



YOU'RE HIRED!



Name _____

Age (as of January 1 of the current year) _____

County _____

Club or group name _____

Project helper _____



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NOTE TO THE PROJECT HELPER

Congratulations! A 4-H member or other youth has asked you to serve as a project helper. You may be a parent, relative, project leader, friend, club advisor, or another important person. Your duties begin with helping the youth create and carry out a project plan, as outlined in the Project Guide.

Your Role as Project Helper

Your contribution is critical to delivery of the 4-H program, which is committed to positive youth development (PYD). The 4-H Thriving Model, the theory of change for positive youth development, connects high-quality program settings to the promotion of youth thriving. That's where you come in.

High-quality 4-H program settings provide youth a place to belong, matter, and explore their personal spark. These components, along with strong relationships with caring adults and supportive peers, help ensure that 4H programs provide a nourishing **developmental context**—a place where youth feel a sense of belonging and can grow.

High-quality 4-H programs contribute to PYD through the intentional promotion of social, emotional, and cognitive learning. This process is described by seven indicators of **youth thriving** (see model).

LONG-TERM OUTCOMES

- Academic or Vocational Success
- Civic Engagement
- Employability & Economic Stability
- Happiness & Wellbeing

DEVELOPMENTAL OUTCOMES (Positive Youth Development)

- Positive Academic Attitude
- Social Competence
- Personal Standards
- Connection with Others
- Personal Responsibility
- Contribution

YOUTH THRIVING (Social, Emotional & Cognitive Learning)

- Growth Mindset
- Openness to Challenge & Discovery
- Hopeful Purpose
- Prosocial Orientation
- Transcendent Awareness
- Positive Emotions
- Goal Setting & Management

DEVELOPMENTAL CONTEXT (4-H Programs)

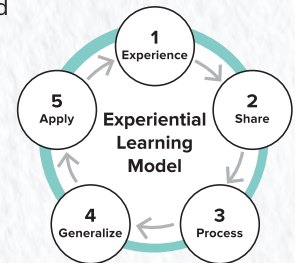
- Sparks
- Belonging
- Relationships
- Engagement

Youth who experience high-quality program settings with these key social, emotional, and cognitive skills achieve key positive youth **developmental outcomes**. They are then also more likely to achieve long-term outcomes marked by vocational or academic success, civic engagement, employability and economic stability, and happiness and well-being.

For more information on the 4-H Thriving Model of Positive Youth Development, please go to helping-youth-thrive.extension.org.

What You Should Know About Experiential Learning

The activities in this book are arranged in a unique, experiential fashion. A youth is introduced to a particular practice, idea, or piece of information through an opening **experience** (1). The learner **shares** (2) with the project helper what was done and **processes** (3) the experience through a series of questions that allow for **generalizing** (4) and **applying** (5) the new knowledge and skill.

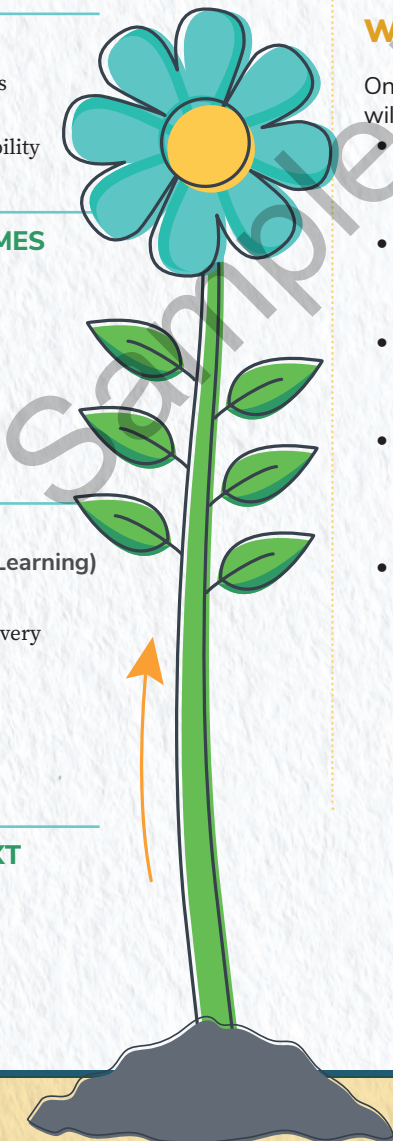


Pfeiffer, J.W., and J.E. Jones, *Reference Guide to Handbooks and Annuals*. © 1983 John Wiley & Sons, Inc. Reprinted with permission of John Wiley & Sons, Inc.

What You Can Do

On a practical level, your role as a project helper means you will strive to do the following:

- Review the Learning Outcomes for each activity to understand the learning taking place. See page 41 for the Summary of Learning Outcomes.
- Become familiar with each activity, including the background information. Stay ahead of the learner by trying out activities beforehand.
- Help the learner establish a plan by reviewing the Project Guide. As a resource person, limit your involvement to providing support.
- As activities are completed, conduct debriefing sessions that allow the learner to share results and answer questions. This important step improves understanding. In the Project Guide, date and initial completed activities.
- Help the learner celebrate what was done well and see what could be done differently. Allow the learner to become better at assessing their own work. Encourage exploration of the topic beyond the scope of this project book.



PROJECT GUIDE

Welcome to *You're Hired!* and the world of work! It can be exciting and scary, all at the same time. Learn how to build your support network, work through conflict, receive feedback, and set goals for success.

You're Hired! is designed for members at the advanced level, preferably those who have or will soon have their own jobs. A volunteer position or an unpaid internship qualifies as a job as well.

Check your county's project guidelines (if any) for completion requirements in addition to the ones below, especially if you plan to prepare an exhibit for the fair.

The amount of time for each activity varies, but the project is easily completed within one year.

Project Guidelines

Step 1: Complete **all eight** activities and **all** the Talking It Over questions.

Step 2: Take part in **at least two** learning experiences.

Step 3: Become involved in **at least two** leadership/citizenship activities.

Step 4: Complete a project review.

Step 1: Project Activities

Complete **all eight** activities and all the Talking It Over questions. The More Challenges activities are optional. As you finish activities, review your work with your project helper. Then ask your project helper to initial and date your accomplishment.

Activity	Date Completed	Project Helper Initials
PROJECT AREA: Let's Get to Work		
1. Off to a Great Start		
Talking It Over		
PROJECT AREA: Taking Charge of Yourself		
2. Working with Your Boss		
3. Taking Initiative		
4. Where Does the Time Go?		
Talking It Over		
PROJECT AREA: Working with Others		
5. Be a Conflict Resolution Ninja		
6. Diversity in the Workplace		
Talking It Over		
PROJECT AREA: Working on Yourself		
7. Performance Feedback		
8. Professional Training		
Talking It Over		



Step 2: Learning Experiences

Learning experiences are meant to complement project activities, providing the opportunity for you to do more in subject areas that interest you. What are some learning experiences you could do to show the interesting things you are learning about? Here are some ideas:

- Attend a clinic, workshop, demonstration, or speech related to being a good employee.
- Help organize a club or group meeting based on this project.
- Go on a related field trip or tour.
- Prepare your own demonstration, illustrated talk, or project exhibit.
- Participate in a county fair or other judging event.
- Plan your own learning experience.

Once you have a few ideas, record them here. Complete **at least two** learning experiences. Then, describe what you did in more detail. Ask your project helper to date and initial in the appropriate spaces below.

Plan to Do	What I Did	Date Completed	Project Helper Initials
Learn more about time management	Listened to a podcast about time management.	5/5/yr	K.W.



Step 3: Leadership and Citizenship Activities

Use what you learn to give back to your community! Choose **at least two** leadership/citizenship activities from the list below (or create your own) and write them in the table. Record your progress by asking your project helper to initial next to the date as each one is completed. You may add to or change these activities at any time. Here are some examples of leadership/citizenship activities:

- Teach someone the meaning of constructive criticism.
- Help someone else prepare for project judging.
- Host a workshop to share tips about getting and keeping a job.
- Encourage someone to enroll in a workforce development project.
- Arrange for a recruiter or local hiring manager to speak to your club or other group.
- Plan your own leadership/citizenship activity.

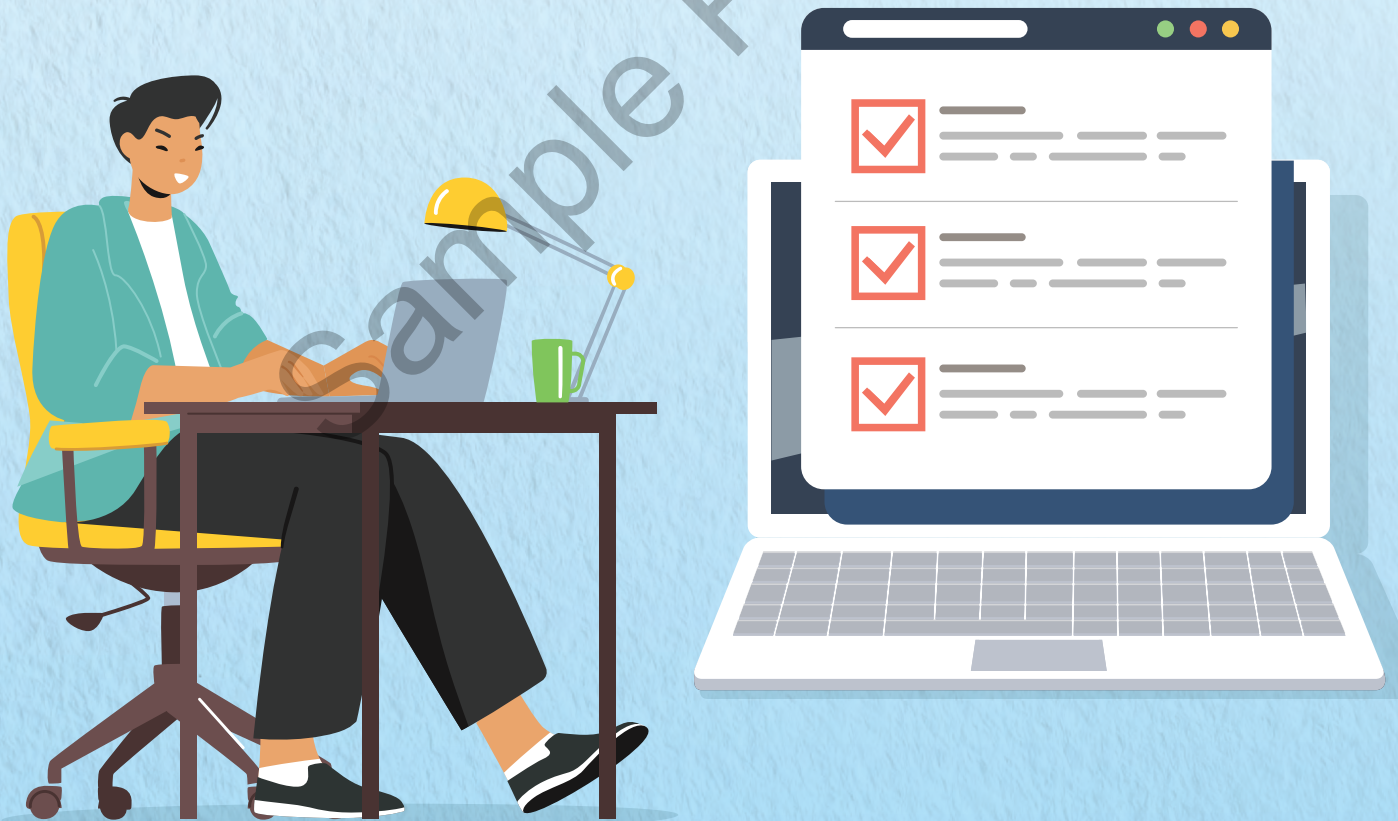
Leadership/Citizenship Activity	Date Completed	Project Helper Initials
Led a group discussion about taking initiative at school and at work.	5/5/yr	K.W.



OFF TO A GREAT START

You got the job! Now you must figure out how to make the most of it. Even before your first day you can do plenty to prepare yourself. Reviewing your **position description** is a great place to start.

Words in **bold** throughout this book are defined in the glossary.



Learning Outcomes

Project skill: Examining the job description • **Life skill:** Navigating your environment • **Educational standard:** Advance CTE Career Ready Practice 1: Act as a responsible and contributing citizen and employee. • **Success indicator:** Clarifies job expectations



WHAT TO DO Estimated time: 20 minutes

Use your position description, which might also be called your job description, to fill in the worksheet below. If you do not have a position description or the one you have does not have all the information you need, answer the questions as best you can. The answers will provide a basic understanding of your position.

What is your work schedule?	
Do you have restrictions on your schedule? If yes, how so?	
Who is your direct supervisor?	
Do you have other individuals you are accountable to? If so, who and how?	
What are your key duties?	
Name some tasks you might be asked to do.	
What are other important aspects about your position?	



BACKGROUND


Most positions will have a position or job description or some type of document that outlines the major duties and responsibilities necessary to do the job. Clear expectations are good for the employer and for you, the employee. A good job description provides guidance for doing the job well now and for evaluation of your performance later.

If you are hired for a job that does not have a position description, ask questions about your employer's expectations early on. If what you are experiencing on the job doesn't match what you expected, speak up and ask for clarification. Everyone is better off if you and your supervisor have the same understanding. Starting off with friendly, open communication with your supervisor is a good idea too.



More Challenges

Sometimes what is outlined on the job description can be different from reality. Once you have completed the worksheet, spend the next two weeks making **field notes** that support what you identified in the worksheet and notes about how the job is different. Share your discoveries with your project helper.



Did you know?

According to indeed.com, "An effective job description will provide enough detail for candidates to determine if they're qualified for the position. This website also found that 52% of job seekers say the quality of a job description is "very" or "extremely" influential on their decision to apply for a job.





TALKING IT OVER

SHARE What part(s) of your position do you think might cause challenges for you?

REFLECT Why is the position description such a critical document?

GENERALIZE Why is it good to understand expectations early in the position?

APPLY Based on what you've learned so far, what additions or changes would you make to your position description?

