friendships with youth, parents and other volunteers
• To develop communication and leadership skills
• To learn organizational and time management skills
• Skills gained to expand career growth and potential
• Provide educational training opportunities that will help the volunteer meet the needs of members, advisors and parents; scholarship to state leadership forum
• Provide appropriate manuals, pamphlets, audio-visual aids, newsletters and other resource materials
• Have professionals available to consult with leaders on a one to one basis
• Provide appropriate recognition and awards to leaders

SALARY:
Unsalaried; volunteer. This position does not imply employment with the University of Kentucky.

MENTOR/SUPERVISING PROFESSIONAL:
Name:
Title:
Address:
I have read, understand and agree to abide by the duties and responsibilities of this volunteer position and further agree to accept guidance and direction from the supervisor. I also understand that failure to fulfill the purpose and responsibilities of the volunteer position and to accept guidance and direction from the supervisor could result in suspension of my position. I also understand that this volunteer position is renewable annually; I will notify the supervising professional if I am no longer interested in serving.

Signature of Volunteer ___________________________ Date ____________

Signature of Extension Professional ___________________________ Date ____________
4-H DAIRY CATTLE CLUB LEADER

VOLUNTEER POSITION DESCRIPTION
Kentucky 4-H Youth Development Program
Kentucky Cooperative Extension Service
The University of Kentucky College of Agriculture

POSITION TITLE:
4-H Dairy Cattle Club Leader

TIME REQUIRED:
Minimum of six educational hours per project

LOCATION:
(Name) County Cooperative Extension or location determined for meeting

GENERAL PURPOSE:
The 4-H Dairy Cattle Club Leader serves as a liaison between the (Name) County Extension office, local 4-H professional and 4-H members, their parents and other volunteers regarding 4-H club programs. Volunteer leaders support 4-H professionals, volunteers and members in conducting meaningful educational experiences to help youth grow and reach their fullest potential. Volunteer leaders inform and encourage members, parents and other volunteers to actively participate in appropriate 4-H opportunities.

SPECIFIC RESPONSIBILITIES:
• Be committed to teaching and developing young people and their growth in all areas
• Be dedicated to young people and sensitive to their abilities and needs
• Prepare and conduct meetings and activities with input from agent and utilizing the Kentucky 4-H approved Dairy Cattle Club curriculum.
• Attend all or make arrangements for the club meetings and activities
• Encourage 4-H members’ and parents’ interest and participation
• Welcome parents’ ideas, activity and project assistance, cooperation, support and attendance at 4-H activities.
• Follow all 4-H guidelines and policies of the University of Kentucky CES, the Kentucky 4-H program and the county 4-H program
• Recruit new members
• Read 4-H newsletters and literature from the county Extension office and keep members, parents and other volunteers informed
• Participate in one or more volunteer development opportunities each year
• Be aware of 4-H projects available, help members select projects and encourage parents to support their child’s project work
• Teach or direct members and their parents to project resources
• Inform members and parents of project evaluation requirements and dates
• Continually provide feedback to members, praise members for the progress they make

QUALIFICATIONS:
• Must complete the Kentucky 4-H Volunteer Application processes and be accepted as a volunteer by the Client Protection Committee
• Provide own transportation to meetings and activities
• Self-starter; be able to work with minimal supervision from professional staff
• Interpersonal communication skills
• A sincere interest in working with extension staff, volunteers, parents and youth
• Organizational skills; ability to organize information and materials in a timely manner
• Ability to organize events, information and delegate responsibility
• Ability to work effectively with people
• Ability to identify, target, recruit, orient, motivate and educate volunteers
• Must attend Livestock Volunteer Certification workshop.

BENEFITS:
• The opportunity to work with youth and provide positive support and growth experiences
• To develop lifelong friendships with youth, parents and other volunteers
• To develop communication and leadership skills
• To learn organizational and time management skills
• Skills gained to expand career growth and potential
• Provide educational training opportunities that will help the volunteer meet the needs of members, advisors and parents; scholarship to state leadership forum
• Provide appropriate manuals, pamphlets, audio-visual aids, newsletters and other resource materials
• Have professionals available to consult with leaders on a one to one basis
• Provide appropriate recognition and awards to leaders

SALARY:
Unsalaried; volunteer. This position does not imply employment with the University of Kentucky.

MENTOR/SUPERVISING PROFESSIONAL:
I have read, understand and agree to abide by the duties and responsibilities of this volunteer position and further agree to accept guidance and direction from the supervisor. I also understand that failure to fulfill the purpose and responsibilities of the volunteer position and to accept guidance and direction from the supervisor could result in suspension of my position. I also understand that this volunteer position is renewable annually; I will notify the supervising professional if I am no longer interested in serving.

__________________________________________
Signature of Volunteer                      Date

__________________________________________
Signature of Extension Professional         Date
Insert collection of Planning Aids here
Insert collection of mentoring guides here
# Agent Evaluation of Budget Committee Members

*Please circle the most appropriate response for each statement using the following scale:*

- 5 = Strongly Agree
- 4 = Agree
- 3 = Neither Agree or Disagree
- 2 = Disagree
- 1 = Strongly Disagree

## Communication Skills

<table>
<thead>
<tr>
<th>Statement</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Each member speaks with a vocabulary that others understand.</td>
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<tr>
<td>2. This members’ written communication is readable and understandable.</td>
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<tr>
<td>3. The committee members are good listeners.</td>
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<td>4. If disagreement exists, committee members are tactful.</td>
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<tr>
<td>5. Members speak clearly and think before they speak.</td>
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## Organizational Skills

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<tr>
<th>Statement</th>
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<th>4</th>
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</thead>
<tbody>
<tr>
<td>6. The agenda was well planned.</td>
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<tr>
<td>7. The agenda was received 5 to 7 days in advance of the meeting.</td>
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<tr>
<td>8. The agenda was clearly understood by the goal oriented committee.</td>
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<tr>
<td>9. The assignments of the committee are well understood.</td>
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<tr>
<td>10. All members have the opportunity to give input to the agenda.</td>
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## Program Management Skills

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<th>Statement</th>
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<th>4</th>
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</thead>
<tbody>
<tr>
<td>11. The committee kept focused on agenda items.</td>
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<tr>
<td>12. Minutes are kept for review.</td>
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<tr>
<td>13. Roberts Rules of Order are used to conduct the meeting.</td>
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<tr>
<td>14. The meeting room is a safe and comfortable environment.</td>
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<tr>
<td>15. The room is always set up for this meeting prior to the member’s arrival.</td>
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</table>

## Educational Design and Delivery Skills

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<tr>
<th>Statement</th>
<th>5</th>
<th>4</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>16. Meeting was well organized.</td>
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<tr>
<td>17. Members had a chance to speak in order to contribute to items under consideration</td>
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<tr>
<td>18. The chair was knowledgeable of all items.</td>
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<tr>
<td>19. Members are motivated by the actions of others.</td>
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<tr>
<td>20. All members are included in evaluating progress of the committee.</td>
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</tbody>
</table>

## Positive Youth Development Skills

<table>
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<tr>
<th>Statement</th>
<th>5</th>
<th>4</th>
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<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. The youth were involved in decision making.</td>
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<tr>
<td>22.</td>
<td>The youth developed new skills by being a member of a committee.</td>
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<tr>
<td>23.</td>
<td>The youth felt that their ideas were important.</td>
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<tr>
<td>24.</td>
<td>The committee established a great youth/adult partnership.</td>
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<tr>
<td>25.</td>
<td>Gained experience as a liaison to other youth by sharing their experience.</td>
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<tr>
<td>26.</td>
<td>Member’s time and efforts show that objectives are being met.</td>
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<tr>
<td>27.</td>
<td>The committee members are friendly and caring.</td>
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<tr>
<td>28.</td>
<td>The opinions and feelings of this committee are understood and accepted by the council.</td>
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<tr>
<td>29.</td>
<td>Members understood their role and assignment.</td>
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</tr>
<tr>
<td>30.</td>
<td>All committee members show patience and understanding of others</td>
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</tr>
</tbody>
</table>

**Interpersonal Skills**
**Council Evaluation of Budget Committee Members**

*Please circle the most appropriate response for each statement using the following scale:*

- **5** = Strongly Agree
- **4** = Agree
- **3** = Neither Agree or Disagree
- **2** = Disagree
- **1** = Strongly Disagree

<table>
<thead>
<tr>
<th>Communication Skills</th>
<th></th>
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<tbody>
<tr>
<td>1. Each member speaks with vocabulary that others understand</td>
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<tr>
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<table>
<thead>
<tr>
<th>Organizational Skills</th>
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</tr>
</thead>
<tbody>
<tr>
<td>6. The agenda was well planned</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>7. The agenda was received 3 days in advance of the meeting</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>8. The agenda was clearly understood by the goal oriented committee</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>9. The assignments of the committee are well understood</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>10. All members give input to the agenda</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Management Skills</th>
<th></th>
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<tbody>
<tr>
<td>11. Chair kept focused on agenda items</td>
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<tr>
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</tr>
<tr>
<td>15. The room is always set up for this meeting upon members arrival</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Educational Design and Delivery Skills</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>16. Meeting was well organized</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>17. Members had a chance to speak in order to contribute to items under consideration</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>18. The chair was knowledgeable of all items</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>19. Members are motivated by the actions of others</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>20. All members are included in evaluating progress</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Positive Youth Development Skills</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>21. The youth was involved in decision making</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>22. The youth developed new skills by being a member of a committee</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>23. The youth felt that their ideas were important</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>24. The committee established a great youth/adult partnership</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td></td>
<td>The youth served as a liaison to other youth by sharing their experience</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>26.</td>
<td>Members time and efforts show that objectives are being met 5 4 3 2 1</td>
</tr>
<tr>
<td>27.</td>
<td>The committee members are friendly and caring</td>
</tr>
<tr>
<td>28.</td>
<td>The opinions and feelings of this committee are understood and accepted by the council</td>
</tr>
<tr>
<td>29.</td>
<td>Members understood their role and assignment</td>
</tr>
<tr>
<td>30.</td>
<td>All committee members show patience and understanding of others</td>
</tr>
</tbody>
</table>
# Parent Evaluation of Budget Committee Members

*Please circle the most appropriate response for each statement using the following scale:*

5 = Strongly Agree  
4 = Agree  
3 = Neither Agree or Disagree  
2 = Disagree  
1 = Strongly Disagree

## Communication Skills

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Each member speaks with a vocabulary that others understand.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>2</td>
<td>This members’ written communication is readable and understandable.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>3</td>
<td>The committee members are good listeners.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>4</td>
<td>If disagreement exists, committee members are tactful.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>5</td>
<td>Members speak clearly and think before they speak.</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

## Organizational Skills

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>The agenda was well planned.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>7</td>
<td>The agenda was received 5 to 7 days in advance of the meeting.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>8</td>
<td>The agenda was clearly understood by the goal oriented committee.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>9</td>
<td>The assignments of the committee are well understood.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>10</td>
<td>All members have opportunity to give input to the agenda.</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

## Program Management Skills

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>The committee kept focused on agenda items.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>12</td>
<td>Minutes are kept for review.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>13</td>
<td>Roberts Rules of Order are used to conduct the meeting.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>14</td>
<td>The meeting room is a safe and comfortable environment</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>15</td>
<td>The room is always set up for this meeting prior to the member’s arrival.</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

## Educational Design and Delivery Skills

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Meeting was well organized.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>17</td>
<td>Members had a chance to speak in order to contribute to items under consideration.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>18</td>
<td>The chair was knowledgeable of all agenda items.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>19</td>
<td>Members are motivated by the actions of others.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>20</td>
<td>All members are included in evaluating progress of the committee.</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

## Positive Youth Development Skills

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>My child was involved in decision making.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>22</td>
<td>My child developed new skills by being a member of a committee.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>23</td>
<td>My child felt that their ideas were important.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>24</td>
<td>The committee established a great youth/adult partnership.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td></td>
<td>My child gained experience as a liaison to other youth by sharing their experience.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
</tbody>
</table>

### Interpersonal Skills

<table>
<thead>
<tr>
<th></th>
<th>Members’ time and efforts show that objectives are being met.</th>
</tr>
</thead>
<tbody>
<tr>
<td>26.</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>The committee members are friendly and caring.</th>
</tr>
</thead>
<tbody>
<tr>
<td>27.</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>The opinions and feelings of this committee are understood and accepted by the council.</th>
</tr>
</thead>
<tbody>
<tr>
<td>28.</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Members understood their role and assignment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>All committee members show patience and understanding of others.</th>
</tr>
</thead>
<tbody>
<tr>
<td>30.</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>
Budget Committee Volunteer Leader  
(Committee Member or Chair)  
Self-Evaluation

Please circle the most appropriate response for each statement using the following scale:

<table>
<thead>
<tr>
<th>Scale</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree or Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

### Communication Skills

1. Each member speaks with a vocabulary that others understand.  
2. This members' written communication is readable and understandable.  
3. The committee member is good listener.  
4. If disagreement exists, committee members are tactful.  
5. Members speak clearly and think before they speak.

### Organizational Skills

6. The agenda was well planned.  
7. The agenda was received 5 to 7 days in advance of the meeting.  
8. The agenda was clearly understood by the goal oriented committee.  
9. The assignments of the committee are well understood.  
10. All members have the opportunity to give input to the agenda.

### Program Management Skills

11. The committee kept focused on agenda items.  
12. Minutes are kept for review.  
13. Roberts Rules of Order are used to conduct the meeting.  
14. The meeting room is a safe and comfortable environment.  
15. The room is always set up for this meeting prior to the members' arrival.

### Educational Design and Delivery Skills

16. Meeting was well organized.  
17. Members had a chance to speak in order to contribute to items under consideration.  
18. The chair was knowledgeable of all agenda items.  
19. Members are motivated by the actions of others.  
20. All members are included in evaluating progress of the committee.

### Positive Youth Development Skills

21. The youth were involved in decision making.  
22. The youth developed new skills by being a member of a committee.
23. The youth felt that their ideas were important.  
24. The committee established a great youth/adult partnership.  
25. Gained experience as a liaison to other youth by sharing their experience.  

<p>| | | | | |</p>
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<tr>
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### Interpersonal Skills

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<td>2</td>
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26. Members’ time and efforts show that objectives are being met.  
27. The committee members are friendly and caring.  
28. The opinions and feelings of this committee are understood and accepted by the council.  
29. Members understood their role and assignment.  
30. Committee members show patience and understanding of others.  

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<tbody>
<tr>
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</tbody>
</table>
# Youth Evaluation of Budget Committee Members

*Please circle the most appropriate response for each statement using the following scale:*

- **5 = Strongly Agree**
- **4 = Agree**
- **3 = Neither Agree or Disagree**
- **2 = Disagree**
- **1 = Strongly Disagree**

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<thead>
<tr>
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<tbody>
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<td>1. Each member speaks with a vocabulary that others understand.</td>
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<tr>
<td>2. This members’ written communication is readable and understandable.</td>
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<td>3. The committee members are good listeners.</td>
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<td>4. If disagreement exists, committee members are tactful.</td>
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<td>5. Members speak clearly and think before they speak.</td>
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<td>15. The room is always set up for this meeting prior to the members’ arrival.</td>
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<table>
<thead>
<tr>
<th>Educational Design and Delivery Skills</th>
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<td>16. Meeting was well organized.</td>
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<td>17. Members had a chance to speak in order to contribute to items under consideration.</td>
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<td>18. The chair was knowledgeable of all agenda items.</td>
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<tr>
<td>19. Members are motivated by the actions of others.</td>
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<tr>
<td>20. All members are included in evaluating progress of the committee.</td>
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</table>

<table>
<thead>
<tr>
<th>Positive Youth Development Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. The youth were involved in decision making.</td>
</tr>
<tr>
<td>22. The youth developed new skills by being a member of a committee.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td><strong>23.</strong></td>
</tr>
<tr>
<td><strong>24.</strong></td>
</tr>
<tr>
<td><strong>25.</strong></td>
</tr>
<tr>
<td><strong>Interpersonal Skills</strong></td>
</tr>
<tr>
<td><strong>26.</strong></td>
</tr>
<tr>
<td><strong>27.</strong></td>
</tr>
<tr>
<td><strong>28.</strong></td>
</tr>
<tr>
<td><strong>29.</strong></td>
</tr>
<tr>
<td><strong>30.</strong></td>
</tr>
</tbody>
</table>
**Agent Evaluation of the Communications Event Coordinator**

*Please circle the most appropriate response for each statement using the following scale:*

5 = Strongly Agree  
4 = Agree  
3 = Neither Agree or Disagree  
2 = Disagree  
1 = Strongly Disagree

<table>
<thead>
<tr>
<th>Communication Skills</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Members and volunteers understand the material presented during communication workshops and club meetings.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>2. The Communications Event Coordinator presents all the necessary information members need to assist them in developing their communication skills.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>3. The Communications Event Coordinator listens to the needs and concerns of members and volunteers concerning the communication program.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>4. Members, volunteers, and teachers receive information in a timely manner.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>5. The Communications Event Coordinator is able to convey the rules and regulations that govern the communications program.</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organizational Skills</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. The Communications Event Coordinator coordinates meetings/programs efficiently.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>7. The Communications Event Coordinator effectively schedule program/meeting times.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>8. The Communications Event Coordinator engages members and volunteers in the meetings/programs.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>9. Meetings/programs are conducted in an appropriate way for members and volunteers to understand and comprehend the material presented.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>10. Information is sent to members, volunteers, and teachers in a timely manner.</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Management Skills</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. The Communications Event Coordinator conveys to members, volunteers, and teachers the goals of the communications program.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>12. All records of potential volunteer judges, timers, and room hosts for the communications programs who are contacted are kept up to date and the Agent is informed of the volunteer progress.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>13. Attendance records are kept to track participation involvement of participants at local, district and state communications events.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------</td>
</tr>
<tr>
<td>14.</td>
<td>Recruitment strategies for volunteers and judges are documented and tracked for effectiveness.</td>
</tr>
<tr>
<td>15.</td>
<td>Marketing and promotional materials are prepared well in advance of publication and event deadlines.</td>
</tr>
<tr>
<td><strong>Educational Design and Delivery Skills</strong></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Activities are created that are appropriate for all youth involved in the program offered.</td>
</tr>
<tr>
<td>17.</td>
<td>Workshops are designed in a systematic and easy to understand manner for participants at all grade levels involved.</td>
</tr>
<tr>
<td>18.</td>
<td>The Communications Event Coordinator is able to relate material to the interests and needs of youth.</td>
</tr>
<tr>
<td>19.</td>
<td>The Communications Event Coordinator is enthusiastic while presenting material.</td>
</tr>
<tr>
<td>20.</td>
<td>The Communications Event Coordinator used appropriate material for youth involved.</td>
</tr>
<tr>
<td><strong>Positive Youth Development Skills</strong></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>The Communications Event Coordinator is able to relate to youth, volunteers, teachers, and parents the need for their involvement in the communications programs.</td>
</tr>
<tr>
<td>22.</td>
<td>Participants learn techniques in public speaking and communication skills that aid them in preparing for competition in the communication program.</td>
</tr>
<tr>
<td>23.</td>
<td>Communication skills are related to youth to help them build on their communication skills.</td>
</tr>
<tr>
<td>24.</td>
<td>Youth learned new and innovative ways to use their communication skills.</td>
</tr>
<tr>
<td>25.</td>
<td>The Communications Event Coordinator is able to present the 4-H communications program in a way that is understood by both adults and youth.</td>
</tr>
<tr>
<td><strong>Interpersonal Skills</strong></td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td>The Communications Event Coordinator is easy to approach and answer questions without bias.</td>
</tr>
<tr>
<td>27.</td>
<td>The Communications Event Coordinator is friendly and caring to everyone.</td>
</tr>
<tr>
<td>28.</td>
<td>The Communications Event Coordinator is considerate when dealing with others.</td>
</tr>
<tr>
<td>29.</td>
<td>The Communications Event Coordinator is sensitive to the various learning styles and accommodates each in his/her teaching.</td>
</tr>
<tr>
<td>30.</td>
<td>The Communications Event Coordinator is truthful and fair in his/her dealings with others.</td>
</tr>
</tbody>
</table>
Communications Event Coordinator Self Evaluation

Please circle the most appropriate response for each statement using the following scale:

5 = Strongly Agree
4 = Agree
3 = Neither Agree or Disagree
2 = Disagree
1 = Strongly Disagree

<table>
<thead>
<tr>
<th>Communication Skills</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Members and volunteers understand the material I present during communication workshops and club meetings.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>2. I present all the necessary information members need to assist them in developing their communication skills.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>3. I listen to the needs and concerns of members and volunteers concerning the communication program.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>4. Members, volunteers, and teachers receive information in a timely manner.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>5. I am able to convey the rules and regulations that govern the communications program.</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organizational Skills</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6. I coordinate meetings/programs efficiently.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>7. I effectively schedule program/meeting time.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>8. I engage members and volunteers in the meetings/programs.</td>
<td>5 4 3 2 1</td>
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<tr>
<td>9. Meetings/programs are conducted in an appropriate way for members and volunteers to understand and comprehend the material presented.</td>
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<td>10. Information is sent to members, volunteers, and teachers in a timely manner.</td>
<td>5 4 3 2 1</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Program Management Skills</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11. I understand and convey to members, leaders, and teachers the goals of the communications program.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>12. All records of potential volunteer judges, timers, and room hosts for the communications programs who are contacted are kept up to date and the Agent is informed of my progress in recruitment.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>13. Attendance records are kept to track participation involvement of participants at local, district and state communications events.</td>
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<td>15.</td>
<td>Marketing and promotional materials are prepared well in advance of publication and event deadlines.</td>
</tr>
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<td></td>
<td>5  4  3  2  1</td>
</tr>
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Please circle the most appropriate response for each statement using the following scale:

- 5 = Strongly Agree
- 4 = Agree
- 3 = Neither Agree or Disagree
- 2 = Disagree
- 1 = Strongly Disagree

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Please circle the most appropriate response for each statement using the following scale:

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Please circle the most appropriate response for each statement using the following scale:

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<td>17. Workshops are designed in a systematic and easy to understand manner for participants at all grade levels involved. 5 4 3 2 1</td>
</tr>
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<td>18. The Communications Event Coordinator is able to relate material to the interests and needs of youth. 5 4 3 2 1</td>
</tr>
<tr>
<td>19. The Communications Event Coordinator is enthusiastic while presenting material. 5 4 3 2 1</td>
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<td>20. The Communications Event Coordinator used appropriate material for youth involved. 5 4 3 2 1</td>
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</tr>
</thead>
<tbody>
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<td>21. The Communications Event Coordinator is able to relate to youth, volunteers, teachers, and parents the need for their involvement in the communications programs. 5 4 3 2 1</td>
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<td>22. Participants learn techniques in public speaking and communication skills that aid them in preparing for competition in the communication program. 5 4 3 2 1</td>
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<td>23. Communication skills are related to youth to help them build on their communication skills. 5 4 3 2 1</td>
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<tr>
<td>24. Youth learned new and innovative ways to use their communication skills. 5 4 3 2 1</td>
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<tr>
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</tr>
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</tr>
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<td>29. The Communications Event Coordinator is sensitive to the various learning styles and accommodates each in his/her teaching. 5 4 3 2 1</td>
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Volunteer Evaluation of the Communications Event Coordinator

Please circle the most appropriate response for each statement using the following scale:

5 = Strongly Agree
4 = Agree
3 = Neither Agree or Disagree
2 = Disagree
1 = Strongly Disagree

<table>
<thead>
<tr>
<th>Communication Skills</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Members and volunteers understand the material presented during communication workshops and club meetings.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>2. The Communications Event Coordinator presents all the necessary information members need to assist them in developing their communication skills.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>3. The Communications Event Coordinator listens to the needs and concerns of members and volunteers concerning the communication program.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>4. Members, volunteers, and teachers receive information in a timely manner.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>5. The Communications Event Coordinator is able to convey the rules and regulations that govern the communications program.</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organizational Skills</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6. The Communications Event Coordinator coordinates meetings/programs efficiently.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>7. The Communications Event Coordinator effectively schedule program/meeting times.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>8. The Communications Event Coordinator engages members and volunteers in the meetings/programs.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>9. Meetings/programs are conducted in an appropriate way for members and volunteers to understand and comprehend the material presented.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>10. Information is sent to members, volunteers, and teachers in a timely manner.</td>
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<table>
<thead>
<tr>
<th>Program Management Skills</th>
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<tbody>
<tr>
<td>11. The Communications Event Coordinator understands and conveys to members, volunteers, and teachers the goals of the program.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>12. All records of potential volunteer judges, timers, and room hosts for the communications programs who are contacted are kept up to date and the Agent is informed of his/her progress in recruitment.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>13. Attendance records are kept to track participation involvement of participants at local, district and state communications events.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
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</tr>
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</tr>
<tr>
<td>14.</td>
<td>Recruitment strategies for volunteers and judges are documented and tracked for effectiveness.</td>
</tr>
<tr>
<td>15.</td>
<td>Marketing and promotional materials are prepared well in advance of publication and event deadlines.</td>
</tr>
<tr>
<td></td>
<td><strong>Educational Design and Delivery Skills</strong></td>
</tr>
<tr>
<td>16.</td>
<td>Activities are created that are appropriate for all youth involved in the program offered.</td>
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<tr>
<td>17.</td>
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## Agent Evaluation of Expansion and Review Committee Members

Please circle the most appropriate response for each statement using the following scale:

5 = Strongly Agree  
4 = Agree  
3 = Neither Agree or Disagree  
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1 = Strongly Disagree

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<td>2. Members’ written communication is readable and understandable.</td>
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<tr>
<td>3. The committee members are good listeners.</td>
<td>5 4 3 2 1</td>
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<tr>
<td>4. If disagreement exists, committee members are tactful.</td>
<td>5 4 3 2 1</td>
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<tr>
<td>5. Members speak clearly and think before they speak.</td>
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### Organizational Skills

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Positive Youth Development Skills

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# Parent Evaluation of Expansion and Review Committee Members

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<tr>
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## Organizational Skills

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# Expansion and Review Committee Volunteer Leader (Committee Member or Chair) Self-Evaluation

Please circle the most appropriate response for each statement using the following scale:

- **5** = Strongly Agree
- **4** = Agree
- **3** = Neither Agree or Disagree
- **2** = Disagree
- **1** = Strongly Disagree

### Communication Skills

1. Each member speaks with a vocabulary that others understand.  
2. Members’ written communication is readable and understandable.  
3. The committee member is a good listener.  
4. If disagreement exists, committee members are tactful.  
5. Members speak clearly and think before they speak.

### Organizational Skills

6. The agenda was well planned.  
7. The agenda was received 5 to 7 days in advance of the meeting.  
8. The agenda was clearly understood by the goal-oriented committee.  
9. The assignments of the committee are well understood.  
10. All members have the opportunity to give input to the agenda.

### Program Management Skills

11. The committee kept focused on agenda items  
12. Minutes are kept for review.  
13. Roberts Rules of Order are used to conduct the meeting.  
14. The meeting room is a safe and comfortable environment.  
15. The room is always set up for this meeting prior to members’ arrival.

### Educational Design and Delivery Skills

16. Meeting was well organized.  
17. Members had a chance to speak in order to contribute discussion.  
18. The chair was knowledgeable of all agenda items.  
19. Members are motivated by the actions of others.  
20. All members are included in evaluating progress of the committee.

### Positive Youth Development Skills

21. The youth were involved in decision making.  
22. The youth developed new skills by being a member of a committee.  
23. The youth felt that their ideas were important.  
24. The committee established a great youth/adult partnership.  
25. Gained experience as a liaison to other youth by sharing their experience.
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<td>27.</td>
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<td>5</td>
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</tr>
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Please circle the most appropriate response for each statement using the following scale:

- **5 = Strongly Agree**
- **4 = Agree**
- **3 = Neither Agree or Disagree**
- **2 = Disagree**
- **1 = Strongly Disagree**

## Communication Skills

1. Each member speaks with a vocabulary that others understand.  
2. Members’ written communication is readable and understandable.  
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4. If disagreement exists, committee members are tactful.  
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## Organizational Skills

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## Program Management Skills

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12. Minutes are kept for review.  
13. Roberts Rules of Order are used to conduct the meeting.  
14. The meeting room is a safe and comfortable environment.  
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## Educational Design and Delivery Skills

16. Meeting was well organized.  
17. Members had a chance to speak in order to contribute to items under consideration.  
18. The chair was knowledgeable of all agenda items.  
19. Members are motivated by the actions of others.  
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## Positive Youth Development Skills

21. The youth were involved in decision making.  
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Co-Volunteer Evaluation of Expansion and Review Committee

Please circle the most appropriate response for each statement using the following scale:

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4= Agree  
3= Neither Agree or Disagree  
2= Disagree  
1= Strongly Disagree

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<tr>
<td>2. The committee member’s volunteer’s written communication skills are clear.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. Committee members work well together; even when they do not agree with everything being said.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4. Committee members listen to one another.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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</tr>
<tr>
<td>5. The committee maintains open lines of communication with members, leaders and teachers.</td>
<td>5</td>
<td>4</td>
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<td>8. The committee worked with the agent to get all materials needed to conduct meeting.</td>
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<tr>
<td>9. The agenda was received five to seven days prior to meeting.</td>
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<tr>
<td>10. The volunteer had an up-to-date event and club schedule.</td>
<td>5</td>
<td>4</td>
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<td>4</td>
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<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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</tr>
<tr>
<td>13. The committee had recorded minutes of each meeting.</td>
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<tr>
<td>14. The meeting room was always set up and organized before the meeting started.</td>
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<td>15. The committee set an appropriate example for youth to follow.</td>
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<td>22.</td>
<td>The volunteer involved youth in decision making and planning public relation materials.</td>
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### Interpersonal Skills

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Volunteer Evaluation of Expansion and Review Committee

Please circle the most appropriate response for each statement using the following scale:

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### Parent Evaluation for Expansion and Review Committee

Please circle the most appropriate response for each statement using the following scale:

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Please circle the most appropriate response for each statement using the following scale:

5= Strongly Agree  
4=Agree  
3= Neither Agree or Disagree  
2=Disagree  
1=Strongly Disagree

## Communication Skills

1. The committee members knew the date, time and place of the event or club meeting and activities five to seven days in advance.  
2. The committee member’s volunteer’s written communication skills are clear.  
3. Committee members work well together; even when they do not agree with everything being said.  
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<tr>
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<tr>
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</tr>
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## Organizational Skills

6. The goals of the committee are understood.  
7. The committee as a whole gave ideas for the agenda.  
8. The committee worked with the agent to get all materials needed to conduct meeting.  
9. The agenda was received five to seven days prior to meeting.  
10. The volunteer had an up-to-date event and club schedule.

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## Program Management Skills

11. The committee presented organizational goals in a way that everyone could understand.  
12. The committee ensured a safe learning environment for my child.  
13. The committee had recorded minutes of each meeting.  
14. The meeting room was always set up and organized before the meeting started.  
15. The committee set an appropriate example for my child to follow.

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## Educational Design and Delivery Skills

16. The meeting was well thought-out.  
17. The volunteer demonstrated knowledge of the subject matter.  
18. The committee was well-informed of all agenda items.  
19. Members are motivated by actions of others.

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<td>18.</td>
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# Volunteer Evaluation for Livestock Committee

*Please circle the most appropriate response for each statement using the following scale:*

5 = Strongly Agree  
4 = Agree  
3 = Neither Agree or Disagree  
2 = Disagree  
1 = Strongly Disagree

## Communication Skills

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### Youth Evaluation for Livestock Committee

*Please circle the most appropriate response for each statement using the following scale:*

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- **4=Agree**
- **3= Neither Agree or Disagree**
- **2=Disagree**
- **1=Strongly Disagree**

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### Educational Design and Delivery Skills

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# Co-Volunteer Evaluation for Livestock Committee

Please circle the most appropriate response for each statement using the following scale:

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## Communication Skills

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<tbody>
<tr>
<td>1.</td>
<td>The committee members knew the date, time and place of the event or club meeting and activities five to seven days in advance.</td>
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## Organizational Skills

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## Program Management Skills

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## Educational Design and Delivery Skills

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# Self-Evaluation for Public Relations Committee

Please circle the most appropriate response for each statement using the following scale:

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- 4 = Agree
- 3 = Neither Agree or Disagree
- 2 = Disagree
- 1 = Strongly Disagree

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<tr>
<td>4.</td>
<td>I listened to other committee members</td>
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<td>3</td>
</tr>
<tr>
<td>5.</td>
<td>I maintained open lines of communication with members, leaders and teachers</td>
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<td>6.</td>
<td>I organized the advertising of events and activities effectively so that leaders, teachers and members knew when the various clubs, activities and events would occur</td>
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<td>7.</td>
<td>I engaged youth and leaders for helping get the information out to school teachers and members and possible new members</td>
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<td>18.</td>
<td>I was able to relate material to youth interests and needs</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>19.</td>
<td>Members are motivated by actions of others</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>20.</td>
<td>I helped keep youth focused on future lifelong skills</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Positive Youth Development Skills</td>
<td></td>
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<tr>
<td>---</td>
<td>-----------------------------------------------------------------------------------------------------------------------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>I helped more youth become involved in various events and or clubs because of the various public relations materials</td>
<td>5 4 3 2 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>I involved youth in decision making and planning public relation materials</td>
<td>5 4 3 2 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>I helped youth develop communication skills</td>
<td>5 4 3 2 1</td>
<td></td>
<td></td>
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<tr>
<td>24.</td>
<td>I helped youth developed leadership skills</td>
<td>5 4 3 2 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>I encouraged feedback from youth</td>
<td>5 4 3 2 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Interpersonal Skills</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>26.</td>
<td>I demonstrated honest, moral and ethical behavior</td>
<td>5 4 3 2 1</td>
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<tr>
<td>27.</td>
<td>The volunteer was patient while working with volunteers and agent(s)</td>
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<td>28.</td>
<td>I was accepting of all involved in the project or event</td>
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<tr>
<td>29.</td>
<td>I had a positive attitude</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>30.</td>
<td>I responded well to change and to new ideas</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>
# Youth Evaluation for Public Relations Committee

*Please circle the most appropriate response for each statement using the following scale:*

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>5</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>4</td>
<td>Agree</td>
</tr>
<tr>
<td>3</td>
<td>Neither Agree or Disagree</td>
</tr>
<tr>
<td>2</td>
<td>Disagree</td>
</tr>
<tr>
<td>1</td>
<td>Strongly Disagree</td>
</tr>
</tbody>
</table>

## Communication Skills

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I knew the date of the event or club meetings and activities five to seven days in advance</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>I knew the time of the event or club meetings and activities five to seven days in advance</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>3.</td>
<td>I knew the place of the event or club meetings and activities five to seven days in advance</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>4.</td>
<td>Volunteers listened to youth</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>5.</td>
<td>Volunteer maintained open lines of communication with youth, leaders, and agent</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

## Organizational Skills

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>6.</td>
<td>Volunteer organized the advertising of events and activities effectively so that I knew when the various clubs, activities and events would occur</td>
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<td>4</td>
<td>3</td>
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</tr>
<tr>
<td>7.</td>
<td>Volunteer engaged me to help get the information out to teachers and members and possible new members whenever possible</td>
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</tr>
<tr>
<td>8.</td>
<td>Volunteer worked with the agent to get all materials needed to publicize activities and events</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>9.</td>
<td>Volunteer sent information (agenda) to me five to seven days prior to club meeting, event or activity</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>10.</td>
<td>I had up-to-date event and club schedule from the volunteer</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

## Program Management Skills

<p>| | | | | | |</p>
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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>11.</td>
<td>I had minutes available to review</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>12.</td>
<td>Volunteer ensured a safe learning environment for me</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>13.</td>
<td>Volunteer provided quality of work</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>14.</td>
<td>Volunteer provided meeting deadlines</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>15.</td>
<td>Volunteer set an appropriate example for me to follow</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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</tbody>
</table>

## Educational Design and Delivery Skills

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<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>16.</td>
<td>Volunteer created different techniques such as bulletin boards, technology or newsletters appropriate for all ages involved in the event or activity</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>17.</td>
<td>Volunteer demonstrated knowledge of the subject matter</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<tr>
<td>18.</td>
<td>Volunteer was able to relate material to my interests and needs</td>
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<td>4</td>
<td>3</td>
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<tr>
<td>19.</td>
<td>I was motivated by actions of the volunteer</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>20.</td>
<td>Volunteer helped keep me focused on future lifelong skills</td>
<td>5</td>
<td>4</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>I became involved in various events or clubs because of the multitude of public relations materials available</td>
<td>5 4 3 2 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>I became involved in community service projects</td>
<td>5 4 3 2 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>The volunteer developed communication skills</td>
<td>5 4 3 2 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>I developed leadership skills</td>
<td>5 4 3 2 1</td>
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<tr>
<td>25.</td>
<td>The volunteer encouraged feedback from me</td>
<td>5 4 3 2 1</td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th></th>
<th>Interpersonal Skills</th>
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<tbody>
<tr>
<td>26</td>
<td>The volunteer demonstrated honest, moral and ethical behavior</td>
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<td>The volunteer was patient while working with volunteers and agent(s)</td>
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<td>28</td>
<td>The volunteer was accepting of all involved in the project or event, or activity</td>
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<td>The volunteer had a positive attitude</td>
<td>5 4 3 2 1</td>
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<tr>
<td>30.</td>
<td>The volunteer responded well to change and to new ideas</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>
**Parent Evaluation for Public Relations Committee**

*Please circle the most appropriate response for each statement using the following scale:*

<table>
<thead>
<tr>
<th>5= Strongly Agree</th>
<th>4=Agree</th>
<th>3=Neither Agree or Disagree</th>
<th>2=Disagree</th>
<th>1=Strongly Disagree</th>
</tr>
</thead>
</table>

### Communication Skills

| 1. My 4-Her knew the date of the event or club meeting or activity five to seven days in advance | 5 4 3 2 1 |
| 2. My 4-Her knew the time of the event or club meeting or activity five to seven days in advance | 5 4 3 2 1 |
| 3. My 4-Her clearly knew the location of the event or club meeting or activity five to seven days in advance | 5 4 3 2 1 |
| 4. Volunteers communicated with my 4-Her in a timely manner so that they knew information | 5 4 3 2 1 |
| 5. Volunteer maintained open lines of communication with my 4-Her | 5 4 3 2 1 |

### Organizational Skills

| 6. Volunteer organized the advertising of events and activities effectively so that my 4-Her knew when the various clubs, activities and events would occur | 5 4 3 2 1 |
| 7. Volunteer engaged my 4-Her to help get the information out to teachers and members and possible new members whenever possible | 5 4 3 2 1 |
| 8. Volunteer worked with the agent to get all materials needed to publicize activities and events for my 4-Her | 5 4 3 2 1 |
| 9. The agenda was received five to seven days prior to meeting | 5 4 3 2 1 |
| 10. Volunteer had an up-to-date event and club schedule | 5 4 3 2 1 |

### Program Management Skills

<p>| 11. Minutes available to review | 5 4 3 2 1 |
| 12. Volunteer ensured a safe environment for my 4-Her | 5 4 3 2 1 |
| 13. Volunteer provided quality of work | 5 4 3 2 1 |
| 14. Volunteer provided meeting deadlines | 5 4 3 2 1 |
| 15. Volunteer set an appropriate example for my 4-Her to follow | 5 4 3 2 1 |</p>
<table>
<thead>
<tr>
<th>Educational Design and Delivery Skills</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>16. Volunteer created different techniques such as bulletin boards, technology or newsletters appropriate for my 4-Her to get involved in the event or activity</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>17. The volunteer demonstrated knowledge of the subject matter to my 4-Her</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>18. The volunteer used a wide variety of display techniques to catch my 4-Her’s attention</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>19. Volunteer communicated vision clearly to my 4-Her</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>20. Volunteer helped keep my 4-Her focused on future possibilities</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Positive Youth Development Skills</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>21. More youth became involved in various events and or clubs because of the displays</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>22. The volunteer involved my 4-her in decision making and planning displays</td>
<td>5 4 3 2 1</td>
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<tr>
<td>23. My 4-Her was taught communication skills</td>
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<tr>
<td>24. My 4-Her was taught leadership skills</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>25. The volunteer encouraged feedback from my 4-Her</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interpersonal Skills</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>26. The volunteer demonstrate honest, moral and ethical behavior</td>
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<tr>
<td>27. The volunteer was patient while working with volunteers and agent</td>
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<td>28. The volunteer was accepting of all involved in the project or event</td>
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</tr>
<tr>
<td>29. The volunteer had a positive attitude towards my 4-Her</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>30. The volunteer responded well to change/new ideas</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>
## Co-Volunteer Evaluation for Public Relations Committee

*Please circle the most appropriate response for each statement using the following scale:*  
5 = Strongly Agree  
4 = Agree  
3 = Neither Agree or Disagree  
2 = Disagree  
1 = Strongly Disagree

### Communication Skills

<table>
<thead>
<tr>
<th></th>
<th>Statement</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The audience knew the date of the event or club meeting or activity in a timely manner</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>The volunteer knew the time of the event or club meeting or activity in a timely manner</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>The volunteer knew the place of the event or club meeting or activity in a timely manner</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Volunteers communicated with youth, in a timely manner so that she or he knew information</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Volunteer maintained open lines of communication with the agent</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
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### Organizational Skills

<table>
<thead>
<tr>
<th></th>
<th>Statement</th>
<th>5</th>
<th>4</th>
<th>3</th>
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<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Volunteer organized the advertising of events and activities effectively so that 4-H members knew when the various clubs, activities and events would occur</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>Volunteer engaged 4-H members to help get the information out to teachers and members and possible new members whenever possible</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>8</td>
<td>Volunteer worked with the agent to get all materials needed to publicize activities and events for 4-H members</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>Volunteer sent information about club meetings, events and activities to 4-H members in a timely manner</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>Volunteer had up-to-date event and club schedule</td>
<td>5</td>
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### Program Management Skills

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</thead>
<tbody>
<tr>
<td>11</td>
<td>Volunteer understood and implemented the 4-H mission</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>Volunteer ensured a safe environment for 4-H members</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>13</td>
<td>Volunteer led by example in quality of work</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>14</td>
<td>Volunteer led by example in meeting deadlines</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>15</td>
<td>Volunteer set an appropriate example for my 4-H members to follow</td>
<td>5</td>
<td>4</td>
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### Educational Design and Delivery Skills

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<td>16.</td>
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<td>17.</td>
<td>The volunteer demonstrated knowledge of the subject matter to youth</td>
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### Positive Youth Development Skills

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<td>More youth became involved in various events and or clubs because of the displays</td>
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<td>The volunteer involved youth in decision making and planning displays</td>
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<td>23.</td>
<td>Youth were taught communication skills</td>
<td>5 4 3 2 1</td>
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<tr>
<td>24.</td>
<td>Youth was taught leadership skills</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>25.</td>
<td>The volunteer encouraged feedback from youth</td>
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</table>

### Interpersonal Skills

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<tr>
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<td>30.</td>
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</table>
## Agent Evaluation of Recognition Coordinator

*Please circle the most appropriate response for each statement using the following scale:*

- **5 = Strongly Agree**
- **4 = Agree**
- **3 = Neither Agree or Disagree**
- **2 = Disagree**
- **1 = Strongly Agree**

### Communication Skills

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</thead>
<tbody>
<tr>
<td>1.</td>
<td>The audience clearly understood the information the coordinator presented.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>The coordinator provided the essential information 4-H'ers needed to participate in planning and implementing recognition events/activities.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>3.</td>
<td>The coordinator listened carefully and fully to youth and adults.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>4.</td>
<td>The coordinator utilized a variety of ways to communicate (speaking, e-mail, telephone, in-writing, etc.)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>5.</td>
<td>The coordinator provided adequate notification for all meetings and events to youth and adults 5 – 7 days in advance.</td>
<td>5</td>
<td>4</td>
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</tr>
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</table>

### Organizational Skills

<p>| | | | | | |</p>
<table>
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<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>6.</td>
<td>The coordinator prepared materials prior to meetings, events and activities.</td>
<td>5</td>
<td>4</td>
<td>3</td>
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</tr>
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<td>3</td>
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</tr>
<tr>
<td>8.</td>
<td>The coordinator involved everyone in the meeting/event/activity.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>9.</td>
<td>The coordinator organized information effectively.</td>
<td>5</td>
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</tr>
<tr>
<td>10.</td>
<td>The coordinator delegated responsibility and communicated goals and expectations.</td>
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### Program Management Skills

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</tr>
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<td>12.</td>
<td>The coordinator identified, recruited and oriented youth volunteers.</td>
<td>5</td>
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<td>2</td>
</tr>
<tr>
<td>13.</td>
<td>The coordinator kept accurate records of committee meetings.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>14.</td>
<td>The coordinator kept accurate records of finances.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>15.</td>
<td>The coordinator developed leadership, citizenship and life skills in youth.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Educational Design and Delivery Skills</td>
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<td>---</td>
<td>-------------------------------------------------------------------------------------------------------</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>The coordinator created recognition events/activities that were age appropriate for those involved in the event/activity.</td>
<td>5 4 3 2 1</td>
<td></td>
<td></td>
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<tr>
<td>17.</td>
<td>The coordinator demonstrated and shared knowledge of 4-H volunteer opportunities.</td>
<td>5 4 3 2 1</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>18.</td>
<td>The coordinator used appropriate evaluation methods.</td>
<td>5 4 3 2 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>The coordinator used different leadership techniques to help adults plan and implement recognition events/activities.</td>
<td>5 4 3 2 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>The coordinator knew the subject he/she was teaching.</td>
<td>5 4 3 2 1</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>Positive Youth Development Skills</th>
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</thead>
<tbody>
<tr>
<td>21.</td>
<td>The coordinator accepted everyone involved in this event.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>22.</td>
<td>Youth acquired new leadership skills as a result of this recognition event.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>23.</td>
<td>The coordinator motivated youth to become more involved in this event.</td>
<td>5 4 3 2 1</td>
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<tr>
<td>24.</td>
<td>The coordinator involved youth in decision-making.</td>
<td>5 4 3 2 1</td>
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<td>25.</td>
<td>Youth acquired or improved communication skills.</td>
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<thead>
<tr>
<th></th>
<th>Interpersonal Skills</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>26.</td>
<td>The coordinator accepted everyone who attended meetings and recognition events.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>27.</td>
<td>The coordinator was patient.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>28.</td>
<td>The coordinator modeled and practiced honesty, morality and ethical behavior in their role.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>29.</td>
<td>The coordinator is considerate of others.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>30.</td>
<td>The coordinator is sensitive to different learning styles.</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>
## Co-Volunteer Evaluation of Recognition Coordinator

Please circle the most appropriate response for each statement using the following scale:

- **5 = Strongly Agree**
- **4 = Agree**
- **3 = Neither Agree or Disagree**
- **2 = Disagree**
- **1 = Strongly Agree**

### Communication Skills

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Adults understood the information the coordinator presented.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>2</td>
<td>The coordinator provided the essential information adults needed to participate in planning and implementing recognition events/activities.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>3</td>
<td>The coordinator was a good listener.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>4</td>
<td>The coordinator utilized a variety of ways to communicate (speaking, e-mail, telephone, in writing, etc.)</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>5</td>
<td>The coordinator provided adequate notification for all meetings and events 5 - 7 days in advance.</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

### Organizational Skills

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>The coordinator prepared materials prior to meetings, events and activities.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>7</td>
<td>The coordinator efficiently managed meeting/planning time.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>8</td>
<td>The coordinator involved adults in the meeting/event/activity.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>9</td>
<td>The coordinator organized information effectively.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>10</td>
<td>The coordinator delegated responsibility and communicated goals and expectations.</td>
<td>5 4 3 2 1</td>
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</tbody>
</table>

### Program Management Skills

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
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</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>The coordinator ensured a safe environment to share ideas at meetings and events.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>12</td>
<td>The coordinator identified, recruited and oriented youth volunteers.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>13</td>
<td>The coordinator kept accurate records of committee meetings.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>14</td>
<td>The coordinator kept accurate records of finances.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>15</td>
<td>The coordinator developed leadership, citizenship and life skills in youth.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>Educational Design and Delivery Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>16. The coordinator created recognition events/activities appropriate for all types of volunteers.</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>17. The coordinator demonstrated and shared knowledge of 4-H leader opportunities.</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>18. The coordinator used appropriate evaluation methods to assess program effectiveness to improve future events.</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>19. The coordinator utilized an array of leadership techniques to help volunteers plan and implement recognition events/activities.</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>20. The coordinator knew the subject he/she was teaching.</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Positive Youth Development Skills</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>21. The coordinator accepted everyone involved in this event.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>22. Youth acquired new leadership skills as a result of this recognition event.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>23. The coordinator motivated youth to become more involved in this event.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>24. The coordinator involved youth in decision-making.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>25. Youth acquired or improved communication skills.</td>
<td>5 4 3 2 1</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Interpersonal Skills</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>26. The coordinator accepted everyone who attended meetings and recognition events.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>27. The coordinator was patient.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>28. The coordinator modeled and practiced honesty, morality and ethical behavior in their role.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>29. The coordinator is considerate of others.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>30. The coordinator is sensitive to different learning styles.</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>
# Parent Evaluation of Youth Recognition Coordinator

Please circle the most appropriate response for each statement using the following scale:

- 5 = Strongly Agree
- 4 = Agree
- 3 = Neither Agree or Disagree
- 2 = Disagree
- 1 = Strongly Agree

## Communication Skills

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>My 4-H' er understood the information the youth coordinator</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td></td>
<td>presented.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The youth coordinator provided the essential information my</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td></td>
<td>4-H' er needed to participate in planning and implementing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>recognition events/activities.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The youth coordinator listened carefully and fully to me and my</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td></td>
<td>4-H' er.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The youth coordinator utilized a variety of ways to communicate</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td></td>
<td>(e-mail, telephone, in writing, etc.)</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The youth coordinator provided adequate notification for all</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td></td>
<td>meetings and events.</td>
<td></td>
</tr>
</tbody>
</table>

## Organizational Skills

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<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>6.</td>
<td>The youth coordinator prepared materials prior to meetings and</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td></td>
<td>events.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>The youth coordinator efficiently managed meeting/event time.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>8.</td>
<td>The youth coordinator involved youth in the meeting/event/activity.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>9.</td>
<td>The youth coordinator organized information, delegated</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td></td>
<td>responsibilities and communicated goals and expectations.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>My 4-H’er stayed busy during the meetings/events/activities.</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

## Program Management Skills

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<thead>
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<tbody>
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<td>11.</td>
<td>The coordinator ensured a safe environment to share ideas at</td>
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</tr>
<tr>
<td></td>
<td>meetings and events.</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>The coordinator identified, recruited and oriented youth</td>
<td>5 4 3 2 1</td>
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<tr>
<td></td>
<td>volunteers.</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>The coordinator kept accurate records of committee meetings.</td>
<td>5 4 3 2 1</td>
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<td>14.</td>
<td>The coordinator kept accurate records of finances.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>15.</td>
<td>The coordinator developed leadership, citizenship and life</td>
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<td>skills in youth.</td>
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### Educational Design and Delivery Skills

<table>
<thead>
<tr>
<th></th>
<th>Statement</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>The youth coordinator created recognition events/activities appropriate to all ages involved in the event/activity.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>17</td>
<td>The youth coordinator demonstrated and shared knowledge of 4-H youth leader opportunities.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>18</td>
<td>The youth coordinator used appropriate evaluation methods.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>19</td>
<td>The youth coordinator used different leadership techniques to help my 4-H’er plan and implement recognition events/activities.</td>
<td>5 4 3 2 1</td>
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<tr>
<td>20</td>
<td>The coordinator knew the subject he/she was teaching.</td>
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### Positive Youth Development Skills

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<th>Statement</th>
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<tbody>
<tr>
<td>21</td>
<td>The coordinator accepted everyone involved in this event.</td>
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<tr>
<td>22</td>
<td>Youth acquired new leadership skills as a result of this recognition event.</td>
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<tr>
<td>23</td>
<td>The coordinator motivated youth to become more involved in this event.</td>
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<td>The coordinator accepted everyone who attended meetings and recognition events.</td>
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<td>27</td>
<td>The coordinator was patient.</td>
<td>5 4 3 2 1</td>
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<td>28</td>
<td>The coordinator modeled and practiced honesty, morality and ethical behavior in their role.</td>
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<td>The coordinator is considerate of others.</td>
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<tr>
<td>30</td>
<td>The coordinator is sensitive to different learning styles.</td>
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## Volunteer Recognition Coordinator Self Evaluation

Please circle the most appropriate response for each statement using the following scale:

5 = Strongly Agree  
4 = Agree  
3 = Neither Agree or Disagree  
2 = Disagree  
1 = Strongly Agree

<table>
<thead>
<tr>
<th>Communication Skills</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Adults understand the information I present in committee meetings and in directing them in recognition events/activities.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. I provide the essential information adults need to participate in planning and implementing recognition events/activities.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. I listen carefully and fully to youth and adults involved in the recognition event/activity.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4. I utilize a variety of ways to communicate (e-mail, telephone, in writing, etc.)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5. I provide adequate notification for all meetings and events 10 – 15 days in advance.</td>
<td>5</td>
<td>4</td>
<td>3</td>
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<table>
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<th>4</th>
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<th>2</th>
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</thead>
<tbody>
<tr>
<td>6. I have all materials prepared prior to meetings, events and activities.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>7. I efficiently manage meeting/planning time.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>8. I involve youth and adults in the meeting/event/activity.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>9. I organize information.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>10. I delegate responsibility and communicate goals and expectations.</td>
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<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. I ensure a safe environment for idea sharing.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>12. I identify, target, recruit and orient volunteers.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>13. I keep accurate records of committee meetings.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>14. I keep accurate records of finances.</td>
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<td>1</td>
</tr>
<tr>
<td>15.</td>
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<table>
<thead>
<tr>
<th>Educational Design and Delivery Skills</th>
<th>5</th>
<th>4</th>
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<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. I ensured a safe environment to share ideas at meetings and events.</td>
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</tr>
<tr>
<td>20. I developed leadership, citizenship and life skills in youth.</td>
<td>5</td>
<td>4</td>
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<td>1</td>
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</table>
### Positive Youth Development Skills

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
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</tr>
</thead>
<tbody>
<tr>
<td>21.</td>
<td>The coordinator accepted everyone involved in this event.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>22.</td>
<td>Youth acquired new leadership skills as a result of this recognition event.</td>
<td>5 4 3 2 1</td>
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<tr>
<td>23.</td>
<td>The coordinator motivated youth to become more involved in this event.</td>
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<td>Youth acquired or improved communication skills.</td>
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</tr>
</tbody>
</table>

### Interpersonal Skills

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
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<tbody>
<tr>
<td>26.</td>
<td>The coordinator accepted everyone who attended meetings and recognition events.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>27.</td>
<td>The coordinator was patient.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>28.</td>
<td>The coordinator modeled and practiced honesty, morality and ethical behavior in their role.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>29.</td>
<td>The coordinator is considerate of others.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>30.</td>
<td>The coordinator is sensitive to different learning styles.</td>
<td>5 4 3 2 1</td>
</tr>
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**Youth Evaluation of Youth Recognition Coordinator**

Please circle the most appropriate response for each statement using the following scale:

5 = Strongly Agree  
4 = Agree  
3 = Neither Agree or Disagree  
2 = Disagree  
1 = Strongly Agree

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<th>Communication Skills</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. I understood the information the youth coordinator presented.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. The youth coordinator provided the essential information I needed to participate</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>in planning and implementing recognition events/activities.</td>
<td></td>
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</tr>
<tr>
<td>3. The youth coordinator listened carefully and fully.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4. The youth coordinator utilized a variety of ways to communicate (email, telephone,</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>in writing, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The youth coordinator provided adequate notification for all meetings and events</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>10 – 15 days in advance.</td>
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<tr>
<td>6. The youth coordinator prepared materials before meetings/events/activities</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>7. The youth coordinator started and ended on time and used our meeting/planning</td>
<td>5</td>
<td>4</td>
<td>3</td>
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</tr>
<tr>
<td>time well.</td>
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<tr>
<td>8. The youth coordinator involved youth in the meeting/event/activity.</td>
<td>5</td>
<td>4</td>
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<td>1</td>
</tr>
<tr>
<td>9. The youth coordinator organized information, delegated responsibilities and</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>communicated goals and expectations.</td>
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</tr>
<tr>
<td>10. I stayed busy during the meetings/events/activities.</td>
<td>5</td>
<td>4</td>
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<td>12. The coordinator identified, recruited and oriented youth volunteers.</td>
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<td>13. The coordinator kept accurate records of committee meetings.</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>16</td>
<td>The youth coordinator created recognition events/activities that I enjoyed.</td>
<td>5 4 3 2 1</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>17</td>
<td>The youth coordinator demonstrated and shared knowledge of 4-H youth leader opportunities.</td>
<td>5 4 3 2 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>I evaluated the recognition event/activity.</td>
<td>5 4 3 2 1</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>19</td>
<td>The youth coordinator used different leadership techniques to help me plan and implement recognition events/activities.</td>
<td>5 4 3 2 1</td>
<td></td>
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</tr>
<tr>
<td>20</td>
<td>The coordinator knew the subject he/she was teaching.</td>
<td>5 4 3 2 1</td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td><strong>Positive Youth Development Skills</strong></td>
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<td>30</td>
<td>The coordinator is sensitive to different learning styles.</td>
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# Agent Evaluation of Volunteer Leader

*Please circle the most appropriate response for each statement using the following scale:*

- 5 = Strongly Agree
- 4 = Agree
- 3 = Neither Agree or Disagree
- 2 = Disagree
- 1 = Strongly Agree

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<tr>
<td>1. The volunteer communicates effectively with participants.</td>
<td>5</td>
<td>4</td>
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<td>1</td>
</tr>
<tr>
<td>2. Participants clearly understand the information the volunteer presents in meetings &amp; activities.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. The volunteer provides all the essential information participants need to fully participate in meetings &amp; activities.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4. The volunteer is a good listener.</td>
<td>5</td>
<td>4</td>
<td>3</td>
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<td>1</td>
</tr>
<tr>
<td>5. The volunteer provides solutions to problems that arise and see that the problems are solved completely.</td>
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<td>7. The volunteer manages program/meeting time efficiently.</td>
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<td>8. The volunteer encourages participant involvement during program/meeting time.</td>
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<td>9. The volunteer efficiently arranges program materials required for program.</td>
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<td>10. The volunteer keeps accurate records of programs presented and business transacted.</td>
<td>5</td>
<td>4</td>
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<td>2</td>
<td>1</td>
</tr>
<tr>
<td>12. The volunteer understands and implements the Cooperative Extension Service mission.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>13. The volunteer uses proper management techniques.</td>
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<td>1</td>
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<tr>
<td>14. The volunteer recruits assistance when necessary.</td>
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### Educational Design and Delivery Skills

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<tr>
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<th>The volunteer uses appropriate lesson materials and approved curriculum.</th>
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<tbody>
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<td>16.</td>
<td>The volunteer demonstrates a knowledge of the subject matter.</td>
<td>5 4 3 2 1</td>
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<td>17.</td>
<td>The volunteer uses a wide array of teaching techniques to meet a</td>
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<tr>
<td>18.</td>
<td>variety of learning styles.</td>
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<tr>
<td>19.</td>
<td>The volunteer recruits assistance when programs are beyond their</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>20.</td>
<td>knowledge base.</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>The volunteer uses effective evaluation methods for the programs</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>20.</td>
<td>presented.</td>
<td></td>
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</tbody>
</table>

### Positive Youth Development Skills

<table>
<thead>
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<th>The volunteer involves youth in decision making and program planning</th>
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<td>21.</td>
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<td>22.</td>
<td>The volunteer encourages youth to meet their fullest potential.</td>
<td>5 4 3 2 1</td>
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<td>23.</td>
<td>The volunteer supports youth in their own ideas and builds their</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>24.</td>
<td>confidence.</td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>Youths acquire new skills as a result of their involvement in the</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>25.</td>
<td>programs and activities that are presented.</td>
<td></td>
</tr>
</tbody>
</table>

### Interpersonal Skills

<table>
<thead>
<tr>
<th></th>
<th>The volunteer practices non-discrimination in all programs.</th>
<th>5 4 3 2 1</th>
</tr>
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<tr>
<td>26.</td>
<td>The volunteer is patient with the participants.</td>
<td>5 4 3 2 1</td>
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<td>27.</td>
<td>The volunteer is honest, moral and ethical.</td>
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<td>28.</td>
<td>The volunteer is understanding of extraordinary circumstances.</td>
<td>5 4 3 2 1</td>
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<tr>
<td>29.</td>
<td>The volunteer serves as a role model at each and every available</td>
<td>5 4 3 2 1</td>
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<tr>
<td>30.</td>
<td>opportunity.</td>
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Co-Volunteer Evaluation of Volunteer Leader

Please circle the most appropriate response for each statement using the following scale:

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<td>The volunteer supports youth in their own ideas and builds their confidence.</td>
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<td>25.</td>
<td>Youth acquire new skills as a result of their involvement in the programs and activities that are presented.</td>
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</tbody>
</table>

### Interpersonal Skills

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<tbody>
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<td>The volunteer practices non-discrimination in all programs.</td>
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<td>The volunteer is understanding of extraordinary circumstances.</td>
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<tr>
<td>30.</td>
<td>The volunteer serves as a role model at each and every available opportunity.</td>
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</tbody>
</table>
### Parent Evaluation of Volunteer Leader

Please circle the most appropriate response for each statement using the following scale:

- 5 = Strongly Agree
- 4 = Agree
- 3 = Neither Agree or Disagree
- 2 = Disagree
- 1 = Strongly Agree

<table>
<thead>
<tr>
<th>Communication Skills</th>
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</thead>
<tbody>
<tr>
<td>1. The volunteer communicates effectively with participants.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. Participants clearly understand the information the volunteer presents in meetings &amp; activities.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. The volunteer provides all the essential information participants need to fully participate in meetings &amp; activities.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4. The volunteer is a good listener.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5. The volunteer provides solutions to problems that arise and see that the problems are solved completely.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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</tbody>
</table>

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>6. The volunteer organizes meetings and activities well.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>7. The volunteer manages program/meeting time efficiently.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>8. The volunteer encourages participant involvement during program/meeting time.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>9. The volunteer efficiently arranges program materials required for program.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>10. The volunteer keeps accurate records of programs presented and business transacted.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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</table>

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<thead>
<tr>
<th>Program Management Skills</th>
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</tr>
</thead>
<tbody>
<tr>
<td>11. The volunteer ensures a safe environment for learning in all settings.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>12. The volunteer understands and implements the Cooperative Extension Service mission.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>13. The volunteer uses proper management techniques.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>14. The volunteer recruits assistance when necessary.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>15. The volunteer uses a systematic approach to answer questions for participants.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Educational Design and Delivery Skills</td>
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<tr>
<td>16. The volunteer uses appropriate lesson materials and approved</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>curriculum.</td>
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<tr>
<td>17. The volunteer demonstrates a knowledge of the subject matter.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>18. The volunteer uses a wide array of teaching techniques to meet a</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>variety of learning styles.</td>
<td></td>
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</tr>
<tr>
<td>19. The volunteer recruits assistance when programs are beyond their</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>knowledge base.</td>
<td></td>
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<tr>
<td>20. The volunteer uses effective evaluation methods for the programs</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>presented.</td>
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<table>
<thead>
<tr>
<th>Positive Youth Development Skills</th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>21. The volunteer involves youth in decision making and program planning</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>22. The volunteer motivates youth to become more involved.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>23. The volunteer encourages youth to meet their fullest potential.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>24. The volunteer supports youth in their own ideas and builds their</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>confidence.</td>
<td></td>
<td></td>
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<tr>
<td>25. Youth acquire new skills as a result of their involvement in the</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>programs and activities that are presented.</td>
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<tr>
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<tr>
<td>26. The volunteer practices non-discrimination in all programs.</td>
<td>5</td>
<td>4</td>
<td>3</td>
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<td>27. The volunteer is patient with the participants.</td>
<td>5</td>
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<td>28. The volunteer is honest, moral and ethical.</td>
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<td>29. The volunteer is understanding of extraordinary circumstances.</td>
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<tr>
<td>30. The volunteer serves as a role model at each and every available</td>
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<tr>
<td>opportunity.</td>
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### Agent Evaluation of Volunteer Leader Advisor

Please circle the most appropriate response for each statement using the following scale:

- 5 = Strongly Agree
- 4 = Agree
- 3 = Neither Agree or Disagree
- 2 = Disagree
- 1 = Strongly Disagree

<table>
<thead>
<tr>
<th>Communication Skills</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Volunteers comprehend the material the Volunteer Leader Advisor shared during volunteer educational workshops and club meetings.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>2. The Volunteer Leader Advisor presented all the necessary information volunteers needed to instruct youth during their club meetings.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>3. The Volunteer Leader Advisor listened to volunteers’ needs and concerns.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>4. Volunteers received information in a timely manner.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>5. The Volunteer Leader Advisor conveyed the philosophy and history of 4-H.</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organizational Skills</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>6. The Volunteer Leader Advisor coordinated meetings/programs efficiently.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>7. The Volunteer Leader Advisor effectively scheduled program/meeting time.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>8. The Volunteer Leader Advisor engaged volunteers in the meetings/programs.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>9. Meetings/programs were conducted in an appropriate style for the age and learning styles of the participants.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>10. Information was sent to leaders and volunteers in a timely manner.</td>
<td>5 4 3 2 1</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Management Skills</th>
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<tbody>
<tr>
<td>11. The Volunteer Leader Advisor understands and conveys the organizational goals to leaders and volunteers.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>12. All records of potential volunteers who were contacted were kept up to date and I was informed of his/her progress in recruitment.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>13. Volunteer attendance records were kept to track participation involvement at various volunteer educational events.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>14. Recruitment strategies were documented and tracked for effectiveness.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>15. Marketing and promotional materials were prepared well in advance of publication deadlines.</td>
<td>5 4 3 2 1</td>
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<td></td>
<td>Educational Design and Delivery Skills</td>
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</tr>
<tr>
<td>16.</td>
<td>Activities were created that were appropriate for all volunteers involved in the program offered.</td>
</tr>
<tr>
<td>17.</td>
<td>Workshops were designed in a systematic and easy to understand manner.</td>
</tr>
<tr>
<td>18.</td>
<td>The Volunteer Leader Advisor is able to relate material to volunteers’ interests and needs.</td>
</tr>
<tr>
<td>19.</td>
<td>The Volunteer Leader Advisor is enthusiastic while presenting material.</td>
</tr>
<tr>
<td>20.</td>
<td>The Volunteer Leader Advisor demonstrated knowledge and understanding of the material</td>
</tr>
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</table>
**Teen Evaluation of Volunteer Leader Advisor**

*Please circle the most appropriate response for each statement using the following scale:*

- **5 = Strongly Agree**
- **4 = Agree**
- **3 = Neither Agree or Disagree**
- **2 = Disagree**
- **1 = Strongly Disagree**

<table>
<thead>
<tr>
<th>Communication Skills</th>
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</thead>
<tbody>
<tr>
<td>1. I comprehend the material presented to me during volunteer educational workshops and club meetings.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>2. All the necessary information I need to instruct youth during their club meetings is presented to me.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>3. My needs and concerns are listened to.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>4. I receive information in a timely manner.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>5. I am able to understand the philosophy and history of 4-H as presented to me.</td>
<td>5 4 3 2 1</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Organizational Skills</th>
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<tbody>
<tr>
<td>6. Meetings/programs are efficiently coordinated.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>7. Program/meeting time is effectively scheduled.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>8. I was engaged during the meetings/programs.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>9. Meetings/programs are conducted in an appropriate style for the age and learning abilities of the participants.</td>
<td>5 4 3 2 1</td>
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<tr>
<td>10. I receive information in a timely manner.</td>
<td>5 4 3 2 1</td>
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<thead>
<tr>
<th>Program Management Skills</th>
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</tr>
</thead>
<tbody>
<tr>
<td>11. The organizational goals were presented to me in a way that I understood.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>12. The Volunteer Leader Advisor kept all records of potential volunteers I contacted up to date and the Agent is informed of his/her progress in recruitment of other volunteers.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>13. Attendance records are kept to track my participation and involvement at various volunteer educational events.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>14. Recruitment strategies that I used are documented and tracked for effectiveness.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>15. Marketing and promotional materials were prepared well in advance of publication deadlines.</td>
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### Educational Design and Delivery Skills

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<td>16.</td>
<td>Activities were created that were appropriate for all volunteers involved in the program offered.</td>
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<td>17.</td>
<td>Workshops are systematic and easy to understand.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>18.</td>
<td>Material presented, related to my interests and needs.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>19.</td>
<td>The Volunteer Leader Advisor was enthusiastic while presenting material.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>20.</td>
<td>The Volunteer Leader advisor demonstrated knowledge and understanding of the material.</td>
<td>5</td>
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### Positive Youth Development Skills

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</thead>
<tbody>
<tr>
<td>21.</td>
<td>The Volunteer Leader Advisor is able to relate to me the need for youth involvement during planning and implementing programs.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>22.</td>
<td>I learned techniques to offer leadership opportunities to youth.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>23.</td>
<td>Mentoring skills were related to me to help youth gain ownership of programs and projects.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>24.</td>
<td>I learned to lead by example as teens stepped into volunteer leader roles.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>25.</td>
<td>The Volunteer Leader Advisor has better equipped me to understand basic parliamentary procedures and officer duties.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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</tbody>
</table>

### Interpersonal Skills

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</thead>
<tbody>
<tr>
<td>26.</td>
<td>The volunteer Leader Advisor is easy to approach and answers questions without bias.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>27.</td>
<td>The volunteer Leader Advisor is friendly and caring to everyone.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>28.</td>
<td>The volunteer Leader Advisor is considerate when dealing with others.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>29.</td>
<td>The volunteer Leader Advisor is sensitive to my learning style and accommodates me in his/her teaching.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>30.</td>
<td>The volunteer Leader Advisor is truthful and fair in his/her dealing with others.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>
# Volunteer Leader Advisor Self Evaluation

Please circle the most appropriate response for each statement using the following scale:

5 = Strongly Agree  
4 = Agree  
3 = Neither Agree or Disagree  
2 = Disagree  
1 = Strongly Disagree

<table>
<thead>
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<tbody>
<tr>
<td>1. Volunteers comprehend the material I share during volunteer educational workshops and club meetings.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>2. I present all the necessary information volunteers need to instruct youth during their club meetings.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>3. I listen to the needs of volunteers and their concerns.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>4. Volunteers receive information in a timely manner.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>5. I am able to convey the philosophy and history of 4-H.</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>6. I coordinate meetings/programs efficiently.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>7. I efficiently schedule program/meeting time.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>8. I engage volunteers in the meetings/programs.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>9. Meetings/programs are conducted in an appropriate style for the age and learning abilities of the participants.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>10. Information is sent to leaders and volunteers in a timely manner.</td>
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</table>

<table>
<thead>
<tr>
<th>Program Management Skills</th>
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<tbody>
<tr>
<td>11. I understand and convey the organizational goals to leaders and volunteers.</td>
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</tr>
<tr>
<td>12. All records of potential volunteers who are contacted are kept up to date and the Agent is informed of my progress in recruitment.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>13. Volunteer attendance records are kept to track participation involvement at various volunteer educational events.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>14. Recruitment strategies are documented and tracked for effectiveness.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>15. Marketing and promotional materials are prepared well in advance of publication deadlines.</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Educational Design and Delivery Skills</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>16. Activities were created that were appropriate for all volunteers involved in the program offered.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>17. Workshops are systematic and easy to understand.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>18. I am able to relate material to volunteers’ interests and needs.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>19. I am enthusiastic while presenting material.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>20. I demonstrated knowledge and understanding of the material.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>Positive Youth Development Skills</td>
<td></td>
</tr>
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<td>-------------------------------------------------------------------------------------------------</td>
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<td>22. Adult volunteers learn techniques to offer leadership opportunities to youth.</td>
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<td>23. Mentoring skills are related to volunteers to help youth gain ownership of programs and projects.</td>
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</tr>
<tr>
<td>24. Volunteers learned to lead by example as teens step into volunteer leader roles.</td>
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</tr>
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<td>25. Volunteers learned ways to instruct youth in basic parliamentary procedures and officer duties.</td>
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<tr>
<td>28. I am considerate when dealing with others.</td>
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<td>30. I am truthful and fair in my dealings with others.</td>
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</table>
## Volunteer Leader Evaluation of Volunteer Leader Advisor

Please circle the most appropriate response for each statement using the following scale:

- 5 = Strongly Agree
- 4 = Agree
- 3 = Neither Agree or Disagree
- 2 = Disagree
- 1 = Strongly Disagree

<table>
<thead>
<tr>
<th>Communication Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I comprehend the material presented to me during volunteer educational workshops and club meetings.</td>
</tr>
<tr>
<td>2. All the necessary information I need to instruct youth during their club meetings is presented to me.</td>
</tr>
<tr>
<td>3. My needs and concerns are listened to.</td>
</tr>
<tr>
<td>4. I receive information in a timely manner.</td>
</tr>
<tr>
<td>5. I am able to understand the philosophy and history of 4-H as presented to me.</td>
</tr>
</tbody>
</table>

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>6. Meetings/programs are efficiently coordinated.</td>
</tr>
<tr>
<td>7. Program/meeting time is effectively Scheduled.</td>
</tr>
<tr>
<td>8. I was engaged during the meetings/programs.</td>
</tr>
<tr>
<td>9. Meetings/programs are conducted in an appropriate style for the age and learning abilities of the participants.</td>
</tr>
<tr>
<td>10. I receive information in a timely manner.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Management Skills</th>
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</thead>
<tbody>
<tr>
<td>11. The organizational goals were presented in a way that I understood.</td>
</tr>
<tr>
<td>12. The Volunteer Leaders Advisor kept all records of potential volunteers I contacted up to date and the Agent is informed of his/her progress in recruitment of other volunteers.</td>
</tr>
<tr>
<td>13. Attendance records are kept to track my participation and involvement at various volunteer educational events.</td>
</tr>
<tr>
<td>14. Recruitment strategies that I used are documented and tracked for effectiveness.</td>
</tr>
<tr>
<td>15. Marketing and promotional materials were prepared well in advance of publication deadlines.</td>
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</tbody>
</table>
### Educational Design and Delivery Skills

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<tbody>
<tr>
<td>16</td>
<td>Activities were created that were appropriate for all volunteers involved in the program offered.</td>
<td>5 4 3 2 1</td>
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<tr>
<td>17</td>
<td>Workshops are systematic and easy to understand.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>18</td>
<td>Material presented, related to my interests and needs.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>19</td>
<td>The Volunteer Leader Advisor was enthusiastic while presenting material.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>20</td>
<td>The Volunteer Leader Advisor demonstrated knowledge and understanding of the material.</td>
<td>5 4 3 2 1</td>
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### Positive Youth Development Skills

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>The Volunteer Leader Advisor is able to relate to me the need for youth involvement during planning and implementing programs.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>22</td>
<td>I learned techniques to offer leadership opportunities to youth.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>23</td>
<td>Mentoring skills were related to me to help youth gain ownership of programs and projects.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>24</td>
<td>I learned to lead by example as teens stepped into volunteer leader roles.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>25</td>
<td>I am better equipped to instruct youth in basic parliamentary procedures and officer duties.</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

### Interpersonal Skills

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
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</tr>
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<tbody>
<tr>
<td>26</td>
<td>The volunteer Leader Advisor is easy to approach and answers questions without bias.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>27</td>
<td>The volunteer Leader Advisor is friendly and caring to everyone.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>28</td>
<td>The volunteer Leader Advisor is considerate when dealing with others.</td>
<td>5 4 3 2 1</td>
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<tr>
<td>29</td>
<td>The volunteer Leader Advisor is sensitive to my learning style and accommodates me in his/her teaching.</td>
<td>5 4 3 2 1</td>
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<tr>
<td>30</td>
<td>The volunteer Leader Advisor is truthful and fair in his/her dealing with others.</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>
# Adult Volunteer Evaluation of Youth Leadership Mentor

Please circle the most appropriate response for each statement using the following scale:

- **5 = Strongly Agree**
- **4 = Agree**
- **3 = Neither Agree or Disagree**
- **2 = Disagree**
- **1 = Strongly Disagree**

## Communication Skills

<table>
<thead>
<tr>
<th></th>
<th>Statement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teen leaders understand the material the Youth Leadership Mentor presented during educational workshops and club meetings.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>2</td>
<td>The Youth Leadership Mentor presents all the necessary information teen leaders need to assist other youth during their club meetings.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>3</td>
<td>I listen to the needs and concerns of teen leaders.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>4</td>
<td>Teen leaders receive information in a timely manner.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>5</td>
<td>The Youth Leadership Mentor is able to convey the philosophy and history of 4-H.</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

## Organizational Skills

<table>
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<tr>
<th></th>
<th>Statement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>The Youth Leadership Mentor coordinates meetings/programs efficiently.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>7</td>
<td>The Youth Leadership Mentor effectively controls program/meeting time.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>8</td>
<td>The Youth Leadership Mentor engages teen leaders in the meetings/programs.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>9</td>
<td>Meetings/programs are conducted in an appropriate way for teen leaders to understand and comprehend the material presented.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>10</td>
<td>Information is sent to teens in a timely manner.</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

## Program Management Skills

<table>
<thead>
<tr>
<th></th>
<th>Statement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>The Youth Leadership Mentor understands and conveys to teen leaders the organizational goals.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>12</td>
<td>All records of potential teen leaders who are contacted are kept up to date and the Agent is informed of the Youth Leadership Mentor’s progress in recruitment.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>13</td>
<td>Attendance records are kept to track participation involvement of teens at various leadership training events.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>14</td>
<td>Recruitment strategies are documented and tracked for effectiveness.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>15</td>
<td>Marketing and promotional materials are prepared and distributed well in advance of publication deadlines.</td>
<td>5 4 3 2 1</td>
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<tr>
<td>Educational Design and Delivery Skills</td>
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<td>--------------------------------------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>16. Activities are created that are age appropriate for all youth involved in the program offered.</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>17. Workshops are systematic and easy to understand.</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>18. The Youth Leadership Mentor is able to relate material to the interests and needs of teens.</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>19. The Youth Leadership Mentor is enthusiastic while presenting material.</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>20. The Youth Leadership Mentor demonstrates knowledge and understanding the material.</td>
<td>5 4 3 2 1</td>
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<tr>
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<tbody>
<tr>
<td>21. The Youth Leadership Mentor is able to relate to teens the need for their involvement during planning and implementing programs.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>22. Teen leaders learn techniques to offer leadership opportunities to other youth.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>23. Mentoring skills are related to teens to help youth gain ownership of programs and projects.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>24. Teens learned to lead by example as other youth step into leadership roles.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>25. The Youth Leadership Mentor is able to present youth/adult partnerships in a way that is understood by both adult and teen leaders.</td>
<td>5 4 3 2 1</td>
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</tr>
<tr>
<td>27. The Youth Leadership Mentor is friendly and caring to everyone.</td>
<td>5 4 3 2 1</td>
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<tr>
<td>28. The Youth Leadership Mentor is considerate when dealing with others.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>29. The Youth Leadership Mentor is sensitive to the various learning styles and accommodates each in his/her teaching.</td>
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</tr>
<tr>
<td>30. The Youth Leadership Mentor is truthful and fair in his/her dealings with others.</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>
Agent Evaluation of Youth Leadership Mentor

Please circle the most appropriate response for each statement using the following scale:

5 = Strongly Agree  
4 = Agree  
3 = Neither Agree or Disagree  
2 = Disagree  
1 = Strongly Disagree

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<tbody>
<tr>
<td>1. Teen leaders understand the material the Youth Leadership Mentor presented during educational workshops and club meetings.</td>
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<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. The Youth Leadership Mentor presents all the necessary information teen leaders need to assist other youth during their club meetings.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. The Youth Leadership Mentor listens to the needs and concerns of teen leaders.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4. Teen leaders receive information in a timely manner.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5. The Youth Leadership Mentor is able to convey the philosophy and history of 4-H.</td>
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<td>4</td>
<td>3</td>
<td>2</td>
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<tbody>
<tr>
<td>6. The Youth Leadership Mentor coordinates meetings/programs efficiently.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>7. The Youth Leadership Mentor effectively controls program/meeting time.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>8. The Youth Leadership Mentor engages teen leaders in the meetings/programs.</td>
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<td>4</td>
<td>3</td>
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<tr>
<td>9. Meetings/programs are conducted in an appropriate way for teen leaders to understand and comprehend the material presented.</td>
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<td>2</td>
<td>1</td>
</tr>
<tr>
<td>10. Information is sent to teens in a timely manner.</td>
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<td>4</td>
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<td>2</td>
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<th></th>
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<tbody>
<tr>
<td>11. The Youth Leadership Mentor conveys to teen leaders the organizational goals.</td>
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<td>2</td>
<td>1</td>
</tr>
<tr>
<td>12. All records of potential teen leaders who are contacted are kept up to date and the Agent is informed of the progress in recruitment.</td>
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<td></td>
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<td>20. The Youth Leadership Mentor demonstrated knowledge and understanding of the material.</td>
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<td>30. The Youth Leadership Mentor is truthful and fair in his/her dealings with others.</td>
<td>5 4 3 2 1</td>
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</table>
Member Evaluation of Youth Leadership Mentor

Please circle the most appropriate response for each statement using the following scale:

- **5** = Strongly Agree
- **4** = Agree
- **3** = Neither Agree or Disagree
- **2** = Disagree
- **1** = Strongly Disagree

### Communication Skills

<table>
<thead>
<tr>
<th>Statement</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I understand the material the Youth Leadership Mentor presented during educational workshops and club meetings.</td>
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<tr>
<td>2. The Youth Leadership Mentor presented all the necessary information I need to assist other youth during club meetings.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>3. The Youth Leadership Mentor listened to my needs and concerns.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>4. I receive information in a timely manner.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>5. The Youth Leadership Mentor is able to convey the philosophy and history of 4-H.</td>
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</table>

### Organizational Skills

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<tr>
<th>Statement</th>
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<tbody>
<tr>
<td>6. The Youth Leadership Mentor coordinated meetings/programs efficiently.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>7. The Youth Leadership Mentor effectively controlled program/meeting time.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>8. The Youth Leadership Mentor engaged me in the meetings/programs.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>9. Meetings/programs are conducted in an appropriate way for me to understand and comprehend the material presented.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>10. Information is sent to me in a timely manner.</td>
<td>5 4 3 2 1</td>
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</table>

### Program Management Skills

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<tr>
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</thead>
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<td>11. The Youth Leadership Mentor understands and conveys to me the organizational goals.</td>
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</tr>
<tr>
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# Teen Leader Evaluation of Youth Leadership Mentor

Please circle the most appropriate response for each statement using the following scale:

- **5** = Strongly Agree
- **4** = Agree
- **3** = Neither Agree or Disagree
- **2** = Disagree
- **1** = Strongly Disagree

## Communication Skills

1. I understand the material the Youth Leadership Mentor presented during educational workshops and club meetings.  
2. The Youth Leadership Mentor presented all the necessary information I need to assist other youth during club meetings.  
3. The Youth Leadership Mentor listened to my needs and concerns.  
4. I receive information in a timely manner.  
5. The Youth Leadership Mentor is able to convey the philosophy and history of 4-H.

## Organizational Skills

6. The Youth Leadership Mentor coordinated meetings/programs efficiently.  
7. The Youth Leadership Mentor effectively controlled program/meeting time.  
8. The Youth Leadership Mentor engaged me in the meetings/programs.  
9. Meetings/programs are conducted in an appropriate way for me to understand and comprehend the material presented.  
10. Information is sent to me in a timely manner.

## Program Management Skills

11. The Youth Leadership Mentor understands and conveys to me the organizational goals.  
12. All records of potential teen leaders who were contacted are kept up to date and the Agent is informed of the Youth Leadership Mentor’s progress in recruitment.  
13. Attendance records are kept to track participation involvement of teens at various leadership training events.  
14. Recruitment strategies are documented and tracked for effectiveness.  
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# Youth Leadership Mentor Self Evaluation

Please circle the most appropriate response for each statement using the following scale:

- 5 = Strongly Agree
- 4 = Agree
- 3 = Neither Agree or Disagree
- 2 = Disagree
- 1 = Strongly Disagree

## Communication Skills

| 1. | Teen leaders understand the material I present during educational workshops and club meetings. | 5 4 3 2 1 |
| 2. | I present all the necessary information teen leaders need to assist other youth during their club meetings. | 5 4 3 2 1 |
| 3. | I listen to the needs and concerns of teen leaders. | 5 4 3 2 1 |
| 4. | Teen leaders receive information in a timely manner. | 5 4 3 2 1 |
| 5. | I am able to convey the philosophy and history of 4-H. | 5 4 3 2 1 |

## Organizational Skills

| 6. | I coordinate meetings/programs efficiently. | 5 4 3 2 1 |
| 7. | I effectively control program/meeting time. | 5 4 3 2 1 |
| 8. | I engage teen leaders in the meetings/programs. | 5 4 3 2 1 |
| 9. | Meetings/programs are conducted in an appropriate way for teen leaders to understand and comprehend the material presented. | 5 4 3 2 1 |
| 10. | Information is sent to teens in a timely manner. | 5 4 3 2 1 |

## Program Management Skills

| 11. | I understand and convey to teen leaders the organizational goals. | 5 4 3 2 1 |
| 12. | All records of potential teen leaders who are contacted are kept up to date and the Agent is informed of my progress in recruitment. | 5 4 3 2 1 |
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## Educational Design and Delivery Skills

| 16. | Activities are created that are age appropriate for all youth involved in the programs offered. | 5 4 3 2 1 |
| 17. | Workshops are systematic and easy to understand. | 5 4 3 2 1 |
| 18. | I am able to relate material to the interests and needs of teen. | 5 4 3 2 1 |
| 19. | I am enthusiastic while presenting material. | 5 4 3 2 1 |
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