Welcome to the “Mastering Leadership Roles” project. This guide provides you with project meeting plans (Skill Builders) that include, a skills list, background information, activity suggestions, and ways to know if your members have learned the skills identified. In short, all the information and tools necessary to make this project a rewarding one for you and your members.

If members have taken at least 2 leadership projects and are 15 years old or older (as of Jan 1 of the current club year), then this Master level project is appropriate for them. In this project, members will examine, by learning to do by doing, a leadership role of interest to the member. The member will go through the process of selecting a role, developing a job description, setting goals, developing a plan to achieve their goals, and evaluating their success. The role of the leader in a mastery project is slightly different than the Explore and Discover projects. The leader role is important to provide guidance and support, more of a mentor (please see pg. 5 for additional information on being a mentor). Members will have more additional background information in their Member Manual than in discover level projects.

The 3D’s of Learning - Each Skill Builder has three sections of learning called “Dream it!”, “Do it!” and “Dig it!”. Below is a description of each.

**Dream it! Plan for Success** - this gives members a chance to help plan their activities. A skills checklist, background information, important words, and activating questions are included in the Member Manual so they will be able to think about the topic and activity and decide how they will approach it. The Leader Guide contains in-depth background information on the topics, material lists, suggestions, time requirements for activities, and activating, acquiring, and applying questions to engage member’s thinking through each step of the learning process.

**Do it! Hands on learning** - this is where members are engaged in the activity planned / discussed in the Dream it! Section. Here members are doing the activities and leaders are observing, recording, and providing feedback on how well they are doing. Allow as much individual practice as required; you are assessing the progress and understanding of individual members.

**Dig it! What did you learn?** - this simply means that members and leaders need to ‘dig into their learning’. For the learning cycle to be completed, both need to reflect on how things went and how well they did. For members, this involves self-assessment, giving feedback, creating meaning from their experiences, and thinking about what they would do differently next time. Once this is done they will be in a good position to apply what they have learned to the next experience.

The sequence of project meetings and specific skill building outcomes for members in this project are on the chart on the following page.
What Skills Will The Member Learn?

Each section, Skill Builder (or Builder) in this project has activities that will help your project group learn to do by doing while learning new skills and having fun!

To complete this project, members must:
- Submit a Youth Leadership Job Description to a Manitoba Agriculture, Food and Rural Initiatives GO Centre/Office for approval & feedback after Builder 2.
- Spend a minimum of 12 hours in your leadership role. (and therefore 15-20 hours in the project)
- Complete the activities in each Builder OR a similar activity that focuses on the same skills as you and your members may plan other activities
- Plan and complete the Showcase Challenge
- Complete the Portfolio Page
- Participate in your club’s Achievement (See the inside back cover for more information about 4-H Achievements).

<table>
<thead>
<tr>
<th>Skill Builder</th>
<th>Members will be able to...</th>
<th>Activities</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Selecting a Leadership Goal</td>
<td>- Personal Strengths &amp; Abilities</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Identifying Interests</td>
<td>13</td>
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<tr>
<td></td>
<td></td>
<td>- Interesting Role Activities</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Choose a Leadership Role</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Discuss &amp; More Roles</td>
<td>14</td>
</tr>
<tr>
<td>2</td>
<td>Developing a Job Description</td>
<td>- Concept Frame</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Job Description Designing</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Gathering Feedback</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Discuss &amp; Compare</td>
<td>19</td>
</tr>
<tr>
<td>3</td>
<td>Setting Goals</td>
<td>- SMART Test</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Goal Setting</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Discuss</td>
<td>23</td>
</tr>
<tr>
<td>4</td>
<td>Developing a Plan to Achieve Your Goals</td>
<td>- Mind Map Brainstorming</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- My Action Plan</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Discuss</td>
<td>27</td>
</tr>
<tr>
<td>5</td>
<td>Accomplishing Your Goals</td>
<td>- Keeping Track</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Learn To Do By Doing</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Photo’s</td>
<td>30</td>
</tr>
<tr>
<td>6</td>
<td>Evaluating Your Success</td>
<td>- Looking Back</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Evaluating Success</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Thoughtful Thanks!</td>
<td>33</td>
</tr>
</tbody>
</table>

When members successfully complete the builders, they will showcase what they have learned.

| Showcase/Portfolio | Explain success in using the skills listed above | Showcase Challenge | 49 |
|                   | | Portfolio Page | 51 |
Showcase Challenge and My Portfolio Page

At the end of the members’ section are the “Showcase Challenge” and “My Portfolio Page”. The Showcase Challenge page gets members to think about their accomplishments and explain or demonstrate how they were successful. There are a number of suggestions along with planning information to help them decide how they will best “showcase” their learning to friends, family, community members and/or fellow 4-H members.

Record keeping is an important part of every 4-H project. “My Portfolio Page” is a graphic organizer used to keep track of members’ 4-H experiences. As each member learns skills, the evidence of learning (through participation and completion of the various activities) is recorded on the page. When the Portfolio Page has been completed and confirmed by the leader, then it becomes a record of the member’s completion of the project and participation in other 4-H activities beyond the project.

4-H leader assessment of members will happen throughout the project as you assess the progress and understanding of individual members. You need to observe the members doing the skill and record what you see and hear. Your feedback should be positive and descriptive (not just “well done”). Share that feedback with members frequently so they can put your suggestions into action. How you choose to observe and record is up to you. Some methods are to create checklists, videos and notes while encouraging discussions, peer observations and questions. Recognize that members may improve over the course of a builder and that records should be updated to reflect when they demonstrated their best learning. You are discussing how well members are meeting the skills checklists that are at the beginning of each of the project books, in each Builder and on the Portfolio Page.

Projects promote technical, communication, meeting management, and leadership skills, as well as community involvement and real-world experiences. In addition to the specific skills members are to learn in each builder, the following general learning goals for members are important: Following instructions - Working with others - Using supplies safely - Using the key words - Improving with practice - Respecting timelines.

4-H Project Series Skill Development Levels

Each project topic series contains three levels of skill development: explore, discover, and master.

Explore - each project series has is one project outlining the fundamentals. All members will be expected to complete the Explore level project before moving into the Discover level projects. It introduces the basic skills and terms needed by members for subsequent projects in that series.

Discover - each project series has several project options and members are encouraged to take as many as they would like. At this level, members practice topic specific techniques and gain theme related skills through specialized builders.

Master - multiple project options encourage members to specialize in a topic. They may branch out and take advantage of community options such as cooking for a canteen or participating in a food drive. The Leader’s role is look for opportunities for their members to have more authentic experiences by: working with other mentors, partnering with outside agencies, participating in exchanges, entering competitions, etc. Projects at this level may include the “Partner-a-Project” whereby pre-approved courses will allow members to advance their skills, while applying their learning to the 4-H program.
4-H LEADER TIPS FOR SUCCESS!

- To complete, members must complete all the activities referred to on the “Project Completion Requirements” page OR alternate idea for an activity that would teach the same skill or an age appropriate variation. If activity substitutions are used, be sure to have the member make note in their manuals.

- Dependent on time available at each meeting, group size and abilities of group members, you may wish to break the Builders into more than one project meeting.

- The internet has lots of interesting websites and educational activities. You may choose to use a search engine to explore the options available. We do not endorse any website or the safety or functionality of any products they may sell. Information/products will be used at your own discretion.

- Safety is a number one priority. Care has been taken to create safe, age appropriate activities throughout this manual. As leaders, it is important for you to emphasize safety rules and manage or adapt activities in a manner that will safely match your members abilities. Ensure members have a good understanding of safe working and handling practices when using tools, that they use the appropriate safety equipment when necessary, and that appropriate supervision is provided. A quality experience needs to be a safe experience.

- The multiple intelligences theory teaches us that people learn in at least 8 different ways. All individuals will be stronger in some ways of “intelligences” and weaker in others. It follows that the more ways we teach, the more members we will reach. Throughout this project, you will find a mix of writing, reading, hands-on work, artwork, self-evaluation, group discussion and math calculations. Teaching projects using a broad blend will help increase the learning potential of all members.

- Projects are designed to teach many skills. However, the 4-H member is always more important than the subject matter. Stress cooperation in the activities where possible to develop teamwork and cooperation skills. These are valuable skills that will assist them in a number of settings. Ensure the work is completed in a manner that members feel good about themselves and their efforts. This can be done by assigning appropriate tasks or roles based on member’s individual abilities. Modelling and expecting supportive behaviour (i.e. no “put-downs”) amongst members, or by other adults, also contributes to a positive experience.

- There will be opportunity for experimentation and applying skills that members have learned throughout this project. Experimenting can be frustrating, but learning through trial and error is an important life skill. Explain to members that it is alright to either go onto the next builder or do the builder again if they need the practice. Help the members work through their challenges until they are satisfied with the quality of their designs. Creating inventive 4-H members will be very rewarding.

- Celebrating success is an important but sometimes overlooked part of our lives. We encourage you to use the final section to empower the members by celebrating all they have learned in a fun manner. Anything that you do to add to the spirit of fun and the sense of accomplishment of each member will likely be remembered as the high-light of their 4-H year.

Have fun and thanks for your belief in young people!
Being A 4-H Mastery Level Project Leader

Mentors are valuable people in our lives that support and encourage us and point us in the right direction. A mentor is a person that invests time, energy and knowledge into contributing to another person’s growth.

The majority of mentor relationships are informal and often go undetected. Think for a moment. Can you identify someone who has contributed to your personal growth? Have you been a mentor by being a coach or role model to your peers, younger acquaintances or the adults in your life? You can likely identify mentor relationships that you have already been in but have not necessarily viewed from that perspective. Being a 4-H leader, especially to older 4-H youth, provides a formal opportunity to have a mentor relationship.

Mentors can serve a variety of roles in the lives of their mentees (the person they are mentoring). Some of these roles may include:
- Listening - not talking but really listening to what the mentee has to say
- Role modeling - setting an example by how you behave and what you accomplish as opposed to just talking about it. Leading by example is a powerful teacher.
- Building self-confidence - offering encouragement and appropriate praise can be very empowering to those receiving it.
- Providing challenges - planting the seed of inspiration to strive for and expand your personal best through a variety of growth experiences. This is often referred to as coaching.
- Offering perspective - helping the mentee to see the big picture. This is often done through helping the mentee identify their feelings and providing feedback that gives them both accurate information and encouraging them to explore the options available to them.

Mentoring can be such a positive growth experience for both the mentor and the mentee. Challenge yourself to learn and practice mentoring skills in your relationships - whether those relationships are formal or informal. You can make a real difference in someone’s life.

Let’s take a closer look at some of the roles of a mentor:

Listening Skills

Active listening is such a valuable life skill but we are rarely taught how to do it well. Here are some basic tips to improving your listening skills:
- Stop talking. The fewer words that you say the more words the other person can say.
- Show that you are listening. Sit/stand where you can make eye contact with the speaker. Lean forward, nod your head, remain alert, and smile – anything to show that you are hearing and thus reacting to the information.
- Listen for ideas rather than facts. Tune into the person’s feelings as well as the content of the message. Body language and tone of voice can often reveal more than the actual words do.
- Provide feedback. To ensure what you heard is what the speaker meant, summarize back to the speaker (in your own words) what you feel were the key points that they made. This provides the speaker the opportunity to correct you if you have not clearly understood what they meant.
- Remove distractions. Find a quiet place to talk. Don’t be mentally jumping ahead rehearsing what you should say next.
- Don’t judge. You may not agree with what the speaker is saying but accept it at face value. If you accept the speaker’s thoughts and feelings without judgment, they will be more open to hearing other points of view after they have had their case heard without judgments.
Building Self Confidence in Others

Self-confidence is a powerful motivator and we should strive to build positive self-confidence in others and ourselves. What can you do to increase another’s self-confidence? Some tips include:

- Believe in the person. Say and show that you think they can accomplish their goals. Introducing them to key people and being enthusiastic about their abilities can be very encouraging to the mentee.
- Empower them to make choices. Advice is very easy to give but suggesting choices the mentee can consider gives the person a sense of control and power over his/her life.
- Identify skills and growth opportunities. A mentor can help mentees identify their current skills and skills or knowledge they may need to acquire to accomplish their goals. Encouraging a person to try new skills is an important role of a mentor.

Providing Challenges & Effective Coaching

Five basic steps to effective coaching are:

1. Tell - explain how to do the task
2. Show - demonstrate how the task is done
3. Do - provide an opportunity for the learner to do the task
4. Observe - watch how the task is being done
5. Praise and/or redirect - compliment on the correctly done performances and suggest area of improvement

Some further tips to ensuring a successful coaching experience are to:

- Break the learning into small tasks or steps
- Take time to ensure each step is learned correctly before moving on to the next step.
- Bad habits are difficult to correct.
- Match abilities and tasks.
Resources For a Mastery Level Leader

Since a significant component of the mastery level projects is to assist members to locate resources to enhance or their project experience. The following are some sources of additional information and resources:

**The Catalogue of Supplies**

This resource gives more information than the on the different projects and specific details on leader or member manuals, record books and related resource material. The resources listed in the catalogue include books, pamphlets, promotional supplies and audiovisual materials for project, leadership and general topic areas.

**People to Help**

1. **Head Leader**
   - Your 4-H club’s head leader is one of the first people to contact for information and help. If you are a head leader, contacting another 4-H head leader can create a great buddy system for support, questions and ideas.

2. **Leader Training Opportunities**
   - Take advantage of any leader training opportunities.

3. **4-H Leaders/Members**
   - Other 4-H project leaders and/or senior 4-H members can be excellent source of experience and/or ideas about: resources to access, project leadership techniques, working with specific age groups etc.

4. **Community**
   - Check out staff at local schools, RCMP headquarters, hospitals and other local services to assist with your 4-H program. There are often many people in your community who have expertise in a specific area that could speak at your project meeting. You could also take a tour of some local business like a local veterinary clinic, bakery, craft store, farm, grocery store etc.

5. **Manitoba 4-H Council Office**
   - Manitoba 4-H Council coordinates, develops and administers provincial 4-H policy and delivers provincial 4-H events, programs and activities.
   - [www.4h.mb.ca](http://www.4h.mb.ca)

6. **Manitoba Agriculture, Food and Rural Initiatives (MAFRI)**
   - MAFRI is responsible for the development and continuation of the 4-H program in Manitoba. Some specific examples include:
     - Creating and providing 4-H project materials
     - Collecting 4-H enrolment data
     - Delivery of 4-H member and/or leader skill development workshops, fact sheets, and mentoring
     - Liaison/mentor to area, provincial and national 4-H councils
   - At GO Centre/Offices, Rural Leadership Specialist, Farm Production Advisor, Business Development Specialist, Knowledge Assistants & Extension Coordinator support the 4-H program in a variety of manners. Contact your GO Office/Centre or email 4-H@gov.mb.ca for support with:
     - Project delivery questions
     - Support in skill development for members or leaders (e.g. communications, meeting management, leadership)
     - 4-H resources
Youth Learning Characteristics - Background for a Mastery Level Leader

Below you will find a list of characteristics that are common to children in five different grade levels. *Please remember, however, that children develop at their own pace, and all characteristics will not be observed in all children at the same age or in the same grade.* But you should find this outline helpful as you work with youth of different ages.

Grades 7 – 10 (12-15 years old)
- Tend to be very concerned with themselves and their peer group. Relationship skills become a priority. Many begin dating, and acceptance by members of the opposite sex may become important.
- Since many are becoming aware of their own special abilities and talents, this is a good time for introducing them to leadership roles.
- As they begin to think about the future and make realistic plans, their vocational goals are often influenced by the activities they select.
- Mastering abstract thinking, they imagine new ways of doing things that sometimes challenge adults.
- Set their goals based on feeling of personal need and priorities. Any goals set by others are likely to be rejected.
- Can initiate and complete tasks without supervision. Leader’s role should be that of advisor/coach.

Grades 10 – 12 (15-17 years old)
- Finishing up high school and moving on towards independent living away from their family.
- Future plans are important as they begin making the transition to adult life. Their goals for the future influence which activities they continue.
- In most cases, they determine their own schedule and only general directions are needed when they are assigned familiar tasks.
- Close relationships develop as they become preoccupied with their need for intimacy.
- Make and carry out serious decisions, but still need adults for support and guidance.
- Adults no longer control activities, but should serve as resource people, helping to stimulate teens’ thoughts.

Four Basic Needs Common To Everyone

There are some very distinct differences between the interests and needs of an eight year old and those of a 21 year old. However, there are certain basic needs that are common to everyone, regardless of age, that you should keep in mind when working with your members.

- **The need for recognition**, causing a person to seek experiences and understanding in which there is social approval, commendation and prestige; and to avoid experiences that result in ridicule and disapproval.
- **The need for power**, causing the person to seek experiences that hold promise of achievement, success, self determination and mastery; and to avoid situations that involve frustration and a sense of failure.
- **The need for new experiences**, causing a person to seek experiences that provide adventure, excitement and change; and to avoid situations that are monotonous and boring.
- **The need for security**, causing a person to seek experiences that give assurance of protection, confidence and belonging; and to avoid situations involving danger, insecurity and fear.
Learn To Do By Doing

4-H Experiential Learning

“Learn to do by doing” is one of the main reasons 4-H has been so widely recognized and respected in the field of informal education. It engages the learner, encouraging them to think more, work hard, and ultimately learn more thoroughly than with traditional teaching methods. Experiential learning is more than just doing activities. It involves discussing the activity, drawing conclusions from the activity, and applying them to the real world.

Dream it! Do it! Dig it! is based on Experiential learning.

Learn To Do By Doing

One of the principles behind all 4-H training is “Learn To Do By Doing.” The 4-H motto is based on sound principles – people learn by doing and achieving.

People generally remember about 10% of what they read.
While some material can be simply read and understood by members, providing reading material ahead of time is best.

People generally remember about 20% of what they hear.
Lectures should be kept very short. Always keep it under 30 minutes with younger children.

People generally remember about 30% of what they see.
Try to make a demonstration part of every lesson. “The eye is the window to the brain.”

People generally remember about 50% of what they hear and see.
Explain and demonstrate the principle.

People generally remember about 70% of what they say and write.
Explain and demonstrate the principle and have the member write it down and repeat it back. Record books and journals will also reinforce the project concepts.

People generally remember about 90% of what they say and do.
Whenever possible the member should have the opportunity to practice. The ideal lesson is five minutes of explanation, ten minutes of demonstration and fifteen minutes of practice.

4-H Online Resources

www.4h.mb.ca
Www.manitoba.ca/agriculture/4h
4h@gov.mb.ca
www.4-h-canada.ca
WHAT IS LEADERSHIP ALL ABOUT?

What is leadership? There are many definitions of leadership but there are three elements commonly found in most definitions. These are:

1. Leadership involves having influence on others. This influence may be as local as recruiting a group of supporters or as far reaching as influencing the general public.
2. Leadership involves making an impact on others that usually results in some type of change. This change could be a new member in an organization or an impact that resulted in the laws of the country being altered.
3. Leadership involves accomplishing goals. Leaders have a mission that they are setting out to achieve and then work at making their goals a reality.

This project is designed to expand and strengthen your leadership skills by leading you through the following steps:

1. Selecting a Leadership Role
   - You might want to teach, plan and coordinate a program, serve as a mentor, contribute to your community as a volunteer, promote a program, be an ambassador on a certain topic, lead activities or a variety of other roles that may appeal to you.
   - Determine what you want to work with. It might be your 4-H club or council, a local community service group, a provincial organization, whose mandate you believe in, your school or a group of people or cause of your own formation.
   - Your range of roles and possible roles to focus on are only limited by your determination and commitment.

- John Quincy Adams

3. Setting Goals
   - What do you want to accomplish within your leadership role?
   - What or who will benefit from your contributions?
   - By setting clear goals for yourself you will know what targets to aim for and when you have reached them.

4. Developing a Plan
   - You will develop a framework for successful achievement of your goals by identifying what actions you need to take and what resources you might need to reach your goals.
   - You will also establish a timeline for completion of these goals to help you keep on track.

5. Accomplishing your goals
   - "Learning to do by doing" is the most effective method of developing high quality leadership skills. Focus on your current skills and develop new skills by putting your plan into action.
   - There are a number of reference sheets available from your leader to provide some basic information on some leadership roles.
   - Your library, 4-H Catalogue of Supplies, Manitoba Agriculture, Food and Rural Initiatives staff, 4-H leaders and local role models can provide further invaluable information and support.

6. Evaluating Your Success
   - Use your network of people to help make your project a success.

Manitoba Association of Agricultural Societies

The Manitoba Association of Agricultural Societies (MAAS) represent the 59 active Agricultural Societies in the province. MAAS works towards revitalizing rural communities. MAAS provides Manitoba Agricultural Societies with the vehicles and opportunities to develop and promote vital rural communities.

Agricultural Societies are always looking for energetic volunteers! For more information on Manitoba Agricultural Societies, links to local Society web pages, contact information and fair dates visit:

http://www.gov.mb.ca/agriculture/organizations/ag societies/
In the Member Manual - Member Introduction Pages

Linking to Your Leader

What kind of support should members doing this Master level project have/expect? Supports for the project may include a 4-H club leader, community leaders and MAFRI 4G centre/offices staff, 4-H leaders, MAFRI staff and community leaders may be acting as your "coach" or "mentor".

Mentors are valuable people in our lives that support and encourage us and point us in the right direction. A mentor is a person that invests time, energy and knowledge into contributing to another person's growth. The majority of mentor relationships are informal and often go undetected. Think for a moment. Can you identify someone who has contributed to your personal growth? Have you been a mentor by being a coach or role model to your peers, younger acquaintances or the adults in your life? You can likely identify mentor relationships that you have already been in but have not necessarily viewed from that perspective.

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- **Listening**: Not talking but really listening to what the mentee has to say.
- **Role modeling**: Setting an example by behaving and accomplishing tasks appropriately as opposed to just telling about it. Leading by example is a powerful teaching tool.
- **Building self-confidence**: Offering encouragement and appropriate praise can be very empowering to those receiving it.
- **Providing challenges**: Planting the seed of inspiration to strive for and expand on a personal best through a variety of growth experiences. This is often referred to as coaching.
- **Offering perspective**: Helping the mentee to see the big picture. This is often done through helping the mentee identify their feelings and providing feedback that gives them both accurate information and encouraging them to explore the options available to them.

Places of Mentorship

**4-H events**

Taking part in Club, Area, Provincial, and National 4-H programs can be great opportunities to meet friends, have fun, and develop leadership skills. Check out www.4hmb.ca to find information about upcoming events!

**Cooperative Youth Leadership Seminar**

Cooperative Youth Leadership Seminar offers a chance for Manitoba youth to learn more about the world around them, their peers and most importantly, themselves. Youth will develop leadership skills, and learn about cross cultural issues and values affecting society, global development and the co-operative movement. Co-ops and credit unions throughout the province sponsor youth to attend the seminars.

For more information please visit: http://www.manitobayouthcoop/
Skill Builder 1: Selecting a Leadership Role

Skills Checklist

- Identify personal strengths & abilities
- Identify personal interests
- Identify community leadership roles

Background For Leaders

This builder will help members to identify their personal skills, abilities, and interests. This information will be used to select an appropriate and exciting leadership role.

Important Words

Help members define the following words and listen for them using these words in their discussions. One strategy to help members learn new vocabulary is to have them paraphrase the definitions. Have members use their own words to increase connection making.

<table>
<thead>
<tr>
<th>Leadership</th>
<th>Leadership involves influencing others, making an impact and accomplishing goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengths</td>
<td>Abilities, talents, special skills or aptitudes. Something at which one excels at doing.</td>
</tr>
<tr>
<td>Abilities</td>
<td>Competence in an activity or occupation because of one’s skill or training.</td>
</tr>
<tr>
<td>Roles</td>
<td>A part or position in which one acts to complete specific functions or activities.</td>
</tr>
</tbody>
</table>

Thinking Ahead

- What will you discuss with members? Are there leadership roles that the member have been in before? Have you witnessed the members in leadership roles? Have you been in any leadership roles that you would like to share information about with the members? Gather observations and think of examples of leadership roles in the community that will help in your discussions.

Preparing for Success

- Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this builder. Discuss what success in these activities might look like, sound like, or feel like.

Dream It!

Activating Strategies

- Ask the members if they have taken this project with a specific goal in mind?
- Get members thinking about different leadership roles by having them brainstorm a number of roles that they might consider taking on now or in the future.
**Personal Strengths & Abilities**

Members will use questions from their Member Manual to help identify their strengths and abilities.

**Time required:** 15 minutes

**Equipment/Supplies & Instructions:** As shown in the Member Manual pages.

**Identifying Interests**

Members will use questions from their Member Manual to help them identify and brainstorm personal interests that can be used to shape their project.

**Time required:** 15 minutes

**Equipment/Supplies & Instructions:** As shown in the Member Manual pages.

**Interesting Role Activities**

Members will use the checklist from their Member Manual to help them identify interesting types of leadership role activities.

**Time required:** 15 minutes

**Equipment/Supplies & Instructions:** As shown in the Member Manual pages.

As a leader, you should be prepared to help members think of and discuss community leadership roles that involve the types of activities listed. Activities include fundraising, starting a club, filling a volunteer position, supporting a team, counseling others, helping coordinate an event, teaching skills, coaching a group, running a program, advocating for a cause, promoting a program, serving as an ambassador, and leading activities.

**Do It!**

**Choose a Leadership Role**

This activity gets members to identify a leadership role and the group of people or organization that the member will work with.

**Time required:** 10 minutes *(depends if members have a role in mind already)*

**Equipment/Supplies & Instructions:** As shown in the Member Manual pages

**Additional Resources/ Handouts**

- Manitoba Youth Volunteer Opportunities can be found at www.myvop.ca.
- Manitoba Volunteer Opportunities can be found at www.mbvolunteer.ca
**Dig it!**

**Discuss & More Roles**

Members will reflect upon the interest and skill inventories as well as consider and research roles for the future.

**Time required:** 30 minutes

**Equipment/Supplies & Instructions:** As shown in the Member Manual pages.

To help members reflect on their learning and apply what they know, make sure to discuss the discussion questions from the Member Manual.

**What’s Next?**

In the next builder, members will develop a job description for their chosen leadership role. Members may want to research the role and have information ready for the next builder.

**Leader’s Notes**
In the Member Manual

Skill Builder I: Selecting a Leadership Role

What kind of leader are you going to be?

Before going out and “being a leader” you must do some planning to be sure that your final action matches your basic skills, those you want to develop, and your interests.

SKILLS CHECKLIST
- Identify personal strengths & abilities
- Identify personal interests
- Identify community leadership roles

Dream it!

You may have taken this project with a specific goal in mind. Or you might have just decided that it looked interesting, but you are not sure what you want to do. Either way, the following exercises will help you select a leadership role for your 4-H project.

Personal Strengths & Abilities

Use the following questions to help identify your strengths and abilities.

coaching - planning - motivating - delegating - speaking

I am very good at the following leadership skills:

I have had some experience, but could still improve on the following leadership skills:

identifying Interests

Use the following questions to help brainstorm and identify your interests. Write down your answers in the circles provided.

rural issues, sports, hunting, local government concerns, environment, human rights, etc.

I am interested in:

I am interested in working with the following types of people:

Women’s Institute, 4-H Club, Ag Society, Student Council, Congressional County, etc.

I am interested in working with the following organizations:

chefs, seniors, athletes, peers, students, special populations, volunteers, holiday events, community group, animal club, etc.

Identifying Interests

Use the following questions to help brainstorm and identify your interests. Write down your answers in the circles provided.

rural issues, sports, hunting, local government concerns, environment, human rights, etc.

I am interested in:

I am interested in working with the following types of people:

Women’s Institute, 4-H Club, Ag Society, Student Council, Congressional County, etc.

I am interested in working with the following organizations:

chefs, seniors, athletes, peers, students, special populations, volunteers, holiday events, community group, animal club, etc.
In the Member Manual

Interesting Role Activities

I am interested in a leadership role that involves (check all applicable):

☐ Teaching skills
☐ Fundraising
☐ Coaching a group
☐ Starting a club
☐ Running a program
☐ Filling a volunteer position
☐ Advocating for a cause
☐ Supporting a team
☐ Promoting a program
☐ Counselling others
☐ Serving as an ambassador
☐ Helping coordinate an event
☐ Leading activities

Add your own ideas to the list: ______________________

Amazing Leaders - Manitoba Woman’s Institute

MWI is a provincial rural women’s organization dedicated to personal development, family, agriculture, rural development and community action - locally and globally. Women of all ages, from all walks of life and from all regions of the province are involved in MWI. Membership in MWI offers the opportunity to develop self-confidence and leadership skills by participating in conferences and special skills development workshops. Members are encouraged to put what they learn into action by working on the organization’s committees and regional or provincial boards.

Do it!

Choose a Leadership Role

It is time to look back at your abilities, strengths and interests to choose a leadership role for your 4-H project.

• Do you already know what you want to do? Great!!!
• Still considering your options - go out and explore, surf the net, talk to friends and family. It can be amazing how many opportunities are or could be made available in your community!!!

Once you think you know what role you want to take on, look at the example roles on the next page. Fill in the blanks to identify your leadership role and the group of people or organization that you want to work with.

Some example leadership roles might include:

• “I want to lead recreation activities with the Somatown Siggles 4-H Club”
• “I want to be a volunteer Activity Coordinator with Valley Seniors Home”

Fill in the following blanks once you have chosen a leadership role:

I want to ________________________________ (describe your leadership role)
with ________________________________ (describe a group of people or organization that you want to work with)

Dig it!

Discuss & More Roles

• Have you learned anything about yourself by identifying your own interests, skills and abilities? Have others?
• Are there any other leadership/community roles that you would like to consider?
• You can use your skills and interest inventories to search out other opportunities that would interest you for the future. Brainstorm and identify two other possible leadership roles in the blanks below. (e.g. Community volunteer? School activity roles? etc.)

1) ________________________________ (describe the role)
with ________________________________ (describe a group of people or organization that you would work with)

2) ________________________________ (describe the role)
with ________________________________ (describe a group of people or organization that you would work with).

What’s Next?

In the next builder, you will develop a job description for the leadership role you have chosen. You may want to research your role and have information about your role ready for the next builder.
Skill Builder 2: Developing a Job Description

Skills Checklist

- Create job description
- Identify job responsibilities & requirements
- Receive feedback
- Take part in evaluation & approval process

Background For Leaders

The development of a job description helps to clearly define responsibilities – both for the members and for those who the member will be working with or impacting. Development of job descriptions is a very useful skill that can be used to improve and/or create successful working relationships with staff or volunteers. Job Description components/requirements are identified in the Member Manual.

Important Words

Help members define the following words and listen for them using these words in their discussions. Ask for sentences that “show you know.” When members construct novel sentences they confirm their understanding of a new word.

<table>
<thead>
<tr>
<th>Responsibilities</th>
<th>Tasks or initiatives that a person is responsible and accountable for doing, completing, or overseeing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Description</td>
<td>An abstract of a job analysis containing the requirements of a job, used in hiring and placing. Most description include a title, general description of the position, responsibilities, skills needed, time required, responsible to, and benefits.</td>
</tr>
<tr>
<td>Feedback</td>
<td>Evaluative information derived from a reaction or response to a particular action.</td>
</tr>
</tbody>
</table>

Thinking Ahead

- What will you discuss with members? Gather observations and think of examples that will help support your discussion.

Preparing for Success

- Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this builder. Discuss what success in these activities might look like, sound like, or feel like.

Dream It!

Activating Strategies

Activate members prior knowledge about their leadership role. Ask members questions like: What do you know about the leadership role? Have you talked with anyone who has taken the role on? What aspect of this role made you choose it?
Concept Frame

One way to gather information is by completing a concept frame. Concept frames are a way to organize and gather information during research. Members write relevant information under the appropriate headings. Below is an example of a concept frame outline.

**Time required:** 20 minutes

**Equipment/Supplies & Instructions:** As shown in the Member Manual pages.

<table>
<thead>
<tr>
<th>Job Title</th>
<th>General Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills Needed</td>
<td></td>
</tr>
<tr>
<td>Responsible To</td>
<td>Benefits</td>
</tr>
<tr>
<td>Time Required</td>
<td>Any Other Information</td>
</tr>
<tr>
<td>Responsibilities</td>
<td></td>
</tr>
</tbody>
</table>

Do It!

**Job Description Designing**

Members will describe each of the categories required to create a complete job description.

**Time required:** 30 minutes

**Equipment/Supplies & Instructions:** As shown in the Member Manual pages.

**NOTE:** This may be done on the computer and attached to the manual. An electronic copy may be useful for the Gathering Feedback activity that will occur next.

Gathering Feedback

Members will submit a copy of their Youth Leadership Job Description along with their name, 4-H club, and leader’s name to a local Manitoba Agriculture, Food and Rural Initiatives GO Office/Centre for approval. To find the office closest to you, you can email 4h@gov.mb.ca, call 1-204-726-6613, or look online at: www.gov.mb.ca/agriculture/contact/agoffices.html for a listing of local offices. Members can submit their Job Description in many ways (e.g. mail, email, an in-person visit etc.).

Submitting their Youth Leadership Job Description is important because it gives members an opportunity to receive feedback on their project plan. Also, it gives Manitoba Agriculture and Food Rural Initiatives staff an opportunity to know what type of leadership roles 4-H members are doing. It can be a great learning and networking opportunity for 4-H members to be connected with professionals in the community.

**Time required:** 30 minutes & response time from MAFRI staff

**Equipment/Supplies & Instructions:** As shown in the Member Manual pages.
**Dig it!**

**Discuss & Compare**

Members will think about and discuss job descriptions for other roles in their lives.

**Time required:** 30 minutes

**Equipment/Supplies & Instructions:** As shown in the Member Manual pages.

Discuss with the members how a job description could be used for preparing resumes, preparing for interviews, describing work experience, completing skill inventories, filling out scholarship applications, future volunteer recruitment, and sharing experiences with friends.

**What’s Next?**

After this builder members should have a clear picture about the leadership role they will be doing. Make sure members receive approval of their Youth Leadership Job Description before moving on to the next builder. In the next builder, ideas around goal settings will be explored.

**Leader’s Notes**
In the Member Manual

Skill Builder 2: Developing a Job Description

What do you know about your leadership role?
The development of a job description of your leadership role helps to clearly define your responsibilities – both for yourself and those you will be working with or impacting on. Development of job descriptions is a very useful skill that you may use many times to improve and/or create successful working relationships with staff or volunteers.

SKILL CHECKLIST
- Create job description
- Identify job responsibilities and requirements
- Take part in evaluation & approval process
- Receive feedback

Dream it!

Concept Frame
This builder contains information about creating a job description for your leadership role. To complete a job description for your chosen leadership role, you will need to gather information. One way to gather information is within a concept frame. Enlarge and draw the frame to the right on a blank piece of paper or on poster board to brainstorm and fill in the information you will require about you leadership role.

Job Description Requirements
Title: Identifies the job. E.g. Assistant Activity Coordinator

General Description of Position: In one or two sentences state what the job involves. Use action words to describe your leadership role. E.g. Fundraising, coordinating, teaching, policy-making, etc. Include who your clients will be or who you will be working with. E.g. Assistant Activity Coordinator - To develop, coordinate and deliver recreational and social programs for the enjoyment of the residents in the Pleasant Valley Seniors Home.

Responsibilities: Describe the specific tasks that you will be required to do within your position. Again use action verbs to begin your statements. E.g. *Talk to the residents and staff of the Seniors Home to see what they might suggest for activities ideas.
*Select 5 program ideas to develop.
*Plan and coordinate necessary details to run the programs.
*Evaluate the success of the programs.

Skills Needed: List any special skills required to be able to do the necessary tasks. E.g. *Program planning skills, *Listening skills, *Exclusion skills

Time Required: Be honest. Give the number of times per week or month that you will be required to spend time on this role. Use hours if possible – doing a calculation of how long you might have to work each week or month. Include the length of commitment – is it for 3 months, 6 weeks, 1 year? E.g. 3 hours biweekly (every other Wed. evening) for 6 months – September to April + the time spent at the 5 programs I develop (approx. 20 hours). Estimate total time commitment to be 70 hours.

Important words
Watch for these important words throughout this builder. Responsibilities, Job Description, Feedback

Responsibilities: For some roles that you create, you may only be responsible to yourself. However, if you are working within an organization, they will have certain authority established. Who do you report to or ask advice from? How much authority do you have in carrying out your responsibilities – do you need approval to spend money, before implementing an idea, etc? You might be responsible to one person, the membership of the organization or to the executive. E.g., Report to the Manager of the Seniors Home. Must receive written approval of each program plan and budget prior to the event.

Benefits: What will you gain by filling this role? Non-monetary rewards are important. What will others (individuals, the group, the community) gain by your filling this role? E.g., program planning skills, future job references, experience working with the needs of the elderly, new friendships, partnerships, fresh air and experiences.

Do it!

Job Description Design
If you are working with an organization, discuss your completed job description with them or develop it together. This will help to ensure that everyone knows what to expect before you enter into the role. Describe each of the categories listed below, as described previously in this manual, and you will have your job description.

Youth Leadership Job Description

<table>
<thead>
<tr>
<th>Name:</th>
<th>Phone Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
<td></td>
</tr>
<tr>
<td>Title:</td>
<td></td>
</tr>
</tbody>
</table>

General Description of Position:

Responsibilities:

| Skills Needed: | |
| Time Required: | |

| Responsible To: | |
| Benefits: | *This may also be done on the computer and attached to the manual. An electronic copy may be useful for the Gathering Feedback activity. |
In the Member Manual

Gathering Feedback

Submit a copy of your Youth Leadership job Description along with your name, 4-H club, and leader's name to your local Manitoba Agriculture, Food and Rural Initiatives G0 Office/Centre for approval. To find the office closest to you, you can email 4h@gov.mb.ca, call 1-204-775-6613, or look online at: www.gov.mb.ca/agriculture/contact/agoffices.html for a listing of local offices.

When you receive feedback, consider the suggestions. Did you get any suggestions about:

- Resources to consider:
- People to contact:
- Project extensions:
- Plans for improvement:

After receiving feedback I …

(e.g. changed/edited my plan, took suggestions, looked at resources, continued to plan my leadership role etc.)

Dig it!

Discuss & Compare

- Make job descriptions for other roles in your life that you are in currently? (e.g. student, son/daughter, friend, volunteer etc.) Discuss with someone what this description might look like. Would creating job descriptions be useful so you know what others expect?
- How can these job descriptions be useful in the future?
- What might you now use the job description for? (check all that may be important)
  - Resumes
  - Interviews
  - Describing work experience
  - Skill Inventories
  - Scholarship applications
  - Future volunteer recruitment
  - Sharing with friends
  - Other:

What's Next?

After this builder you should have a clear picture about the leadership role you will be doing. Make sure to receive approval of your Youth Leadership job Description before moving on to the next builder. In the next builder, ideas around goal setting will be explored. With goal setting, we will be exploring how you picture yourself in the role and what you would like to do and learn in the role.
Skill Builder 3: Setting Goals

Skills Checklist
- Set SMART goals
- Test/Evaluate goals
- Apply goals to their lives
- Understand the importance of goals

Background For Leaders
Leadership involves accomplishing goals. Writing down project goals will help members plan and will help members measure their success. Goals are most effective when they are SMART goals. SMART goals are Specific, Measurable, Attainable, Realistic and Timely.

Important Words
Help members define the following words and look for members using this vocabulary in their discussions. A few strategies you can use include;
- Teach synonyms by providing a synonym members know.
- Teach antonyms. Not all words have antonyms, but thinking about opposites requires the members to evaluate the critical attributes of the words in question.
- Provide non-examples. Similar to using antonyms, providing non-examples requires students to evaluate a word's attributes. Invite students to explain why it is not an example.

<table>
<thead>
<tr>
<th>Goals</th>
<th>The result toward which effort is directed aimed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific</td>
<td>Focused and clearly defined.</td>
</tr>
<tr>
<td>Measurable</td>
<td>Capable of being measured. Observable amounts or comparisons to identify change.</td>
</tr>
<tr>
<td>Attainable</td>
<td>Capable of being attained. Something within reach or that can be accomplished.</td>
</tr>
<tr>
<td>Realistic</td>
<td>Based on what is real or practical.</td>
</tr>
<tr>
<td>Timely</td>
<td>Grounded within a time frame. Occurring at and within a suitable time.</td>
</tr>
</tbody>
</table>

Thinking Ahead
- What will you discuss with members? Gather observations and think of examples that will help support your discussion.

Preparing for Success
- Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this builder. Discuss what success in these activities might look like, sound like, or feel like.

Dream It!

SMART Test
Goals can be deconstructed to see if they are SMART! Members will take an example goal and fill in a chart to evaluate how SMART they think it is.
**Time required:** 15 minutes

**Equipment/Supplies & Instructions:** As shown in the members pages. An example filled in chart is provided below:

### SMART Test It!

<table>
<thead>
<tr>
<th><strong>Specific</strong></th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Measurable</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals will be accomplished when the three members enrolled have received completion at achievement.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Attainable</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Time is scheduled to allow for biweekly meetings and a couple of hours planning time before each meeting.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Realistic</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>This is realistic as the Exploring Foods project has been done by leaders before.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Timely</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The goal is current and has a clear deadline: achievement.</td>
<td></td>
</tr>
</tbody>
</table>

### Do It!

**Goal Setting**

Members will create their project’s leadership goals. Members will i) set goals, ii) complete a SMART test, and iii) revise their goals if needed, to pass the SMART test.

**Time required:** 30 minutes

**Equipment/Supplies & Instructions:** As shown in the Member Manual pages.

**NOTE:** Members may have one or several goals. Many projects may only have one goal, but breaking large projects/goals into smaller parts/goals can be useful to make them more manageable.

### Dig it!

**Discuss**

Members will discuss and share goals that they have from other areas in their lives. Members will discuss how goals may change over time.

**Time required:** 15 minutes

**Equipment/Supplies & Instructions:** As shown in the Member Manual pages.

**Suggested Variations / Extensions**

Some people have many lifelong goals or many specific things that they would like to do in their lifetime. Have members create a Bucket List (a list of things they would like to do before they die) to have members start to think about the future.

**What’s Next?**

In the next builder, members will develop a plan to complete their goals.
In the Member Manual

Skill Builder 3: Setting Goals

What kind of leadership goals do you have?
Leadership involves accomplishing goals. You have selected your leadership role for this project for specific reasons. In your mind, you will have set certain goals for yourself. Goals are:
- Destinations you want to reach
- Targets you want to aim for
- Things you want to achieve or have to do

SKILLS CHECKLIST
- Set SMART goals
- Test/Evaluate goals
- Apply goals to their lives
- Understand the importance of goals

Dream it!
Writing down your project goals will help you plan your progress and will help you measure your success.

Goals are most effective when they are SMART goals. SMART goals are:

- **S** - Is the goal **Specific**? A specific goal has a much greater chance of being accomplished than a general goal. Does it tell who, what, where, when, why and how? Goals should be straightforward and emphasize what you want to happen. Specifics help us to focus our efforts and clearly define what we are going to do. Use action words such as direct, organize, coordinate, lead, develop, plan, build etc.

- **M** - Is it **Measurable**? Can you tell when you have achieved it? Establish concrete criteria for measuring progress. When you measure your progress you stay on track, reach your target dates, and experience the exhilaration of achievement that spur you on to continued effort required to reach your goal. To determine if your goal is measurable, ask questions such as: How much? How many? How will I know when it is accomplished? If you can’t measure it, you can’t manage it. Choose a goal with measurable progress, so you can see the change occur. How will you know when you reach your goal?

- **A** - Is it **Attainable**? Is your goal within your reach given your current situation? You can attain most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps. Goals that may have seemed far away and out of reach eventually move closer and become attainable, not because your goals shrink, but because you grow and expand to match them. When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them. Goals you set which are too far out of your reach, you probably won’t commit to doing.

- **R** - Is it **Realistic**? - To be realistic, a goal must represent something that you are willing and able to complete. Your goal is probably realistic if you truly believe that it can be accomplished. Additional ways to know if your goal is realistic is to determine if you have accomplished anything similar in the past or ask yourself what conditions would have to exist to accomplish this goal.

- **T** - Is it **Timely**? - A goal should be grounded within a time frame. When do you want to complete your goal by? Setting a time frame sets your mind in motion to begin working on the goal. If you don’t set a time, the commitment is too vague. Work tends not to happen because you feel you can start at any time. Without a time limit, there’s no urgency to start taking action now. Putting an end point on your goal gives you a clear target to work towards.

EXAMPLE: A general goal would be, “Get in shape.” But a SMART goal would say, “Join a health club starting Monday and workout 3 times a week for three months with the help of a personal trainer to prepare for the Monticello Marathon.”

SMART Test
You can deconstruct goals to see if they are SMART! Take the goal below and fill in the chart to evaluate how SMART you think it is?

- As Project Leader for the Exploring Foods project, I plan to teach, using a variety of methods at biweekly project meetings, the necessary skills to have the three members enrolled receive completion at achievement.

Let’s SMART Test It!

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurable</td>
<td></td>
</tr>
<tr>
<td>Attainable</td>
<td></td>
</tr>
<tr>
<td>Realistic</td>
<td></td>
</tr>
<tr>
<td>Timely</td>
<td></td>
</tr>
</tbody>
</table>

Was this a SMART goal: YES / NO / ALMOST (circle)
In the Member Manual

**Amazing Leader**

"All successful people have a goal. No one can get anywhere unless he knows where he wants to go and what he wants to be or do."

- Norman Vincent Peale (author of The Power of Positive Thinking)

**Do it!**

**Goal Setting**

Are you ready to set your project leadership goals? You may have one or several goals. But remember to keep the overall group of goals realistic within a project year and within the scope of your job description.

- **Step 1.** Set your goals. (HINT: Use a pencil, in case you need to change it slightly after you SMART test it.)
- **Step 2.** Do the SMART test.
- **Step 3.** Did the SMART test show that you need to revise your goal? If it did, revise the goal to pass the SMART test.

**Goal #1**

**Step 1.** Goal:

**Step 2.** Did it pass the SMART test?

- Specific? □ Yes □ No
- Measurable? □ Yes □ No
- Attainable? □ Yes □ No
- Realistic? □ Yes □ No
- Timely? □ Yes □ No

**Step 3.** If you answered no to any of the above, erase and/or revise the goal so it will pass the SMART test.

**Goal #2**

**Step 1.** Goal:

**Step 2.** Did it pass the SMART test?

- Specific? □ Yes □ No
- Measurable? □ Yes □ No
- Attainable? □ Yes □ No
- Realistic? □ Yes □ No
- Timely? □ Yes □ No

**Step 3.** If you answered no to any of the above, erase and/or revise the goal so it will pass the SMART test.

**Dig it!**

**Discuss**

- Do you have goals in other areas of your life? Do you have life long goals? School goals? Sport goals? (Share these goals with your leader, project group or 4-H club. Make sure they are SMARTs)
- Do goals change over time? Is that ok?

**What’s Next?**

In the next builder, you will develop a plan to complete your goals.
Skill Builder 4: Developing a Plan to Achieve Your Goals

Skills Checklist

- Work towards goals
- Breakdown tasks into steps
- Identify resources

Background For Leaders

The members’ goals have clearly set targets for them to aim for. Now, the members will need to figure out what is needed to achieve these goal(s). Members will create a plan by i) reviewing their goal(s), ii) outlining the steps required, iii) outlining the resources that might be needed for each step, and iv) identifying target dates.

Important Words

Help members define the following words and listen for them using these words in their discussions. To increase the members understanding:

- Get members to use a dictionary and show them the range of information it provides.
- Have members describe (rather than define) the new word in terms of their experiences.

<table>
<thead>
<tr>
<th>Steps</th>
<th>A move, act, or proceeding, as toward some end or in the general course of some action; stage, measure, or period. Steps in a plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources</td>
<td>A source of supply, support, or aid, especially one that can be readily drawn upon when needed.</td>
</tr>
<tr>
<td>Target</td>
<td>A goal to be reached.</td>
</tr>
</tbody>
</table>

Thinking Ahead

- What will you discuss with members? Gather observations and think of examples that will help support your discussion.

Preparing for Success

- Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this builder. Discuss what success in these activities might look like, sound like, or feel like.

Dream It!

Mind Map Brainstorming

Members will create a plan to complete their goals. Members will need to think about everything that needs to be done. Creating a mind map (or concept web) is a great brainstorming tool. On a blank piece of paper or on poster board create a mind map of things needed to be done.
Do It!

**My Action Plan**

Members will complete a chart for the goal(s) that they have identified. The chart will guide members in outlining the steps and resources needed. Members can refer to this chart as the year progresses to remind them of what they need to do to accomplish their goal(s).

**Time required:** 30 minutes

**Equipment/Supplies & Instructions:** As shown in the Member Manual pages

**NOTE:** If there were multiple goals that may require a different set of steps and resources, another document should be attached to include this information.

Dig it!

**Discuss**

Members will discuss and share their action plans.

**Time required:** 15 minutes

**Equipment/Supplies & Instructions:** As shown in the Member Manual pages

**NOTE:** Members should be encouraged to add, change or revise their action plan after discussing it with others.

What’s next?

Members should be ready to put their “Action Plan” into action!
In the Member Manual

**Skill Builder 4: Developing a Plan to Achieve Your Goal(s)**

What kind of plan do you have to complete your goals?

Your goals have clearly set your targets. Now, you need to figure out what is needed to achieve your goal(s).

**SKILLS CHECKLIST**
- Work towards goals
- Breakdown tasks into steps
- Identify resources

**Important words**
Watch for these important words throughout this builder: Steps, Resources, Target

**Dream it!**

Mind Map Brainstorming

To create a plan to complete your goals, you will need to think about everything that needs to be done. Creating a mind map (or concept web) is a great brainstorming tool. On a blank piece of paper or on poster board create a mind map of things needed to be done.

Once you have brainstormed what needs to be done. You can develop a plan to achieve your goals. When creating a plan, consider the following steps:

1. Review goals.
2. Outline the steps required to achieve your goal(s).
3. Outline the resources that you might use for each step. Think about people who can help, how much money you will need and information sources.
4. Outline when you need to have each step done. Setting a target date for completion of each step can save you rushing through everything at the last minute or not being able to complete the project in the time remaining.

The finished plan for your goal(s) may look like the following:

**Goal(s):** To learn about the role of municipal councilors through research and regular municipal council meetings, strengthening your decision-making skills and sharing thoughts on issues.

<table>
<thead>
<tr>
<th>Steps to Be Done</th>
<th>Possible Resources to Use</th>
<th>Done By</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1: Review the roles and responsibilities of the municipal councilor.</td>
<td>Talk to the Municipal Administrator, Review and other councilors, and read the Municipal documents outlining the roles.</td>
<td>Nov. 1</td>
</tr>
<tr>
<td>Step 2: Learn about meeting management strategies used.</td>
<td>Attend meetings.</td>
<td>By the 2nd meeting</td>
</tr>
<tr>
<td>Step 3: Hold a “town hall” meeting at school to get the opinions of the youth about a variety of issues.</td>
<td>Ask for support of principal for time and facility. Ask local M.A.R.I! staff for advice on how to set up the meeting so people's opinions will be heard. Discuss with Council to outline important issues.</td>
<td>Feb. 1</td>
</tr>
<tr>
<td>Step 4: Share viewpoints of youth.</td>
<td>Speak up – contribute to discussion at least 3 times at each meeting.</td>
<td>By the third meeting</td>
</tr>
</tbody>
</table>

**Do it!**

My Action Plan

Complete a chart for the goal(s) that you have identified. You can refer to this chart as the year progresses to remind you what you need to do to accomplish your goals.

**My Action Plan**

Step 1: Review goals.
Step 2: Outline steps required to achieve goal(s).
Step 3: Outline the resources that you might use for each step.
Step 4: Outline when you need to have each step done by.

**Goal(s):**

<table>
<thead>
<tr>
<th>Steps to Be Done</th>
<th>Possible Resources to Use</th>
<th>Done By</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Dig it!**

Discuss

- Would someone else be able to follow your plan? If yes, GREAT! If not, could it be improved?
- How will having this plan, make achieving your goal easier to accomplish?
- Will looking back at this plan be important? Will it be helpful to check steps off as you go? Would it be okay to add steps or tasks later?

**What’s Next?**

You are ready to put youth leadership into action!
Skill Builder 5: Accomplishing Your Goals

Skills Checklist

- Keep Records
- Monitor progress
- Identify options to keep organized

Background For Leaders

Members will take on their leadership roles and “learn to do by doing”. Monitoring progress is an important part of completing goals. Keeping records of actions, accomplishments and thoughts throughout the year will help members reflect on what was learnt.

Important Words

Help members define the following words and listen for them using these words in their discussions. To increase the members’ understanding try providing a synonym members know or provide examples. The more personalized the examples the better.

<table>
<thead>
<tr>
<th>Journal</th>
<th>A journal is a record of occurrences, experiences or observations. This is usually written in daily or after each experience.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Documentation</td>
<td>Manuals, listings, diagrams, and other written or graphical materials that describe events, which can be used as evidence of occurrences.</td>
</tr>
<tr>
<td>Record Keeping</td>
<td>The process of gathering, preserving and storing information.</td>
</tr>
<tr>
<td>Progress</td>
<td>Advancement or movement towards a goal.</td>
</tr>
</tbody>
</table>

Thinking Ahead

- What will you discuss with members? Gather observations and think of examples that will help support your discussion.

Preparing for Success

- Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this builder. Discuss what success in these activities might look like, sound like, or feel like.

Dream It!

Keeping Track

Members will try to increase the amount they learn about leadership through their project by keeping a learning journal, keeping a calendar, preparing a photo journal, developing a portfolio, or starting a leadership resource library. Members will discuss record keeping options and choose one (or more) to use during their project.

Time required: 15 minutes
Leader’s Notes

Equipment/Supplies & Instructions: As shown in the Member Manual pages.

Suggested Variations / Extensions

Members may benefit from a field trip to a store with a stationary supply section. Here members will be able to gather ideas from pre-made products and look at various record keeping options available.

Do It!

Learn To Do By Doing

Members will spend a minimum of 12 hours in their leadership role.

Time required: 12 hours

Equipment/Supplies & Instructions: As shown in the Member Manual pages.

Additional Resources/ Handouts

At the end of this Leader Guide there are various reference sheets to be shared with members depending on the leadership roles they are pursuing. Feel free to go through and discuss all of the reference sheets with the members as some of this information may be beneficial while taking on future projects, roles or opportunities.

Dig it!

Photos

Photos are a great record keeping tool. Members will attach pictures to their Member Manual of them in their leadership role.

Time required: 10 minutes

Equipment/Supplies & Instructions: As shown in the Member Manual pages.

What’s Next?

In the next and final builder members will evaluate the success of their leadership role.
In the Member Manual

**Skill Builder 5: Accomplishing Your Goals**

How will you monitor what you are accomplishing while you learn to do by doing?

"Learning to do by doing" is the most effective method of developing high quality leadership skills. Monitoring progress is an important part of completing goals. Keeping records of your actions, accomplishments and thoughts throughout the year will help you to reflect back on what you have learned.

**SKILLS CHECKLIST**

- Keep Records
- Monitor progress
- Identify options to keep organized

**Dream it!**

Keeping Track

- Helps you to understand and gain more from your leadership experiences.
- Gives you a clear picture of how successfully you have accomplished your goals.
- Provides a descriptive project display for achievement evaluation.
- Showcases how you may have needed to alter your plan.

You can increase the amount you learn about leadership in this project by:

- **Keeping a learning journal.** A learning journal is like a diary that you write in after each experience that you have in your leadership role. Record your challenges and successes. How did you deal with them, how did you feel, what did you do, how would you handle it differently the next time, what did you learn? It is amazing what you can learn by taking a few moments to really think about your experience and reflect those thoughts on paper. It's great to review at the end of the term and see what progress you made as well.
- **Keeping a calendar** that logs your time and expenses in your role. People usually underestimate the amount of time and money that they have contributed. Remember to include gas money for any extra trips to town!
- **Preparing a photo journal.** Pictures are worth a thousand words. Record your leadership experience through photos.
- **Developing a portfolio** of your experience. Save any letters, reports, photos, comments, awards, name badges, etc. of your experience. Display them to show what skills you have accomplished.
- **Starting a leadership resource library.** Research and collect information pieces that have offered advice on handling the leadership situations that you have encountered.

This project is your own personal leadership in action. So, it is up to you to determine how you wish to record your experiences. Personalize your record keeping to match your needs and style.

I'm using ______________________ I chose this because ______________________

**Do it!**

Learn To Do By Doing

Spend a minimum of 12 hours in your leadership role. Good luck and have fun!

**Window to the "Resource" World**

As you put your leadership skills into action, there are many resources that can help you to be successful. This manual has some basic reference sheets on a number of leadership skills that may be helpful to you. Your library, 4-H Catalogue of Supplies, Manitoba Agriculture, Food and Rural Initiatives staff, 4-H leaders, and local role models can provide valuable support and information to you. Be sure to make the most of your experience by using your network of resources.

**Dig it!**

Photos

Photos are a great record keeping tool too! While in your leadership role take lots of pictures!

In this picture I am... ____________

I want you to notice ______________

**What's next?**

In the next and final builder members will evaluate the success of their volunteer role.
Skill Builder 6: Evaluating Your Success

Skills Checklist

- Understand the importance of reflection
- Celebrate their successes

Background For Leaders

Evaluation is an important step in any project. An important part of looking back and reflecting is celebrating your successes. Members should be proud of the work they have accomplished and be given a chance to celebrate. Discussing, sharing and celebrating experiences can help members reflect and make changes for the future, show off new skills, encourage others to take on a leadership role, encourage others to join in supporting a cause, receive school or volunteer credits, or receive scholarships and awards!

Important Words

Help members define the following words and listen for them using these words in their discussions. To test the members’ understanding, ask members to form a mental image and draw the meaning of word.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Celebrate</td>
<td>To observe or commemorate an event with ceremonies or festivities. To praise widely and make known publicly.</td>
</tr>
<tr>
<td>Success</td>
<td>The favorable or prosperous completion of an action or activity.</td>
</tr>
<tr>
<td>Reflect</td>
<td>To think, ponder or meditate.</td>
</tr>
<tr>
<td>Evaluation</td>
<td>An act or instance of evaluating or appraising.</td>
</tr>
<tr>
<td>Resume</td>
<td>A brief written account of personal educational, and professional qualifications and experience.</td>
</tr>
</tbody>
</table>

Thinking Ahead

- What will you discuss with members? Gather observations and think of examples that will help support your discussion. Do members know why is it important to reflect? Or what information can be gained from reflection?

Preparing for Success

- Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this builder. Discuss what success in these activities might look like, sound like, or feel like.

Dream It!

Looking Back

Members will look over their book, journal, portfolio, or calendar to reflect on their experiences with the project.

Time required: 20 minutes
Equipment/Supplies & Instructions: As shown in the members pages.

Members should be encouraged to discuss and reflect on their project experiences. Some additional questions to get members talking/brainstorming/discussing include:

- Do you have a favorite memory from your leadership role?
- Do you have a memory from your leadership role that you dislike?
- Did you learn any new skills during your role?
- What can you learn from reflecting on your experiences? Have you remembered anything that may be useful in the future?
- Why would or wouldn't you take part in this leadership role again?

Do It!

Evaluating Success

Once members have shared some information about their experiences, they should begin to look at what they have done to evaluate how successful they were during the project and at meeting their project goals. There are 6 questions in the Member Manual for the members to answer.

Time required: 30 minutes

Equipment/Supplies & Instructions: As shown in the Member Manual pages.

Dig It!

Thoughtful Thanks!

Members will celebrate their success with others! Members send thanks to people who have helped them along the way.

Time required: 30 minutes

Equipment/Supplies & Instructions: As shown in the Member Manual pages.

Let members be creative with the thanks that they send. Should they wish to use 4-H Thank you cards, they are available from any Manitoba Agriculture Food and Rural Initiatives GO Office/Centre.

What's Next?

The showcase challenge is next. It is time for members to show what they have learned throughout their project.
Skill Builder 6: Evaluating Your Success

Why is it important to reflect?
What information can you gain from reflection? Evaluation is an important step in learning AND in celebrating your successes.

SKILLS CHECKLIST
- Understand the importance of reflection
- Celebrate their successes

Dream it!
Looking Back
What can you learn from reflecting on your experiences? Look over your book, journal, portfolio, or calendar to reflect on your experiences with your project. Discuss this with your project group.

Do it!
Evaluating Success

1. Was your original job description accurate? Now that you have lived through the experience, what would you add or delete from the job description to make it more accurate?

2. Did you achieve your goals? If you were unable to meet some goals, what goals were you unable to meet and why?

3. Did your plan change? If yes, how did it change?

4. What was the most challenging part of your project?

5. What was the most successful part of your project?

6. Leadership experience looks great on a resume. What words would you use in your resume to describe the leadership skills that you have acquired? How would you describe your leadership role in your resume?

Dig it!
Discussing, sharing and celebrating your experiences and successes is important! This can help you:
- Reflect and make changes for the future.
- Show off new skills.
- Encourage others to take on a leadership role.
- Encourage others to join you if you are supporting a cause.
- Receive school or volunteer credits.
- Receive scholarships and awards!

So...
Celebrate

Thoughtful Thanks!
Celebrate your success with others! Think about who helped you along the way. Sending a thank you card to those who helped you (e.g. 4-H leaders, 4-H Ambassadors, staff, parents, friends, sponsors etc.) can be a great way to show appreciation and to let others know of your success.

Send a card or cards!

NOTE: Whether you purchase or create your card(s), make sure you personalize it with a message.

“Do not follow where the path may lead. Go instead where there is no path and leave a trail.”
- Ralph Waldo Emerson (Philosopher)

What’s Next?
The showcase challenge is next. It is time to show what you have learned throughout your project.
Mastering Leadership Roles
Reference Sheets

The following reference sheets are to be shared with members depending on the leadership roles they are pursuing. Feel free to go through and discuss all of the reference sheets with the members as some of this information may be beneficial while taking on future projects, roles or opportunities.
“Leading Recreation” Reference Sheet

The Purpose of Recreation

Recreation can be used for a variety of purposes including:
1. To have fun
2. To break the ice or stimulate interaction
3. To illustrate a point or deliver a message
4. To provide a necessary break in a program to rejuvenate the audience
5. To energize the group through physical activity.

When developing your recreation program, consider the reason that you are doing recreation and select appropriate recreational activities.

Personal Qualities of Recreational Leaders

To be a successful recreation leader, you need to be:
- Enthusiastic – it’s contagious!
- Energetic – that’s contagious, too!
- Patient
- Fair – showing no bias or favoritism
- Able to smile easily and often
- A game player – one who enjoys recreation
- Genuinely interested in people and concerned about their well-being

Development of a Recreational Program

- When developing a recreational program, it is helpful to know the background, age, number and sex of your participants; the facilities and equipment that you will have access to and the amount of time allotted for the recreational program.
- Start a recreational program with one or two quick and easy activities that get people laughing and relaxed with each other.
- Mix active and quiet games to keep the participants stimulated with variety but not exhausted.
- Decide what your purpose is for doing the recreation. Is it to teach a concept? Illustrate a message? Develop teamwork? Energize the group? Provide a fun filler in the program? Select appropriate recreation to match your purpose.
- Consider the age of the participants.
  - Young children have trouble with complicated rules.
  - Teenagers do not usually enjoying embarrassing or awkward behaviors to be expected of them.
  - Adults enjoy a laugh but often like to keep their personal distance from each other.
- Have a Plan B. Flexibility is very important. Be creative and open to change your plans to better fit the group, the place, the mood, or the situation.
Tips for Leading Recreation

- Make sure that you have all the equipment that you require to do the activity.
- Learn the game/activity and its instructions well before you attempt to lead it.
- Become familiar or figure out some variations to adapt the game to a variety of group needs or dynamics. Adaptations can be useful if an activity is too difficult for some or too easy for others.
- Organize the participants into the required formations and/ or teams first. Then distribute the supplies.

- Explain the activity slowly and carefully. With complicated games, it is a good idea to explain the rules in stages as the game progresses.
- Ask for volunteers and demonstrate how the activity is done by role playing or demonstrating the game/activity in front of the group.
- Before the activity begins, ask if there are any questions. If there is a particular rule that was confusing, usually someone will ask a question about it.
- Maintain control by keeping the activity moving and the interest high.
- Mingle amongst the group while the activity is in action to witness any possible confusion and allow you the opportunity to correct the confusion right away.
- Be sure that everyone is involved – recreation is not a spectator sport.
- Stop the activity when interest is high. You want participants groaning that it is over not asking, “Can we stop now!”
- In your introduction, arrange a “stop” signal. A hand in the air is a commonly used signal meaning “Hand up-Lips” closed. If it is a 4-H event, try yelling “FOUR” and wait for everyone to respond with “H” and give you their attention.
- Evaluate the program. Did you accomplish your purpose? Were directions understood? What variations could I see the activity being done in? Were the participants enthusiastic? What would I change if I were to do this activity again?

Pitfalls to Avoid

- Too many rules & regulations. A rule of thumb is the larger the group—the simpler the rules need to be.
- Try not to leave any one out. Strive for 100% participation. This means you need to consider if the activity has any physical or mental requirements that certain members of the group may not be capable of doing.
- Do not embarrass anyone. That ruins it for them AND often for those who witness the embarrassment. If mistakes are made, attempt to turn them into fun learning experiences; not embarrassments.
- Avoid high levels of competition. Most activities can be done with very little competition. If you do require a competitive atmosphere, have teams competing rather than individuals and/or make the reward for winning appropriate to the task. E.g. A rousing round of applause for the winners.
- Avoid using captains to select teams as the last player picked is left feeling unwanted. Use a non-selective method to pick teams. e.g. Numbering individuals off, having everyone line-up according to their birthdates, etc.
Planning an event or program can be made easier (and often more successful) by using a systematic approach. There are numerous models for program planning but most include the same basic steps. Program planning will be described as a logical step by step process. However, as is often the case, program planning in real life isn’t quite as straightforward – often steps are done at the same time or you need to move back and forth between steps. But if you understand the basics and ensure your plan includes most of the steps, you will be well on your way to planning a successful program.

Step 1: Understanding your target audience

When planning a program, you usually start with a basic idea of who your audience might be. Learning as much as possible about your potential audience can help you to develop a program that appeals to them. Some key questions that you may want to answer include:

- What are their interests?
- What is the audience age range?
- What stage in life are they at?
- What do they do for a living?

Step 2: Determine the needs of the target audience

Perhaps you are developing a program for an organization that has already done this step – they might just ask you to develop a program to meet a specific need. Or you might be in a situation where a group has identified a problem and they want you to figure out the solution – this solution becomes the need that must be met. Or you might just be asked to develop a training program for a group of people and you will be left to determine the topic. Whatever the scenario, two keys to determining the needs of your target audience are:

1. To talk to them (in person, on the phone, by letter or through a survey) to find out what they feel their needs are.
2. To listen to what they tell you.

Often a trend will emerge after you have talked to several people that you can identify as a need of the group. It may be something that they have identified or it may be an underlying problem in the group that becomes apparent (e.g. Lack of team support).

Step 3: Develop program goals or objectives

Goals or objectives outline what you hope to achieve by putting on the program. Clear objectives are critical to program success. You may have one or several objectives. Go back to your project book section about setting goals and review writing and using the SMART test on your goals. Try to be as specific as possible when setting your goals.

Step 4: Develop program agenda

Decide what you need to include in the program agenda to achieve your goals. Consider what is the best order to put the agenda items in and how much time you have to allocate to each.
Step 5: Select teaching methods and techniques

How are you going to deliver your program? Some examples might include hands-on workshops, correspondence course, guest speaker, recreation, etc. You will want to consider a variety of techniques to help keep the program interesting.

Step 6: Determine the resources required

What will you need to be able to put the on program? Possible resources to consider are:

- Facilities needed
- Budget requirements – consider facilities, speakers, program supplies, etc.
- People needed to organize and/or run the program
- Program supplies – such as audiovisual equipment, workshop supplies, handouts, etc.

Try to think of everything that you will need to put on the program.

Step 7: Implement the program plan

Develop a budget based on the resources required. Make the necessary arrangements to ensure that the program can happen. A “TO DO” list can be a very useful tool for ensuring that no details are missed in this step.

Step 8: Market the program

You need to market the program to ensure that you have participants. Look back at what you know about your program participants and determine marketing methods that will reach that audience. Direct mail, community posters, radio and TV advertising, attending organization’s meetings, promotional brochures, etc. are a few of the methods for marketing a program.

Step 9: Evaluate the program

It is a good idea to evaluate your program. This helps you to determine how successfully the program has met its goals and can be a useful learning experience for the development of future program development. Evaluations should offer feedback on how successfully you have met the goals originally set for the program. Feedback about lunch or facilities is simply extra tidbits of information that can assist you in future booking decisions. Some forms of evaluation include questionnaires, telephone surveys, pre and post tests, etc. Evaluations can, also, provide an opportunity to identify future program needs.
You have agreed to teach a 4-H project. So now what??

Get a copy of the Catalogue of 4-H Supplies from your head leader or MAFRI office/centre. This catalogue tells you what project material you and your members will need to complete the 4-H project that you have selected. Also, this catalogue lists a number of different resources that you can use throughout the year to add variety to your project meetings and/or to provide assistance to you in your role as project leader. Be sure to look both in the section specific to your project and in the general sections.

Take some time to identify other resources that may be helpful to you, as well. It may be books or tapes from a local library or business, or it could be people that could help you with specific parts of the project. Make a list and follow through by searching for and using them to create a better 4-H year for both you and your members. Be sure to read the Banner and check online at www.4h.mb.ca and www.gov.mb.ca/agriculture/4-h/ for potential leader training opportunities which may interest you.

Some key ingredients of the first project meeting are:
- Set a regular project meeting date and time.
- Decide where you will hold your project meetings.
- Review the “project completion requirements” so that everyone is clear on what you are hoping to accomplish during the project.
- Set any ground rules (e.g. How project supplies are going to be purchased).
- Spend some time getting to know each other.

After the initial meeting, a sample outline for a regular project meeting might look like this:

4-H Project: Exploring Woodworking
Arrival Activity: Matching name cards with tools.
4-H Pledge: Repeat together.
Member’s Progress Report: Check to see who brought pencil, paper and binder for manuals and extra project activities.
Review of Last Meeting: Have a member discuss/demonstrate something from last meeting. Ask if there were any questions.
Dream it! Start into a new Builder.
Do it! Do the Builder activities.
Dig it! Finish off the Builder.
Announcements: Bring a square container to hold all your supplies to the next meeting. Also, reminder members to have their speech or presentation ready for Communications.
Snack: Have the cookies brought by a member.
After the meeting, take a few minutes to consider how the meeting went. Ask yourself some key questions, such as:

- Did you accomplish what you had hoped to?
- Did each member have a chance to actively participate?
- Did I praise or encourage each member in some way?
- Did I plan for the differences in abilities in my group?
- Did I hold their attention for the entire meeting?
- Did I expect members to take responsibility for certain items?
- Did we all have fun learning together?

One of the most important responsibilities of a leader is to help members learn the skills and knowledge to reach their goals. To do this, it is helpful to remember the following:

1. Provide a relaxed setting where members feel wanted.
2. Help members set clear goals for their project.
3. Remember that each member is an individual with his/her own ability to learn.
4. Remember that members must be motivated. They will learn what they want to learn.
5. Have members do things themselves since they learn best by active involvement.
6. It is best if members evaluate their own work to see if they have achieved their goals.

Young people will be more interested and active learners if a variety of teaching methods are used. Remember that “learn to do by doing” is a basic concept in 4-H and is often the best way to remember what you have learned. We learn best when we combine two or more of the following learning methods: reading, hearing, seeing, saying and doing.

Your teaching methods might include:

- Demonstrations
- Discussions
- Visual Aids
- Field Trips
- Games
- Case studies
- Charades
- Sample Work
- Skill Testers
- Videos
“Being a Mentor” Reference Sheet

Mentors are valuable people in our lives that support and encourage us and point us in the right direction. A mentor is a person that invests time, energy and knowledge into contributing to another person’s growth. The majority of mentor relationships are informal and often go undetected. Think for a moment. Can you identify someone who has contributed to your personal growth? Have you been a mentor by being a coach or role model to your peers, younger acquaintances or the adults in your life? You can likely identify mentor relationships that you have already been in but have not necessarily viewed from that perspective.

Mentors can serve a variety of roles in the lives of their mentees (the person they are mentoring). Some of these roles may include:

- **Listening** – not talking but really listening to what the mentee has to say
- **Role modeling** – setting an example by how you behave and what you accomplish as opposed to just talking about it. Leading by example is a powerful teacher.
- **Building self-confidence** - offering encouragement and appropriate praise can be very empowering to those receiving it.
- **Providing challenges** – planting the seed of inspiration to strive for and expand your personal best through a variety of growth experiences. This is often referred to as coaching.
- **Offering perspective** – helping the mentee to see the big picture. This is often done through helping the mentee identify their feelings and providing feedback that gives them both accurate information and encouraging them to explore the options available to them.

Let’s take a closer look at some of the roles of a mentor:

**Listening Skills**

Active listening is such a valuable life skill but we are rarely taught how to do it well. Here are some basic tips to improving your listening skills:

1. **Stop talking.** The fewer words that you say the more words the other person can say.
2. **Show that you are listening.** Sit/stand where you can make eye contact with the speaker. Lean forward, nod your head, remain alert, and smile – anything to show that you are hearing and thus reacting to the information.
3. **Listen for ideas rather than facts.** Tune into the person’s feelings as well as the content of the message. Body language and tone of voice can often reveal more than the actual words do.
4. **Provide feedback.** To ensure what you heard is what the speaker meant, summarize back to the speaker (in your own words) what you feel were the key points that they made. This provides the speaker the opportunity to correct you if you have not clearly understood what they meant.
5. **Remove distractions.** Find a quiet place to talk. Don’t be mentally jumping ahead rehearsing what you should say next.
6. **Don’t judge.** You may not agree with what the speaker is saying but accept it at face value. If you accept the speaker’s thoughts and feelings without judgment, they will be more open to hearing other points of view after they have had their case heard without judgments.
Building Self Confidence in Others

Self-confidence is a powerful motivator and we should strive to build positive self-confidence in others and ourselves. What can you do to increase another’s self-confidence? Some tips include:

- Believe in the person. Say and show that you think they can accomplish their goals. Introducing them to key people and being enthusiastic about their abilities can be very encouraging to the mentee.
- Empower them to make choices. Advice is very easy to give but suggesting choices the mentee can consider gives the person a sense of control and power over his/her life.
- Identify skills and growth opportunities. A mentor can help mentees identify their current skills and skills or knowledge they may need to acquire to accomplish their goals. Encouraging a person to try new skills is an important role of a mentor.

Effective Coaching

Five basic steps to effective coaching are:
1. Tell - explain how to do the task
2. Show – demonstrate how the task is done
3. Do – provide an opportunity for the learner to do the task
4. Observe – watch how the task is being done
5. Praise and/or redirect – compliment on the correctly done performances and suggest area of improvement

Some further tips to ensuring a successful coaching experience are to:
- Break the learning into small tasks or one step at a time
- Take time to ensure each step is learned correctly before moving on to the next step. Bad habits are difficult to correct.
- Match abilities and tasks.

Mentoring can be such a positive growth experience for both the mentor and the mentee. Challenge yourself to learn and practice mentoring skills in your relationships – whether those relationships are formal or informal. You can make a real difference in someone’s life.
“Being a Volunteer”
Reference Sheet

Here’s a little bit of volunteer-trivia:

- Approximately 40% of Manitobans volunteer. This is 10% above the national average.
- Manitoban teenagers have the highest rate of volunteer participation of any province in Canada.
- In an average year, Manitobans volunteer the equivalent of over 500 million dollars in wages.

- Source: Volunteer Center

Why do you want to volunteer? Many volunteers answer this question in the following ways:

- An opportunity to participate in new challenges.
- To help others and to contribute to their community.
- To gain practical work experience.
- An opportunity for personal growth.
- To gain a sense of accomplishment or pride in a worthwhile task.
- To learn new and improve upon previous skills.
- An opportunity for socializing and meeting new people.

As a volunteer, you have made a commitment to the organization with which you are volunteering. You have a responsibility to maintain certain standards. These include, but are not limited to:

- To be serious about your commitment. This means showing up on time and when scheduled, putting your best effort into your tasks, etc.
- To believe in the worth or value of the role the organization serves.
- To be loyal to the organization. This means not publicly complaining about their work efforts, not disclosing confidential information, etc.
- To understand the job that you are to do. Job descriptions developed cooperatively between you and the organization can be an extremely useful tool in assuring that everyone’s expectations are clear.
- To be willing to learn about and carry out the job tasks to the best of your ability.
- To develop a positive working relationship with the volunteer coordinator, staff and/or other volunteers to better serve the organization.
- To work within the appropriate boundaries set for volunteers. For example, there might be codes of conduct, dress codes, financial or management policies you need to respect and adhere to.
- To show initiative in evaluating and improving your work standards.

IT IS CRITICAL TO YOUR SUCCESS THAT YOU AND YOUR SUPERVISOR ARE VERY CLEAR ON YOUR RESPONSIBILITIES AND THE ORGANIZATION’S STANDARDS PRIOR TO BEGINNING YOUR VOLUNTEER EXPERIENCE.
As a volunteer, it is also reasonable for you to have certain expectations. These might include:

- To be treated with the same respect as a staff member. Your services may be free but you are still a member of their labor force.
- To be matched with a volunteer role which is suitable for your interest and skill level.
- To be provided with appropriate training to enable you to fulfill your role.
- To be given guidance in your role – both in fulfillment of your current job responsibilities and in the advancement onto further job responsibilities.
- To have your recommendations and opinions respected.
- To be appreciated for your contribution.

Volunteering can be an incredible growth experience for both yourself and the organization to which you choose to contribute your energy and skills. Organizations vary greatly in their ability to orientate and manage new volunteers. You can improve your volunteer experience by seeking answers to a number of questions prior to beginning work and throughout your volunteer experience. You will be able to identify several questions on your own but here is a starter list of questions to get you thinking about what you need to know:

- What are my responsibilities?
- Who is my supervisor or whom do I report to and ask questions to?
- What is your organization’s mandate?
- Who will I be working with as coworkers, clients, etc.?
- What organizational policies should I be aware of?
- Do I have a budget to work with?
- What procedures should I follow if I require funds to be spent?
- What procedures should I follow if I have a suggestion to make?
- What skills do you require me to have?
- What further skills would be helpful for me to have?
- What training do you offer?
- What other volunteer or job opportunities do you have which I might be interested in, or suited for, in future?
- What is my schedule for volunteering?
- How do I know if I have been doing the job to the organization’s satisfaction?
“Being an Ambassador”
Reference Sheet

An Ambassador is someone representing an organization. The ambassador role is to model the qualities and promote the message of the organization they are representing. If representing an organization, the ambassador should have the organization’s endorsement and support. For example, when you travel with the 4-H program you are serving as an ambassador of the program and are expected to model the qualities expected of a 4-H member and promote the 4-H program. You have been selected by the 4-H organization to represent them on the travel program. You may be selected by an organization to promote a specific message. For example, an agricultural organization may decide to create an agriculture ambassador role. If selected for this role, your mandate may be to promote an agriculture awareness message. You may have the opportunity to apply for an ambassador position. Or you could be proactive and approach an organization with an offer to become an ambassador for their organization because you believe in their mandate.

One of the main roles of an ambassador is public relations. Public relations work may include speaking presentations, staffing booths or displays, doing media interviews, conducting tours, etc.

The most effective ambassadors are those that are informed and enthusiastic. Some approaches to becoming an effective ambassador include:

- Learn all you can about your organization and its mandate. Keep up with issues relevant to the organization. Think of questions that the general public may have and develop solid answers to the questions.
- Think critically and encourage critical thinking in others. The main idea is to present factual information so the individual can develop their own opinion.
- Everyone is entitled to his or her own opinion. Be open minded and objective if the individual does not support your organization or cause.
- Be positive and friendly.
- Be credible. Use fact-based information and avoid giving your own opinion.
- Keep it simple. Decide on your key points to get across and leave it at that. People can’t learn everything about an organization and its mandate on their first encounter.
- Say “I don’t know” when asked a question that you are unsure of the answer. This is better than distributing misinformation. Suggest where they might find the answer or offer to follow up with them after you have found out the answer to the question.
- Don’t criticize other organizations. It just makes you look bad, not them.
- Listening is as important as talking. Listen to what people are really asking before jumping in with differing opinions or an unprepared answer.
- Be sure that your message is endorsed by your organization. You are there to represent the actions and mandates of the organization – not as an individual.
- Dress and behave in a manner appropriate to the organization.
Media interviews and staffing booths can require some special skills. The following are some tips to help make your experiences in these two public relations roles more successful:

**Media Interviews**

- Be informed. Learn all you can about your organization, its mandate and programs and any issues relevant to their work. State the facts and avoid giving your opinion.
- Be clear. Speak plainly and use examples that everyone will understand. Avoid jargon by using non-offensive and familiar language that everyone can understand.
- Be direct. Say what you have to say and then stop. Determine one to three points that you would like to have emphasized and stick to those points.
- Be consistent. Do not confuse the issues with contradictory “facts” or opinions. Take a positive but responsible stand at all times.
- Be positive. Relax and offer a friendly interview. Show this through your facial expressions and body language.
- Be sincere. Your honesty and integrity will shine through more than what your message might.

**Boothmanship**

- Be well groomed and appropriately dressed.
- Arrive fresh and a few minutes early for your scheduled time to work.
- Know the message(s) that you are to promote.
- Be friendly and welcoming to encourage people to approach you. Do not sit down, constantly talk to your booth colleagues, smoke, read, eat or drink in the booth – as these are all behaviors that discourage visitors to the booth.
- SMILE.
- Wear comfortable shoes. It’s hard to be enthusiastic when your feet are aching.
- Wear a name badge to identify yourself. Wear it on the right hand side.
- Step out and greet visitors. Don’t wait for them to come to the booth.
- Answer honestly. If you don’t know the answer to a question, say “I don’t know” and offer to get back to them with an answer or refer them to another source of information that could provide them with the answer.
- Treat all visitors equally – regardless of their physical appearance, their attitude or your past knowledge of them.
- Respect your visitor’s comfort zone. Watch their body language to see if they are comfortable with eye contact, the distance between you, preferences for assertive promotion or leisurely browsing, etc.
- Maintain a welcoming stance with feet apart, relaxed arms (not folded), natural posture and eye contact.
Have members use their Member Manual to help them in organizing what they have learned. The form of the showcase can vary according to the wishes of the members and leaders, and the member’s ability. Information can be presented in many forms, some of which are: posters, pamphlets, written reports, speeches, computer presentations, displays, etc. Suggestions are listed on the Showcase Challenge page at the back of the Member Manual. The best results are almost always obtained when members are allowed to present their information in the style of their choice.

**In the Member Manual**

**Showcase Challenge**

Bringing it all together!

Now that you have finished this project, it is time to think about how you will share your experiences and knowledge with others. You may put your new skills to work by helping to achieve a goal: helping others as you consider your topic. The goal of the Showcase Challenge is to help you understand how you can use them. It can be an opportunity to receive feedback from others on your project. So go back through your manual and find some highlights of your learning (what you are proud of) and think about how you will “showcase” it.

**Dream It!**

Here are some Showcase Challenge Suggestions:

- Demonstrate something you made or learned about
- Make a poster or display
- Make a pamphlet
- Make a computer presentation (e.g. PowerPoint)
- Give a speech
- Write a report
- Use your new skills to help with the Club Achievement plans
- Or come up with your own idea. It is up to you and your leader!

**My Showcase Challenge Plan**

My showcase idea:

What materials and resources do I need:

Who do I need to help me:

When do I need to have things done by:

49
In the Member Manual

Do It!
Insert or attach your finished product or a photo of you sharing your skills in your Showcase Challenge.

Dig It!
Now that you have showcased your project skills,
- How did your Showcase Challenge go?
- What would you do differently next time?
- How will you use your new skills in the future? (in different situations?)
Once members have completed all the builders they will have a lot of information recorded in their manuals. These are products of their learning. As a final exercise in the project, members and leaders will pull together all this learning in completing the Portfolio Page in the Member Manual. There is a skills chart that lists the skills members are expected to complete by the end of the project. Members and leaders must indicate how they know the member was successful at a particular skill. Leaders will find evidence if they think about what they have observed members doing, what discussions they have had with members, and what the members have produced. If leaders think that members need to go back and improve on any skill, this chart helps them clarify what needs to be done.

### My 4-H Portfolio Page

#### Year in 4-H

<table>
<thead>
<tr>
<th>Name:</th>
<th>Club:</th>
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#### Hours Spent on 4-H

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<th>Date:</th>
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#### Learning, Roles, Projects, Skills Chart

<table>
<thead>
<tr>
<th>Skill</th>
<th>Builder 1</th>
<th>Builder 2</th>
<th>Builder 3</th>
<th>Builder 4</th>
<th>Builder 5</th>
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<tbody>
<tr>
<td></td>
<td>Identify personal strengths &amp; abilities, identify personal interests, identify leadership opportunities, identify skills and talents, understand the project.</td>
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<td></td>
<td>Create a personalized plan for personal, social, and community success.</td>
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<td></td>
<td>Identify job responsibilities, identify job expectations, identify job challenges.</td>
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<td></td>
<td>Identify the importance of goal setting, identify the importance of feedback, identify the importance of evaluation.</td>
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<td></td>
<td>Take action plans and evaluation &amp; approval process.</td>
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<tr>
<td></td>
<td>Set SMART goals, take action plans.</td>
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<td></td>
<td>Monitor progress, identify options to keep organized.</td>
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<td></td>
<td>Understand the importance of reflection.</td>
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<td></td>
<td>Celebrate their successes.</td>
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</tbody>
</table>

#### Leader Point of Praise

I am most impressed by...

I acknowledge that the member has completed the 4-H project requirements.

Leader’s Signature
In the Member Manual

Above and Beyond!
In addition to project skills, 4-H also increases skills in meeting management, communications, leadership, community involvement through participation in club, area, or provincial 4-H events or activities. List below any activities you participated in this year in 4-H.
(Some examples include Executive Positions Held, Workshops, Communication, Community Service, Rally, Bonsai, Conferences, Judging, Camps, Trips, Awards, Representation to Area or Provincial Councils, etc)

Member Point of Pride!

What I learned...

What I need to improve on...

What I want others to notice...

Member’s Signature:

Point of Praise! Another’s perspective on your achievements in 4-H.
(community professionals, 4-H club head leaders, 4-H Ambassadors, friends of 4-H)

I am most impressed by...

I believe that you have learned...

In the future I encourage you to...

Signature:
4-H Achievement

4-H Achievement is... a 4-H club celebration when members have completed their projects. Achievements are planned by the club to give recognition to members and leaders for their accomplishments in their 4-H projects and club activities.

A 4-H Achievement can take many different formats: from choosing a theme, to member project displays, to members using their new skills for the event (entertainment, food, decorating, photographer, etc.), to members presenting their project to the whole group, the options are endless and open to the creativity of the members and leaders in each club!

Clubs may also plan their Achievement to promote 4-H to the community or to recognize sponsors and others who have helped the club.

Members and leaders - be sure to check your project books for the project completion requirements, so you will be ready for your club’s Achievement celebration!

If you have any questions, comments or suggestions for this or other 4-H projects contact:

Manitoba 4-H Projects
Manitoba Agriculture Food and Rural Initiatives
1129 Queens Avenue
Brandon, MB R7A 1L9

Email: 4h@gov.mb.ca
Phone: 204-726-6613
Fax: 204-726-6260

For more information about 4-H and the many 4-H opportunities available please visit

http://www.gov.mb.ca/agriculture/4-h/
What is 4-H?

4-H is an international youth organization involving more than 7 million members in 80 countries around the world.

In Canada, 4-H began in 1913 in Roland, Manitoba as a community-based organization dedicated to growth and development of rural youth. Today’s 4-H program reaches both farm and non-farm youth across Canada. The motto of “Learn to Do by Doing” is embodied in the program, as 4-H focuses on skill development as well as personal development of life skills such as communications, leadership and citizenship.

4-H Motto

“Learn To Do by Doing”

4-H Pledge

I pledge,
My HEAD to clearer thinking,
My HEART to greater loyalty,
My HANDS to greater service,
My HEALTH to better living,
For my club, my community, and my country.

4-H Quality Equation Principles

Quality People
- Promote responsibility, respect, trust, honesty, fairness, sportsmanship, citizenship, teamwork and caring.

Quality Experiences
- Provide members with personal development and skill development experiences.

Quality Projects
- Promote and value quality effort.
- Promote high quality, safe food production within industry standards.

Manitoba 4-H project material is developed by
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