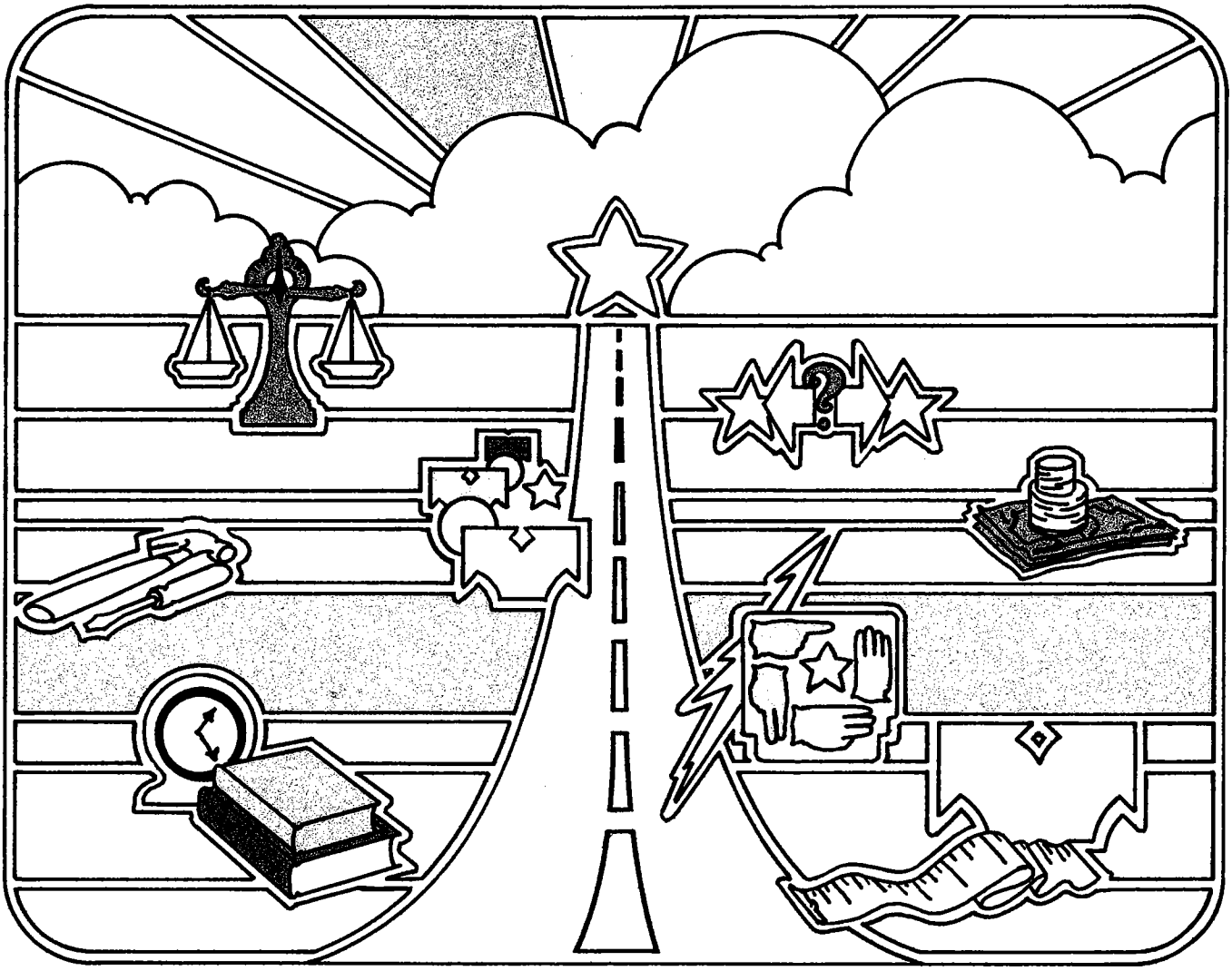

Clues To Management

NAME_____
CLUB_____
BIRTHDATE_____
YEARS IN PROJECT_____
YEARS IN 4-H_____

A 4-H Home Management Members' Manual

CO 302

This educational material has been prepared for 4-H use by the National 4-H Home Management Program Development Committee composed of representatives of the Cooperative Extension Service; Extension Service, United States Department of Agriculture; the National 4-H Council and Tupperware Home Parties.

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The 4-H motto, "To Make the Best Better," makes you realize that you can always improve on the things you do. You naturally think about tomorrow, next week, next month and maybe next year. You dream of things you want or things you want to do.

This 4-H home management project can help you put some real know-how in your future. Learning how to manage better can help you make your dreams come true. Management is a way to set a goal, make a plan to reach it, act on your plan and check up later to see if your goal was reached and if your plan could be improved next time.

In this project you will be focusing on setting short- and long-term goals based on your resources, making decisions and learning about standards. You will be learning management clues.

This manual is made up of eight parts with activities to do in each part. Some activities you can do by yourself and some you will do with a group or with your family.

In each part you will learn new clues to management. You will choose some special activities to do. You will make a plan and carry it through. You will check up to see if you reached your goal according to the plan. You will also note changes to be made the next time you do a similar activity. Before going on to the next part you will talk with your 4-H leader or a family member about what you are learning and check your progress on your own score card.

After completing parts two, four and seven, you will play a special game called Management Clues. When playing Management Clues you will be setting goals, making plans, acting on your plans and checking up. The game is fun and easy to learn.

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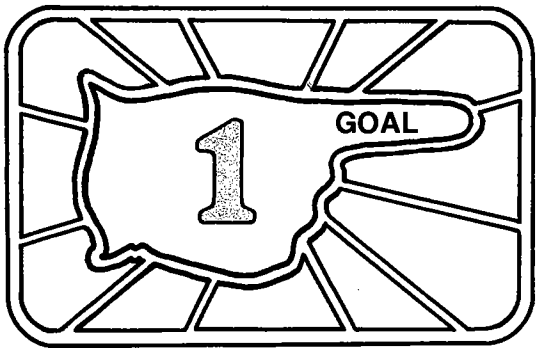
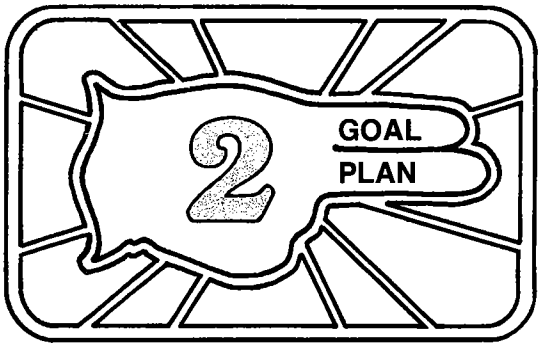
Management

is using the things you have to get the things you want. It has four steps. Decisions are made in each step.



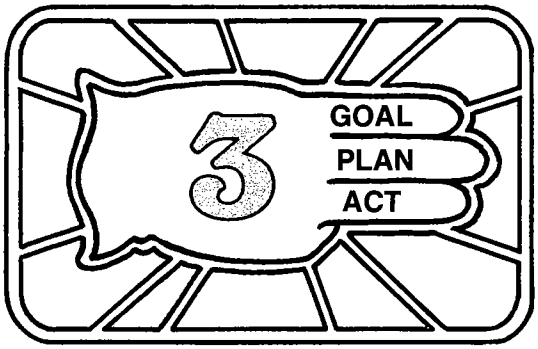
Set a Goal

Goals are things you want and are willing to work for. They can be short- or long-term. They can be for an individual or a group.



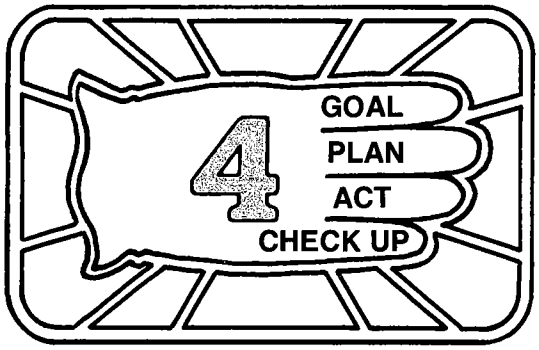
Plan

Planning is thinking about things you need to do to reach a goal and organizing how you will use your resources.



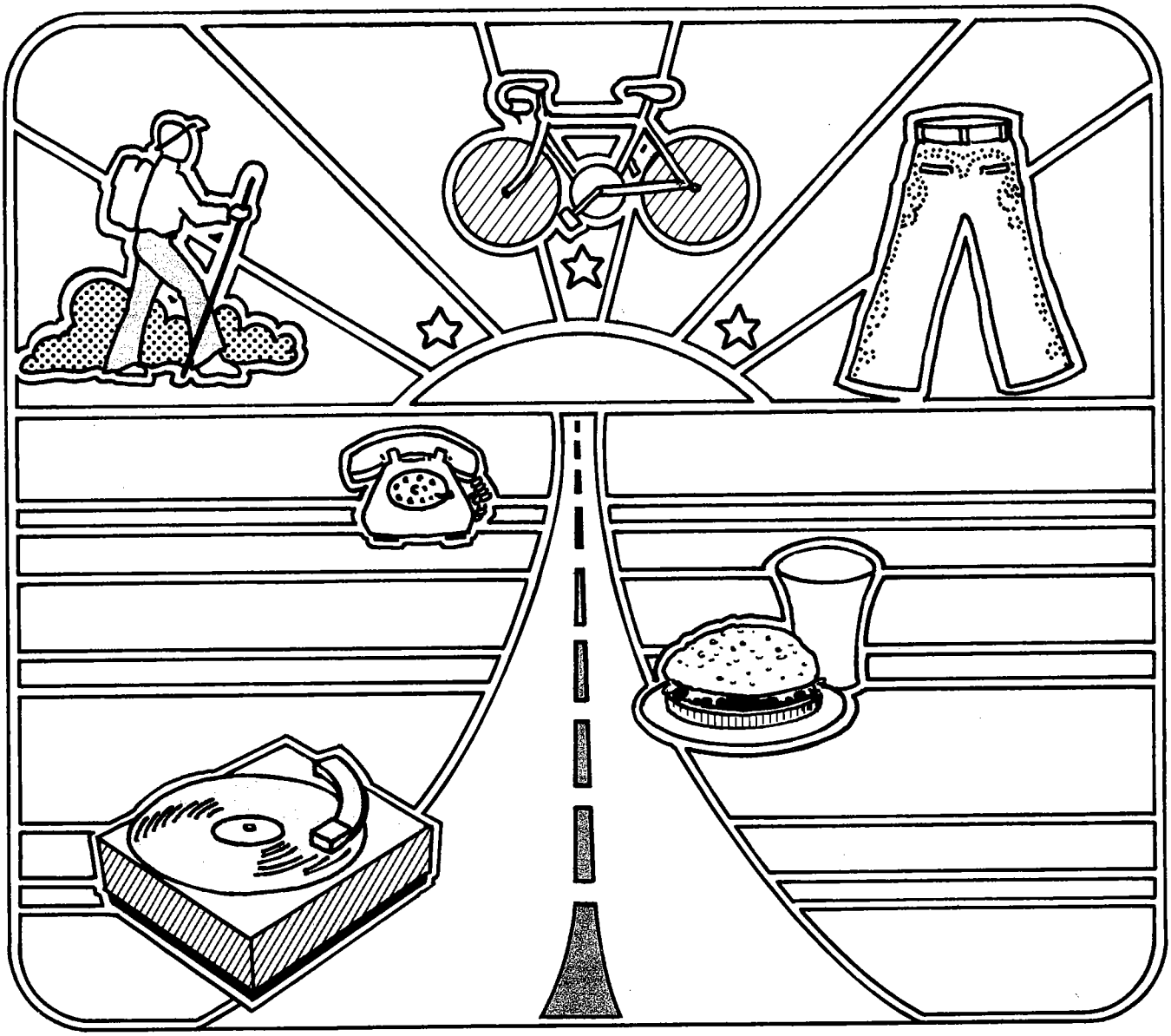
Act

Acting is following and adjusting your plan to reach your goal.



Check Up

Checking up is seeing if you reached your goal, finding out if your plan worked and deciding if you can improve your decisions next time.



Goals

Goals are clues to the things you want and are willing to work for. In part one you will learn these clues to management:

- ☐ the definition of a goal
- ☐ the difference between a long- and a short-term goal

Complete the following brain teaser. Read each clue and see if you can think of the missing word. Each word will have five letters. Write the word in the spaces to the right of the clue. A special word will appear diagonally in the boxes.

1. I want a ____ of milk. ☐ ___ ___ ___ ___
2. I want to watch a ____. ___ ☐ ___ ___ ___
3. I need to finish my report for English ____. ___ ___ ☐ ___ ___
4. I want a sea ____. ___ ___ ___ ☐ ___
5. I need a new pair of ____. ___ ___ ___ ___ ☐

Clue to special word: Things you want and are willing to work for.

MANAGEMENT CLUE

1 *Have you ever thought about things you want or would like to do? You can probably name several. When you decide you are willing to work to get or to do something, you set a goal.*

A goal can be a need or a want. Some goals are needs because they are things you must have to live, such as food to eat. Other goals are wants because they are things you would like to have but are not always necessary, such as a new pair of jeans with special stitching.

Read several comic strips in a newspaper. List the different goals of the characters in three different comic strips. Bring the comic strips and the list to your next 4-H meeting. Report what you have learned.

MANAGEMENT CLUE

2 *Some goals take longer to complete than others.*

Some are short-term. They are things you can do now or in the next two or three days. For example, you might want to telephone your best friend this evening or listen to records at a friend's house tomorrow after school. Other goals are long-term. They are things you want to do that may take a week or longer to complete. A long-term goal might be to go on an all day hike next month. You may need to complete some short-term goals before you reach your long-term goal. For example, you may need to pack a sack lunch before going on an all day hike.

Think about something you want to do in the future. Write this down as a long-term goal. Next think of all the things you have to do before you reach that long-term goal. Write these down as short-term goals. Work toward reaching each short-term goal and before you know it you will have reached your long-term goal. Keep a record of your progress, and give a report on how you reached a long-term goal at a 4-H meeting.

LONG TERM GOAL
PROGRESS RECORD

My long-term goal: _____

_____

I will complete my long-term goal by: _____

Date I completed my long-term goal: _____

My short-term goals:

1. _____

_____

Date to be completed_____ date completed_____

2. _____

_____

Date to be completed_____ date completed_____

3. _____

_____

Date to be completed_____ date completed_____

MANAGEMENT CLUE 3

Both individuals and groups have goals. Individual goals are things wanted or needed by one person. For example, you may have a goal to buy a T-shirt or get a paper route. Group goals are worked on by several people who want the same thing. For example, a football team wants to win a game or your 4-H group wants to build a float for a parade.

By interviewing family members or friends you can learn some more clues to understanding goals. Before you interview anyone, plan some questions you wish to ask. For example:

- Tell me something you intend to do this month.
- Is it something you need or want?
- When do you think you will do it?
- Will you do it alone or will someone help you?

Ask two or three friends or family members if they will answer a few questions for you. Take notes as you interview each person. Later fill in the Interview Chart below.

INTERVIEW CHART

Describe a goal from each interview	How Long Will It Take	Who Will Do It
Interview # 1		
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Interview # 2		
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Interview # 3		
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

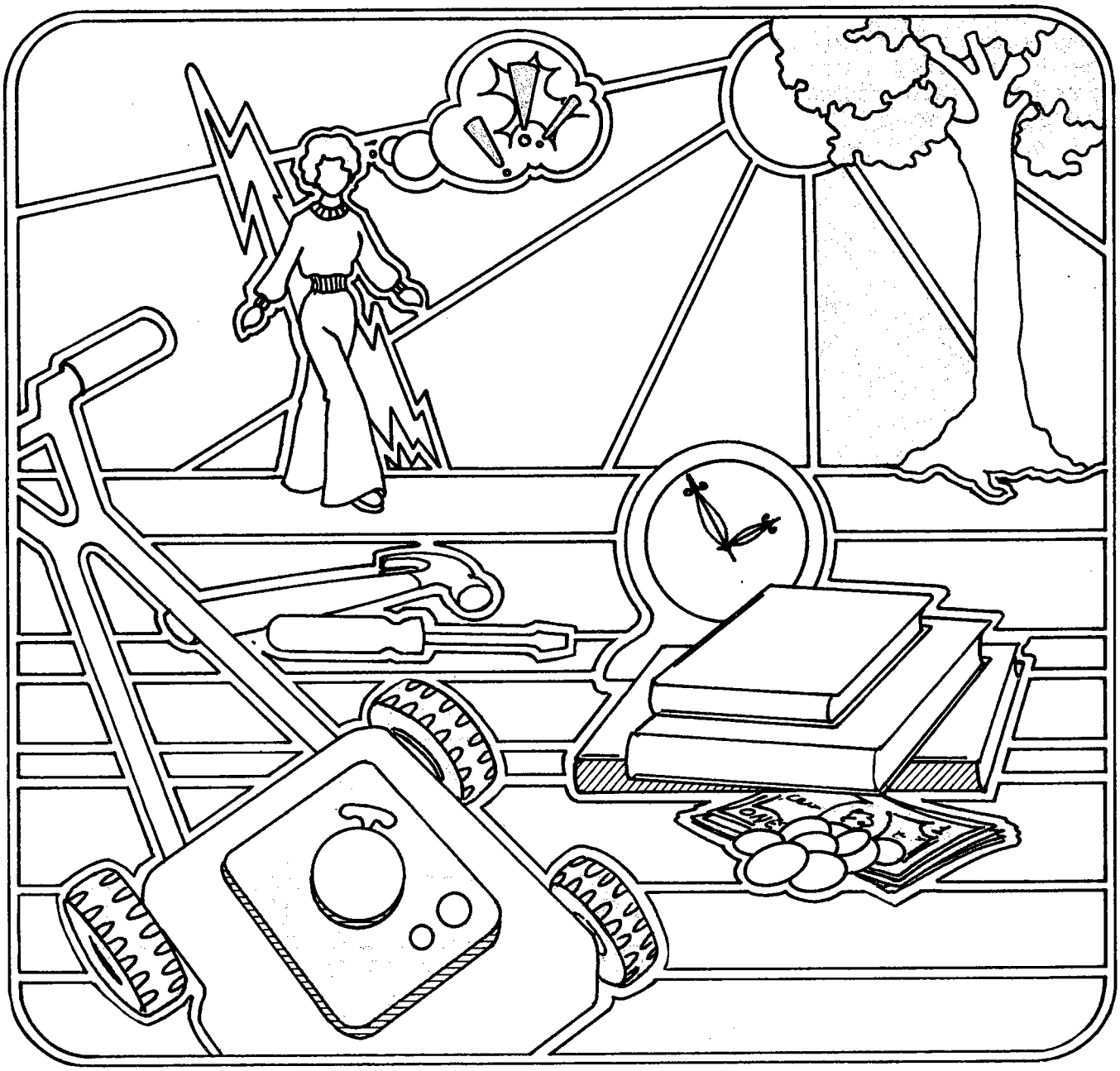
After you have completed the "Interview Chart" study the information carefully. Put a "W" beside those goals that are wants and an "N" by those that are needs. Put an "X" by the long-term goals and an "O" by those that are short-term. Put an "I" beside the individual goals and a "G" by those that are group goals. Compare the results of your interviews with those of another 4-H'er or discuss them with your 4-H leader.

You have learned that goals are things you want or need. They are things you are willing to work for. They can be long or short-term and may be worked on by one person or by a group. You are learning clues to management!

checking my score

Review the activities you have done in part one with your 4-H leader or a member of your family. Read each statement below and check the space that best describes how much you have learned. If you have any questions, ask your leader for help.

	Very Well	O.K.	Need More Work
I can define a goal.			
I can describe the difference between a need and a want.			
I can give an example of a long-term goal.			
I can give an example of a short-term goal.			
I can give an example of a short-term goal that will help me reach a long-term goal.			
I can describe the difference between an individual goal and a group goal.			
I can_____			

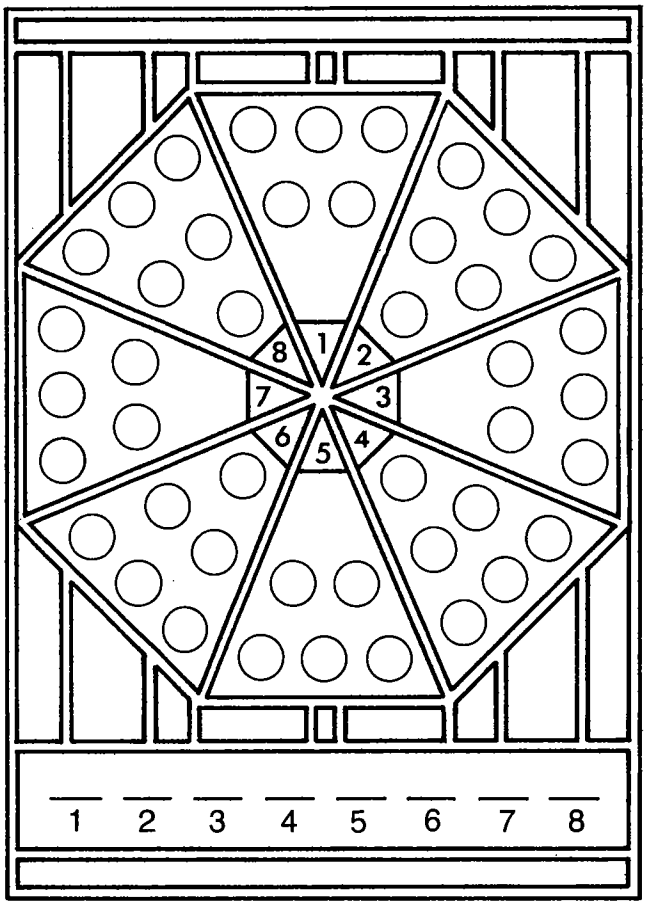


Resources

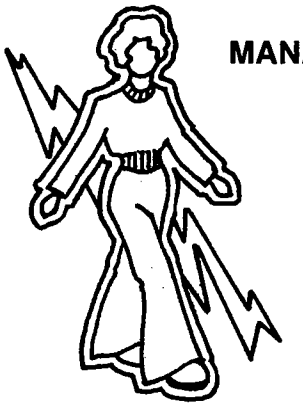
You have learned some management clues about goals. You have learned the definition of goals and the different kinds of goals. Now you need to know about some special tools to help you reach your goals. These tools are called resources. In part two you will learn:

- ☐ the definition of a resource
- ☐ about different kinds of resources
- ☐ that different resources can be used to reach the same goal
- ☐ how resources affect your success in reaching goals

This brain teaser will help you find some clues about resources. Read each clue and think of words to solve them. Write the words in the spaces provided on the wheel. Be sure that the word for clue number one is written in the part of the wheel marked with a number one. Do the same for clue numbers two through eight. Always start each word in the yellow colored space. When the word wheel has been completed, the yellow colored spaces will spell a special word. Write the special word in the numbered blanks below the word wheel.



1. Something you listen to for music, news, weather and sports.
2. Your go power.
3. Ability you have to do things like play ball or fix a motor.
4. An element in the air you breathe which is necessary to live.
5. A relative who would be your father's brother.
6. Used to report your 4-H activities.
7. Used to tell time.
8. A person who is a specialist and knows a lot about one thing. Clue to special word: A tool to help you reach your goal. Each clue in the brain teaser is a tool to help you reach a goal.



MANAGEMENT CLUE

4

Resources are the things or tools you use to reach goals. You have resources within you. These are called internal or human resources. For example, your energy or go power is an internal resource. Your skills and knowledge or brain power are internal or human resources. You also have external or nonhuman resources. Your home, school, money, time, books, natural resources and space are examples of external resources.

Your external resources are usually limited. Money and time are examples of limited resources. People usually do not have all the money they want to reach goals. And we have only twenty-four hours of time to use as a resource each day.

Some of your internal resources are unlimited. Your skills and knowledge or brain power can increase through further education and training. Some of your internal resources, such as energy or go power, are limited.

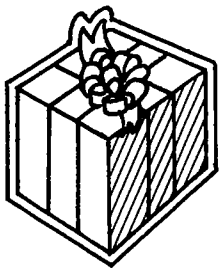
Talk with an older member of your family about one important goal they are planning to reach within the next year. List the goal on the chart below then make a list of all the important resources they will need to reach the goal. Divide the list into two parts. Put the internal resources in one column and the external resources in another. Place a check (√) in front of the resources they already have. Place an "X" in front of the resources they will need to get. Present what you have learned as a short illustrated talk at the next 4-H meeting.

Use this form to help plan your illustrated talk

Important Goal: _____

IMPORTANT RESOURCES NEEDED

Internal	External



MANAGEMENT CLUE 5

Once you choose a goal you usually find that more than one resource may be needed to reach the goal. You also find that you can usually substitute one resource in place of another and still reach the same goal.

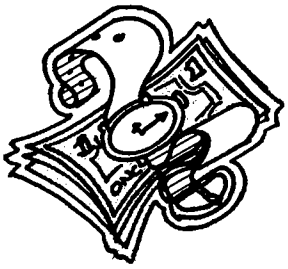
For example, your goal might be to give your best friend a gift for his or her birthday next week. If you decided to buy the gift, money would be an important external resource which you would use. But you could give your friend a gift without buying it. If you decided to make the gift, you might decide to substitute other resources in the place of money. You might choose to use your internal resources of skill and knowledge and external resources of time and materials to make the gift.

You have more resources than you think to reach a goal if you consider all the different or alternative resources available and how you can substitute one resource for another.

Select one of the following goals:

- Go on a picnic with three friends.
- Get a musical instrument.
- Get new clothes for school.
- Attend an important sports event in another city.
- Have a place to study and work on hobbies.

Plan the important resources you'd need to achieve it. Select the two most important resources needed and star them. Then imagine that for some reason you could not get these two important resources. What other resources could you get and use to reach the goal? Plan a 3- to 5-minute report using visuals for your next 4-H meeting.



MANAGEMENT CLUE 6

Do you sometimes find that you don't have a resource you may want or need, because you've already used it for something else? Some of your resources are always limited within a certain time period. Let's say that David has a paper route and is saving money to buy a bicycle. He buys the bike and uses all his money. This means he will not have money as a resource unless he continues to work and saves for another period of time.

This example shows the importance of using your resources to reach goals that are most important to you. Once you've used some resources for reaching a goal, you do not have them to use for reaching another goal.

Choose an important goal that you want to reach within the next week.

_____

_____

_____

List all the resources you need to reach this goal.

○ _____
○ _____
○ _____
○ _____
○ _____
○ _____
○ _____
○ _____

Now place a check in the circle in front of each resource which is limited.

If you did not use these limited resources for this goal, show how you might use them to reach another goal.

Limited Resource	I could use it to reach this goal instead.

Prepare a bulletin board display to show what you have learned.

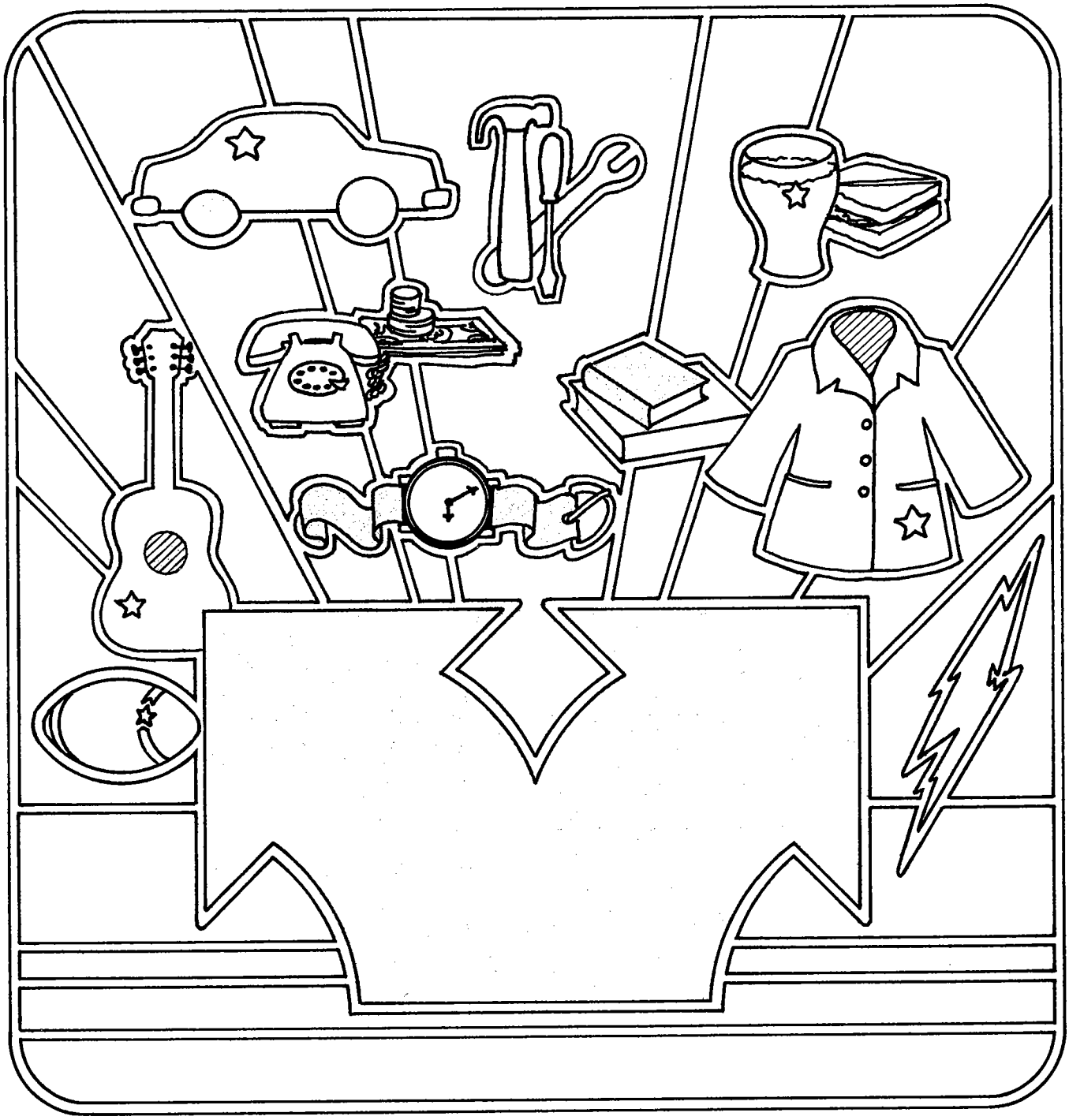
You have learned that you have many resources to help you reach your goals. There are internal and external resources. You will use alternative resources and the same resources in different ways as you work toward learning more clues to management.

checking my score

Review the activities you have done in part two with your 4-H leader or a member of your family. Read each statement below and check the space that best describes how much you have learned. If you have any questions, ask your leader for help.

	Very Well	O.K.	Need More Work
I can identify two kinds of resources.			
I can name five different internal resources.			
I can name ten different external resources.			
I can describe how resources are used to reach a goal.			
I can identify a goal and name three alternative resources that could be used to reach it. I can then choose the resource best to reach the goal.			
I can identify a resource and name three goals that could be reached using that resource.			
I can_____			

So far you have learned about goals and resources. Here is your chance to use what you have learned and have fun too. Turn to the Management Clues card game on pages 16 and 17 of this manual. Your leader will help you with the playing directions.



Decisions

The next management clues will help you make choices or decisions. In part three you will learn:

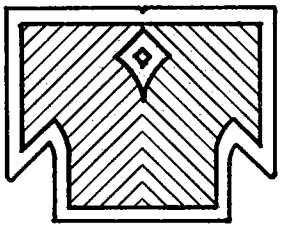
- ☐ the definition of a decision
- ☐ that you make decisions about goals
- ☐ that you make decisions when you use resources
- ☐ that you make decisions when you plan and when you follow plans
- ☐ how to make a decision

You will learn more about decision-making when you do this brain teaser. Read the clues and think of words to solve them. Write the words in the diagram on the left. The beginning letters of the answers will have a special meaning. Match the numbers and letters in the first puzzle to those in the second puzzle. You will discover the definition of decision-making. The words in the definition are separated by blue squares.

A	58	27	49	21					
B	36	14	64	55					
C	37	50	2	84					
D	19	40	11						
E	33	45	15	61	29	43	90		
F	4	23	68	6	85	31	10		
G	51	70	57	65	24	34			
H	8	28	77	26					
I	56	72	16	79					
J	30	1	32	22	44	12	74	88	
K	62	39	78	3	18	67	20		
L	80	9	83	38	25	17	54		
M	13	66	52	5	87				
N	63	7	35	76					
O	41	69	47	59	86				
P		42	73	89	82	48			
Q		53	60	46	75	71	81		

A. A platform for loading and unloading boats, trucks and railroad cars.
B. What hens lay.
C. A head cook.
D. The substance in ball-point and fountain pens.
E. Increasing speed.
F. A state touching the borders of Illinois, Kentucky, Ohio and Michigan.
G. A citrus fruit.
H. Without feeling.
I. To crush into a soft, pulpy mass.
J. The opposite of subtraction.
K. The room in the house where food is cooked.
L. To mimic or copy.
M. Loud.
N. Shiny precious metal.
O. A visitor.
P. Food made from pork and often eaten at breakfast.
Q. Food made from milk.

1J	2C	3K	4F	5M	6F	7N	8H	9L	10F	11D
12J	13M	14B				15E	16I			
	17L	18K	19D	20K	21A	22J	23F	24G		
		25L	26H	27A	28H	29E		30J	31F	32J
33E	34G	35N	36B	37C	38L	39K	40D	41O		
		42P	43E	44J	45E	46Q	47O	48P		
	49A	50C	51G	52M	53Q	54L	55B			



MANAGEMENT CLUE

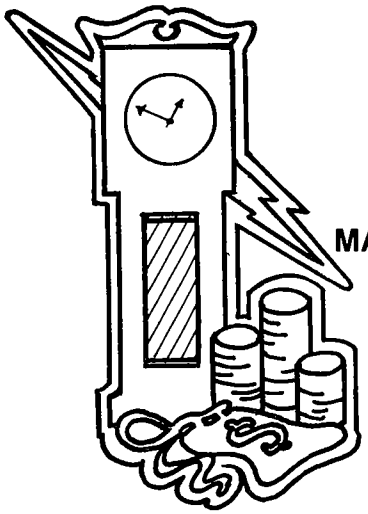
Decisions are the choices you make.

You make lots of decisions every day. You make choices or selections in everything you do. Some decisions are made without much thinking, because you may have done them many times before or they are not very important decisions. You don't think much about opening a door or picking up a pencil for example. When you make important decisions that take a lot of resources, you think longer and more carefully. For example, you'd think more carefully when deciding to buy a new coat than you would when deciding to buy a snack. You make decisions when you set a goal, and more decisions when you plan how to reach it. You also make other decisions when you carry out plans to reach a goal.

Talk with an older person who has done something you would like to do, such as buy a car, play on a school ball team, learn to play a musical instrument, or be elected to a club office.

Ask this person to tell you the important decisions he made when choosing the goal, planning how to reach the goal and following his plan.

Prepare a poster using a drawing or magazine picture to show the goal. Divide the rest of the space into three parts and write in the important decisions the person made when choosing or selecting the goal, planning to reach the goal, and following the plan to reach the goal.



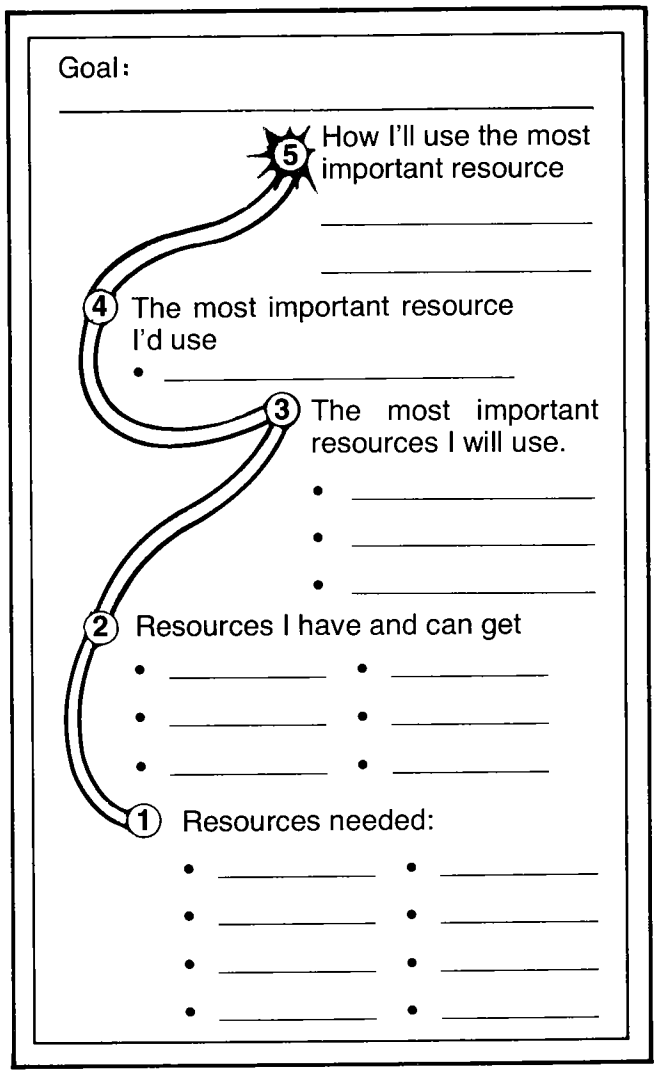
MANAGEMENT CLUE 8

Every day you make decisions about resources. You make decisions about the resources you needed, the resources you have, and others you can get, which resource or resources are best to use, and which you will use. You also make decisions about using the resource or resources selected.

Select one of the following goals:

- A family picnic
- A birthday party for you
- Getting a new bicycle
- Another goal important to you

On a large piece of paper write your goal at the top of the page. Then draw a road map from a starting point in the left bottom corner to the goal at the top right corner. Draw in five cities or stops on your map. At each stop write the important decisions you will make about resources. At the first stop, list the resources needed. At the second stop, show those resources you already have and others you know you can get. At the third stop, list the three most important resources you might use. Decide which resource is most important to help reach your goal and write that at the fourth stop. At the fifth stop, tell how you will use this resource to help reach your goal.



MANAGEMENT CLUE 9

Decisions aren't always easy. You usually want to have and do more than you can with the resources you have. Your decisions guide what you do. They have a lot to do with your success in getting the things you want and need.

How do you make the best decisions? You can improve your skill in making decisions when you think about and follow these steps:

1. *Recognize or know that a decision is needed, and that you must make it*
2. *Think through different choices and judge them*
3. *Make a choice, and be responsible for your decision*

Sometimes we make a poor decision or choice. This may be because we do not have enough information or facts about what might happen as a result of our decision.

John
- is 14 years old.
- mows lawns in summer to earn money.
- must buy his school clothes.
- wants to visit his cousin in another state for two weeks this summer. His bus fare would cost about $50.

Directions:
- The other members of the family are John's mother who works in a grocery store as a checker and his brother, Fred, who is 10.
- All of you must make a decision to let John go or not.
- All must reach a decision.

Divide into groups. Discuss the situation above. Arrive at a group decision and have one person in each group report the following.

The alternative or different choices discussed about:
- getting the money so that John might go.
- who would care for Fred, if John went.

The final decision made by the family.

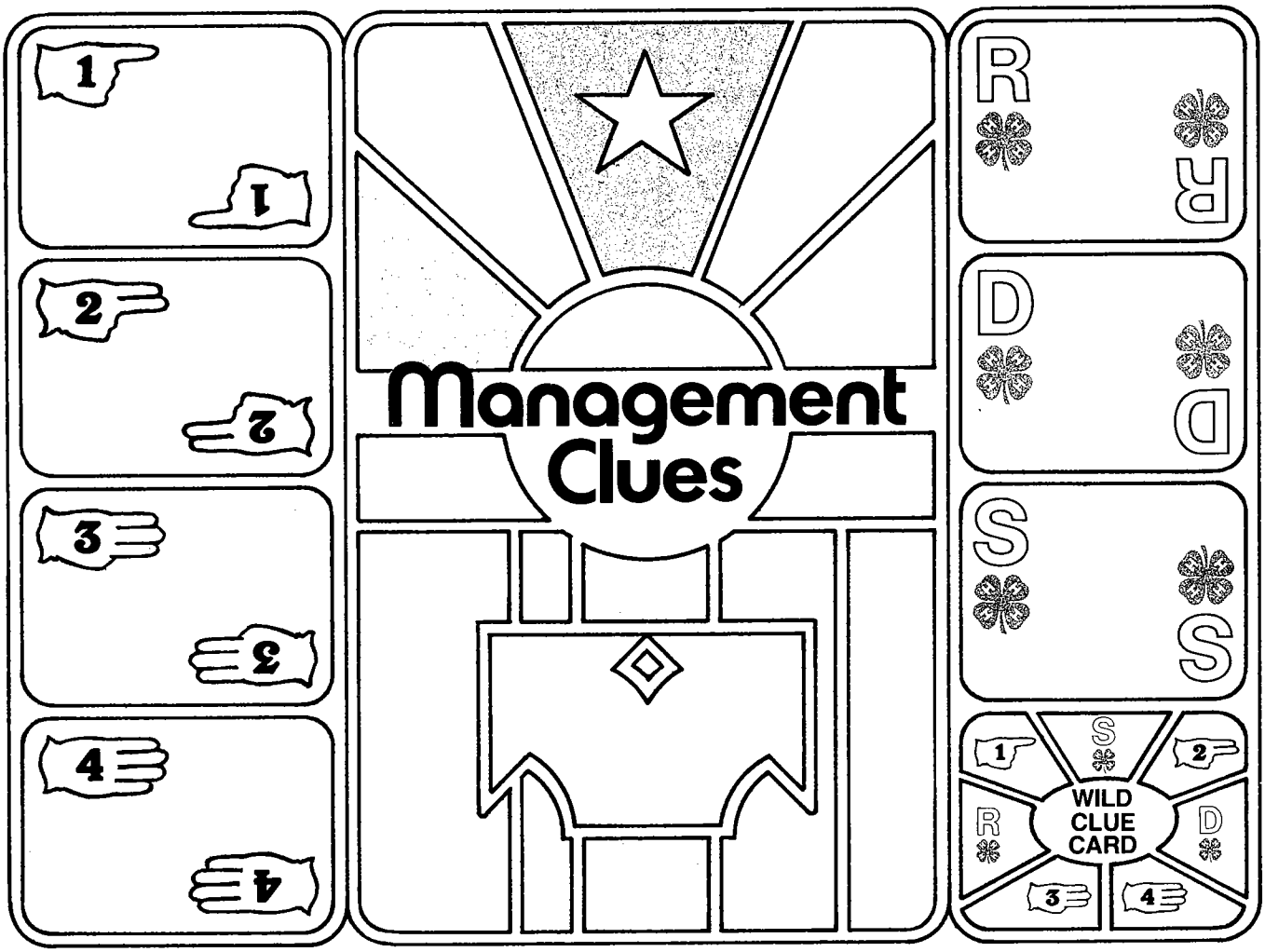
Why the group felt this was the best decision.

What is decision-making? It is thinking about and selecting between choices. It requires you to judge between choices and select what you think best. Clues to decision-making are important when learning to manage.

checking my score

Review the activities you have done in part three with your 4-H leader or a member of your family. Read each statement below and check the space that best describes how much you have learned. If you have any suggestions, ask your leader for help.

	Very Well	O.K.	Need More Work
I can name the steps one follows when making a decision.			
I can give an example of how decision-making is used when setting a goal.			
I can give an example of how decision-making is used when planning how to reach a goal.			
I can give an example of how decision-making is used when choosing between alternative resources.			
I can give an example of how decision-making is used when carrying out a plan.			
I can_____			



Management Clues

(For 2, 3, or 4 Players. Ages 12 to Adult)

Management Clues is a card game to help you learn more about managing the things you do every day. The game has three parts.

In playing Part One you will be using the management clues you have learned about goals and resources. In Part Two you will use clues you have learned about the steps to management and decision-making. In Part Three you will add the clues you have learned about standards.

There are few right or wrong answers to Management Clues. You will be learning a lot about yourself as you play the game.

GROUND RULES

There are a few ground rules that you will want to remember as you play Management Clues:

- All players should understand the game rules before play begins
- Each part is played with two, three or four players
- Each game should start with the selection of a dealer and a scorekeeper
- The first player is the person to the dealer's left
- A hand is the cards being used by one player
- A stack is a neat pile of undealt cards placed face down in the center of the table
- A discard pile is a neat pile of used cards placed face up in the center of the table

- Should all resource cards be drawn from stack before round ends, dealer can remove top card in discard pile and place it on table to make a new discard pile. Dealer can then shuffle cards in old discard pile and place them face down on table beside new discard pile to make a new stack.
- At the end of each round the scorekeeper should add up and record each player's score.

Round One The objective of round one is for each player to select a goal card and collect three resource cards that can be used to reach the goal. First player to do this lays his hand on table and receives 5 points, second player receives 4 points, third receives 3 points and fourth 2 points.

1. Sort goal cards into one stack and resource cards into another. Return other cards to box.
2. Dealer shuffles goal cards; deals two to each player and makes a discard pile of remaining cards.
3. Each player chooses one goal to work toward and discards extra goal card.
4. Dealer shuffles resource cards; deals three resource cards to each player then makes stack and discard pile.
5. Each player takes a card from top of stack or discard pile. If new card will help reach goal, player adds card to hand and one of the cards in hand that will not help reach goal is discarded. If new card cannot be used to reach goal, it is discarded.
6. Play continues until each player has found three resources to help reach his goal.
7. Round ends with each player telling what his goal is and how he would use his three resource cards to reach the goal.

Round Two The objective of round two is for each player to draw a resource card that can be substituted for one of the resources collected in round one. First player to do this lays the card on table and receives 5 points, second player receives 4 points, third receives 3 points and fourth 2 points.

1. Dealer shuffles all resource cards in stack and discard pile, places shuffled cards face down in center of table and turns top card face up on table.
2. Each player takes a card from top of stack or discard pile. If the new card can be used to reach goal and can be substituted for one of the three resources in hand, player lays card on table. If new card cannot be used to reach goal, it is discarded.
3. Play continues until each player has laid on the table a substitute resource card that can be used to reach his goal.
4. The round ends with each player telling how the new resource can be substituted for one of the resources in his hand and how it can be used to reach his goal.

Round Three The objective of round three is for each player to draw a new goal and see how many of the resources used to reach the first goal can be used to reach the second goal. Each player receives 1 point for each of the four resources in his hand that can be used to reach the new goal.

1. Dealer shuffles the stack of goal cards and places the stack face down on table.
2. Each player discards his old goal and draws a new one. Player then selects all of the resource cards in his hand that can be used to reach the new goal.
3. The round ends with each player identifying the resources in his hand that can be used to reach his new goal.

Finishing Up

1. Scorekeeper adds up the scores for game one.
2. Player to dealer's left becomes the new dealer and the player to the scorekeeper's left becomes the new scorekeeper.
3. Next game begins
4. The player with the highest score after playing five games is the winner.

Round One The objective of round one is for each player to select a goal card and collect one planning card, two resource cards, one acting card and one checking up card that can be used in reaching the goal. First player to complete each part of the round by laying the right card or

cards on the table receives 5 points, second player receives 4 points, third receives 3 points and fourth 2 points.

1. Sort goal, planning, resource, acting and checking up cards into separate stacks. Return other cards to box.
2. Dealer shuffles goal cards; deals three to each player and makes a discard pile of any remaining cards.
3. Each player chooses one goal to work toward and discards extra goal cards.
4. Dealer shuffles planning cards, places stack face down in center of table and makes discard pile.
5. Each player takes a card from top of stack or discard pile. If the planning card will help player reach goal, it is added to hand. If the card cannot be used to reach goal it is discarded.
6. Play continues until each player has drawn a planning card to help reach his goal. Dealer should move remaining planning cards to side of table and scorekeeper should note scores.
7. Next dealer shuffles resource cards, places stack face down in center of table and makes discard pile.
8. Each player takes a card from top of stack or discard pile. If resource will help player reach goal, card is added to hand. If resource will not help player reach goal, card is discarded.
9. Play continues until each player has drawn two resource cards to help reach his goal. Dealer should move remaining resource cards to side of table and scorekeeper should note scores.
10. Continue play as described in steps 4, 5 and 6 using acting and checking up cards.
11. Round ends with each player showing his goal card and telling how he would use the cards in his hand to reach the goal.
12. Player with the highest score after playing five rounds is the winner.

Round Two The objective of round two is for each player to select a goal card and collect one planning card, two resource cards, one acting card, one checking up card and one decision card that can be used in reaching the goal. First player to complete each part of the round by laying the right card or cards on the table receives 5 points, second player receives 4 points, third receives 3 points and fourth 2 points.

1. Round two is played using the same rules as round one with decision cards added.

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Management Clues is played with a deck of 110 cards. You may make your own playing cards or you may purchase a deck from 4-H Service Department, OKT/COLSON, 901 North Main Street, Paris, Illinois 61944.

If you wish to make your playing cards you will need some three by five note cards or heavy paper and markers, crayons or paints. You can be as creative as

Management Clue Cards

RESOURCE CARDS

RESOURCES are tools used to reach goals.

Library
Store
Money
Salesperson
Energy
Talent
Attitudes
Knowledge
Time
Parents
Friends
Directions
Ability To Read
Labels
Ability To Make Things
Bicycle
Equipment To Make Things
Television
Equipment To Play A Game
Measuring Cups
Book
Recreation Room
Lawnmower
Broom
Desk
Chair
Cake Mix
Can Play Ball
Gasoline
Car
State Park
Play Musical Instrument
4-H Leader
Newspaper
Record Or Tape Deck
Bus

ɔu like. The words to be placed on each card are ted under sample cards pictured below. You may sh to invite a friend or family member to help you th this fun activity.

ıere are eight different kinds of cards in the deck. ɔur represent the steps in the management process setting a goal, planning, acting and checking up. ıere are twelve cards for each step. These are identified by a hand with extended fingers.

Thirty-six cards represent resources for reaching goals. Twelve cards represent decisions made in reaching goals and twelve cards represent standards that affect goals. These cards are identified with a clover.

Two cards are wild clues. These are bonus cards and can be used in place of other cards.

GOAL CARDS

GOALS are the things you want and are willing to work for.

ɔ Earn Money
ɔ Make A Gift
ɔ Make A Cake
ɔ Watch Television
ɔ Study For A Test
ɔ Buy A Sweater
ɔ Go To 4-H Camp
ɔ Buy A Bike
ɔ Clean My Room
ɔ Visit A Friend
ɔ Give A Party
ɔ Play A Team Sport

PLANNING CARDS

PLANNING is thinking about things you need to do to reach a goal and organizing how you will use your resources.

lan What Is Needed To Reach Goal
lan Which Resources Are Needed And How To Get Them
lan How To Use Resources
lan Order To Do Things
lan Different Ways To Reach Goal
lan Where To Buy
lan How To Make
lan How To Earn
lan Where To Do It
lan When To Do It
lan Who Will Be Involved
lan Who Can Help

ACTING CARDS

ACTING is following and adjusting your plan to reach your goal.

Do Things Planned
Use Resources
Be Responsible For What Happens
Change Plans If Needed
Get A Job
Go To Store
Assemble Supplies
Ride Bicycle
Get And Use Information
Spend Time
Use Energy
Work

CHECKING UP CARDS

CHECKING UP is seeing if you reached your goal, finding out if your plan worked and deciding if you can improve your decisions next time.

Check Whether Goal Was Reached
Check Whether The Plan Worked
Check Whether Plan Can Be Improved Next Time
Check Whether I Made A Good Buy
Check How Money Was Used
Check Whether Group Had A Good Time
Check To See If We Had All The Equipment We Needed
Check Whether I Had And Used Correct Information
Check To See If Time Was Well Spent
Check Whether I Was Pleased With What Happened
Check Whether I Learned Something
Check Whether I Reached The Goal As Well As I Expected

DECISION CARDS

DECISIONS are making choices or selections.

Decide Between Goals
Decide Best Plan
Decide To Follow Plan
Decide If You Reached The Goal
Decide What To Buy
Decide On A Job
Decide Resources You Can Get
Decide On The Rules
Decide On Information
Decide Between Alternatives
Decide If you Had Enough Supplies
Decide If You Can Reach Goal

STANDARD CARDS

STANDARDS are measures of quality, quantity, performance, achievement and personal behavior.

Accuracy
Quality
Quantity
Accomplishment
Fair
Labels
$5.00
Cleanliness
Courtesy
Table Manners
Rules
Score

WILD CLUE CARDS

A WILD CLUE is a bonus card used as a substitute for another card.

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2. Player with the highest score after playing three rounds is the winner.

Round Three The objective of round three is for each player to select a goal card and collect one planning card, two resource cards, one acting card, one checking up card and one decision card that can be used in reaching the goal. First player to do this lays his hand on table and receives 25 points, second player receives 20 points, third receives 15 points and fourth 10 points.

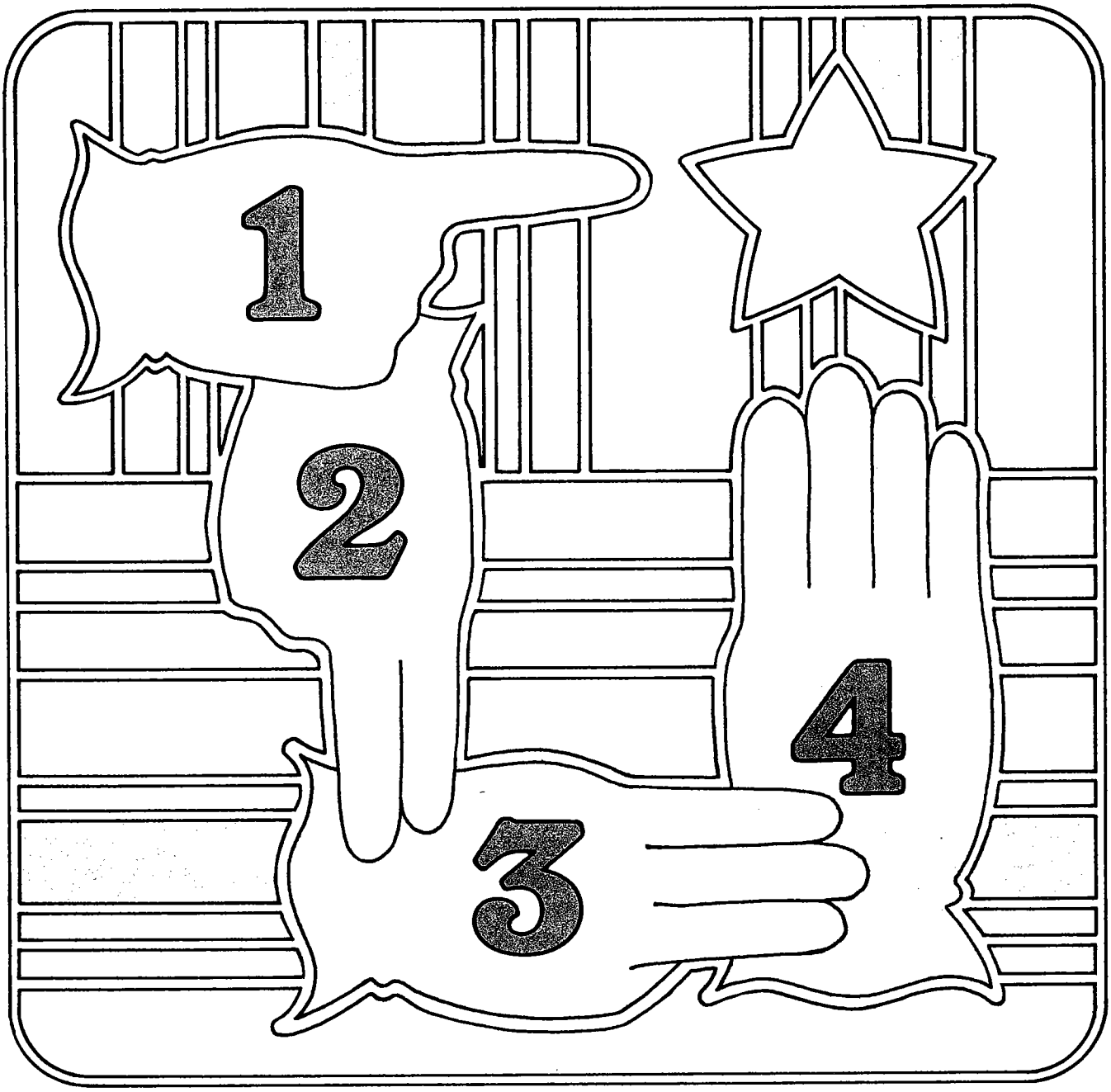
1. Sort goal cards into one stack and planning, resource, acting, checking up and decision cards into another. Return other cards to box.
2. Dealer shuffles goal cards, deals three to each player and makes discard pile of any remaining cards.
3. Each player chooses one goal to work toward and discards extra goal cards.
4. Dealer shuffles together planning, resource, acting, checking up and decision cards, places stack face down in center of table and makes discard pile.
5. Each player takes a card from top of stack or discard pile. If card will help player reach goal, it is added to hand. If card will not help player reach goal, it is discarded.
6. Play continues until each player has drawn one planning, two resource, one acting, one checking up and one decision card that can be used to reach his goal.
7. Round ends with each player showing his goal card and telling how each card in his hand would be used to reach his goal.
8. **Note:** A little variety can be added to round three by including the two wild clue cards in step 4. A wild clue is a bonus card and can be used in place of any card needed in the player's hand. In step 7 the player should tell which card the wild clue is being substituted for and how it would be used.
9. Player with the highest score after playing three rounds is the winner.

Round One The objective of round one is for each player to select a goal card and collect one planning card, two resource cards, one acting card, one checking up card, and one decision card that can be used in reaching the goal. First player to complete this part of the round receives 25 points, second player receives 20 points, third receives 15 points and fourth receives 10 points. Each player then selects one standard card that can influence decisions made in reaching the goal. First player to complete this part of the round receives 5 points, second player receives 4 points, third receives 3 points and fourth 2 points.

1. Follow rules for Part Two, round three through step 6. Dealer should move remaining cards to side of table and score-keeper should note scores.
2. Dealer shuffles standard cards and places stack face down in center of table and makes discard pile.
3. Each player takes a card from top of stack or picks up first card in discard pile. If standard card will influence decisions made in reaching goal, player adds card to hand. If standard will not influence decisions made in reaching goal, card is discarded.
4. Play continues until each player has drawn a standard card that will influence decisions made in reaching his goal.
5. Round ends with each player showing his goal card and telling how he would use the cards in his hand to reach the goal and explaining how the standard will influence his decision-making.
6. Player with highest score after playing three rounds is the winner.

Round Two The objective of round two is for each player to select a goal card and collect one planning card, two resource cards, one acting card, one checking up card, one decision card and one standard card that can be used in reaching the goal. First player to do this lays his hand on table and receives 25 points, second player receives 20 points, third receives 15 points and fourth 10 points.

1. Follow rules for Part Three, round one. Include the standard cards with the planning, resource, acting, checking-up and decision cards in the first shuffle.
2. Play continues until each player has drawn one planning card, two resource cards, one acting card, one checking up card, one decision card and one standard card that can be used in reaching his goal.
3. Round ends with each player showing his goal card and explaining the steps he would use in reaching the goal, the resources he would use, the decisions he would make and the standards that would affect his decisions.
4. Player with the highest score after playing three rounds is the winner.

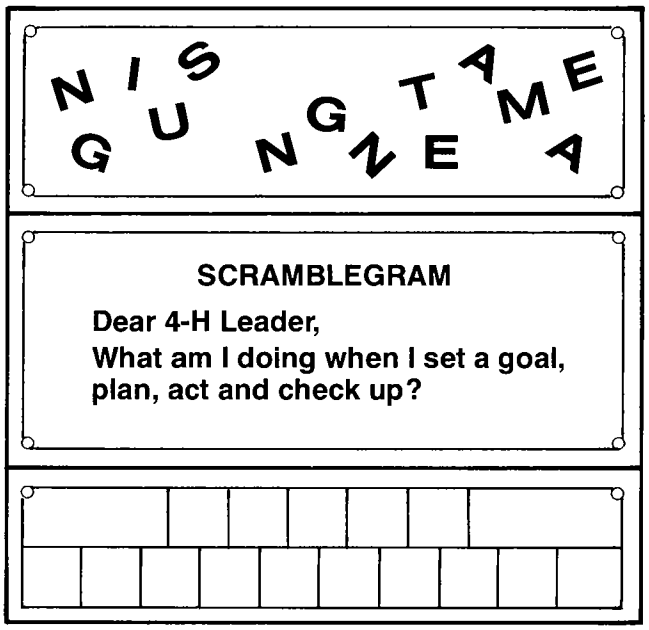


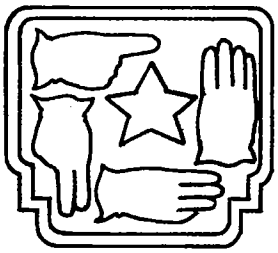
Steps To Management

You have learned management clues about goals, resources and decision-making. Now you are ready to master the big clues to management — the steps in the management process. In part four you will learn:

- ☐ four steps in the management process
- ☐ how to use the management process to reach a goal.

This brain teaser will give you a clue to the four steps in the management process. Unscramble the letters in the top box and place them in the correct squares below to find the Scramblegram answer.





MANAGEMENT CLUE 10

The management process has four steps. The first step is to set a goal. This means that you decide what you want and are willing to work to get. The second step is to plan. You decide how you are going to reach your goal. You decide which resources you will use and plan how you will use them. The third step is to act. You follow the plan. The fourth step is to check up. Here, you check whether you reached your goal, judge how well your plan worked and decide how you can improve your management next time.

Read the story below. Identify the four management steps in the story:

Tim wanted some money to buy model planes which he could assemble as a hobby. He decided to find an after school job to earn some money. He had lots of time and energy. He knew how to operate a lawn mower and could use his father's. He also liked to play with younger children. He decided to look for babysitting and lawn-mowing jobs in the neighborhood.

Tim visited with people who live in his neighborhood. He told them about his interest to do lawn-mowing and babysitting, and that he would charge $1.00 per hour for his services. Three people offered him a job.

At the end of two weeks, Tim had worked ten hours and had earned $10.00. He wanted to make more money faster. So he made some posters telling about his services and placed them in the neighborhood grocery store and laundromat.

What was Tim's goal?_____

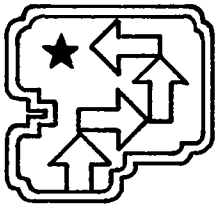
What was his plan for reaching his goal?_____

What action did he take to reach his goal?_____

What did he find out by checking up?_____

What resources did Tim use to reach his goal?_____

What decisions did Tim make in reaching his goal?



MANAGEMENT CLUE 11

By using the four management steps you can more easily get the things you want. The management steps help you set goals. They

help you think about and plan what you are going to do. They help you act or follow your plan. The check up step helps you see how well you did. The management steps also help you use resources more wisely.

Now let's practice using the management steps to reach a goal. Think about a short-term goal you want to reach. Plan how you will reach it. Act to do the things in your plan. Then check up to see how well you carried out your plan. You can keep a record of your progress below.

Goal _____

Plan _____

_____

_____

_____

Action _____

_____

_____

_____

Check up _____

_____

_____

_____

Give an illustrated report to your 4-H group. See if other members of your group agree with your check up.

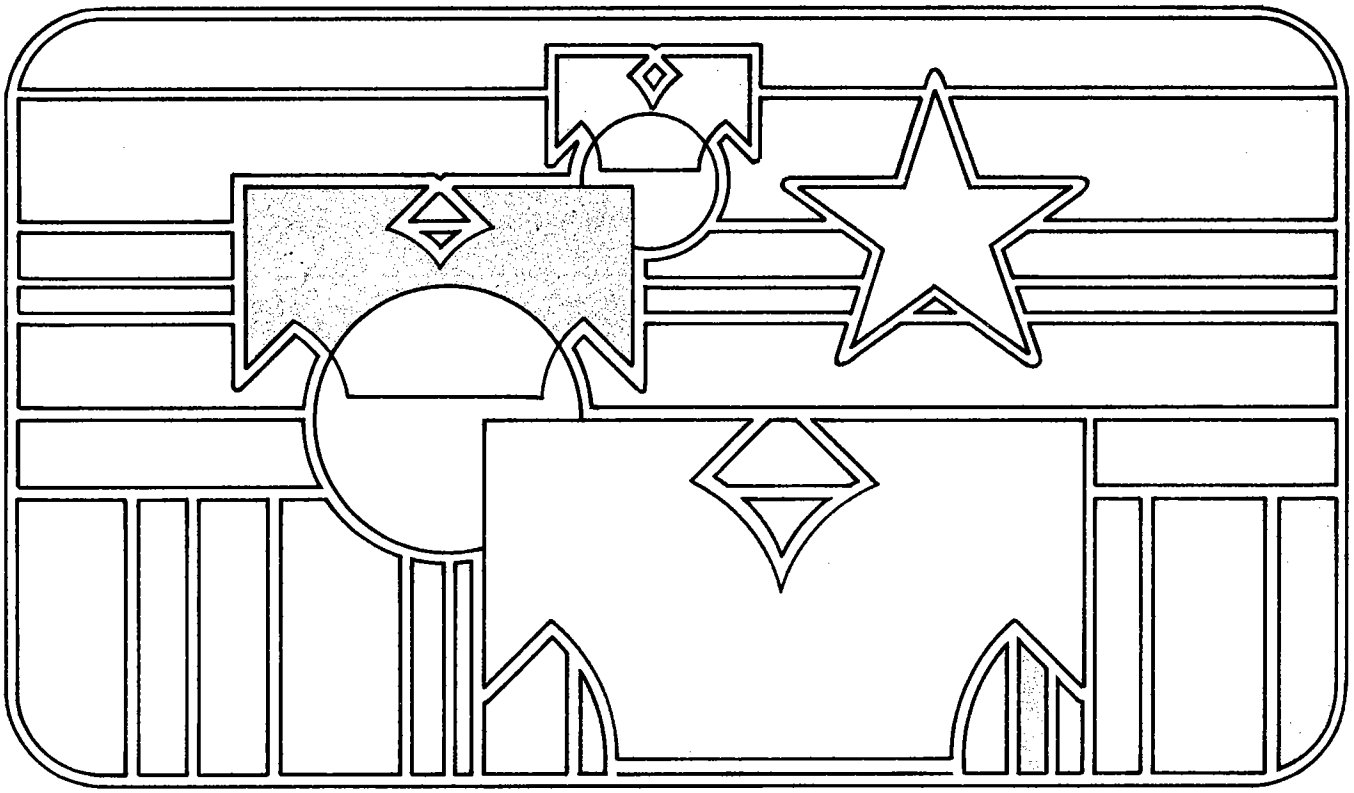
You have learned that management has four steps: setting a goal, planning, acting and checking up. If you need a reminder about the four steps, turn to the chart on page 1.

checking my score

Review the activities you have done in part four with your 4-H leader or a member of your family. Read each statement listed below and check the space that best describes how much you have learned. If you have any questions, ask your leader to help you.

	Very Well	O.K.	Need More Work
I can name the four steps in the management process.			
I can use the management process to reach a goal.			
I can _____			

You have mastered goals, resources, decision-making and the steps to management. These clues to management will help you play part two of the Management Clues game. Your leader will help you with the playing directions.



Making Choices

Your decisions influence the goals you set, the plans you make, the resources you use, how you act to reach your goal and how you check up after reaching your goal. In part five you will learn these clues to management:

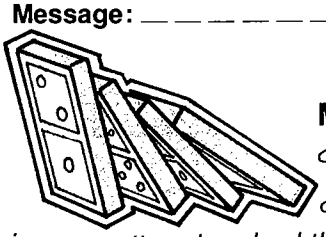
- ☐ how one decision can affect another decision
- ☐ how a decision can affect a present or future goal
- ☐ that you are responsible for the decisions you make

See if you can find any management clues in this brain teaser. For an extra challenge keep score on the number of decisions you make while solving the puzzle.

Count the number of letters in the word DECISIONS. Subtract 7 from this number. The result is your key number. Start in the upper left hand corner of the numbered triangle below and check your key number each time it appears. Then read the message given in the letters below your key number. The message will give you a clue to what decisions are.

6	2	4	7	3	5	2	8	6	7	5	8	4
A	M	Y	H	D	T	A	A	N	O	R	N	O
5	7	3	6	4	7	3	5	2	4	8	6	2
I	U	R	I	U	S	E	P	K	P	T	D	I
4	6	8	5	3	2	4	6	7	3	2	5	8
O	E	I	I	S	N	G	A	E	S	G	N	Q
3	2	4	6	8	7	5	3	2	6	7	4	6
U	C	O	B	U	G	V	P	H	R	U	O	I
7	6	5	8	2	4	6	7	5	4	3	2	5
E	N	I	E	O	D	G	S	T	D	E	I	A
2	4	3	6	5	8	2	4	6	7	5	6	3
C	E	V	S	T	G	E	E	C	S	I	A	E
6	5	8	7	4	3	6	5	8	2	3	8	4
S	O	I	S	D	N	H	N	F	S	T	T	S

Message: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _



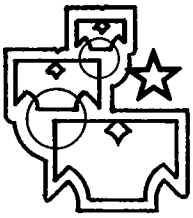
MANAGEMENT CLUE 12

Have you ever stood dominoes in a row, then touched the end one to see what would happen? Chances are, each domino in turn fell forward to touch the one in front causing it to fall too. Each domino in the row had an effect on the next.

The same happens when we make decisions. Each decision affects other decisions. For example, if you have an hour after school to use

as you please you may decide to spend it having a snack at your friend's house. The same hour cannot be spent having a snack at the corner store.

Make a list of 3 to 5 decisions you made today. Place an "X" by those which influenced decisions that you made later in the day. Explain to your leader or parent how each decision marked with an "X" affected another decision you made today.

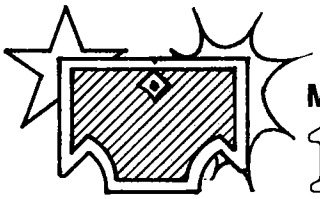


MANAGEMENT CLUE 13

As you work toward a particular goal you may make many different decisions. Each decision affects the next decision you will make. A decision you make while working toward one goal may also affect a future goal.

Let's say you are working on your 4-H home management record. You consider typing or writing your report. You decide to write it since your handwriting is neater and more accurate. You may next decide whether to use lined or unlined paper and whether to use a pen or pencil. If you choose a pen, you may decide whether you will use one with blue or black ink. This chain of choice making will continue until you complete your report.

Decisions made while reaching one goal may affect a future goal too. For example, your goal may be to get a new sweater to wear at school. This decision may influence a future goal of getting a new pair of pants.



MANAGEMENT CLUE 14

Do you know that you are responsible for each decision you make? Suppose you decide to walk to school instead of riding your bike. You leave at the time you usually do. You arrive late. You are responsible for the decision that resulted in your tardiness. When you make decisions, the results will not always be what you expect.

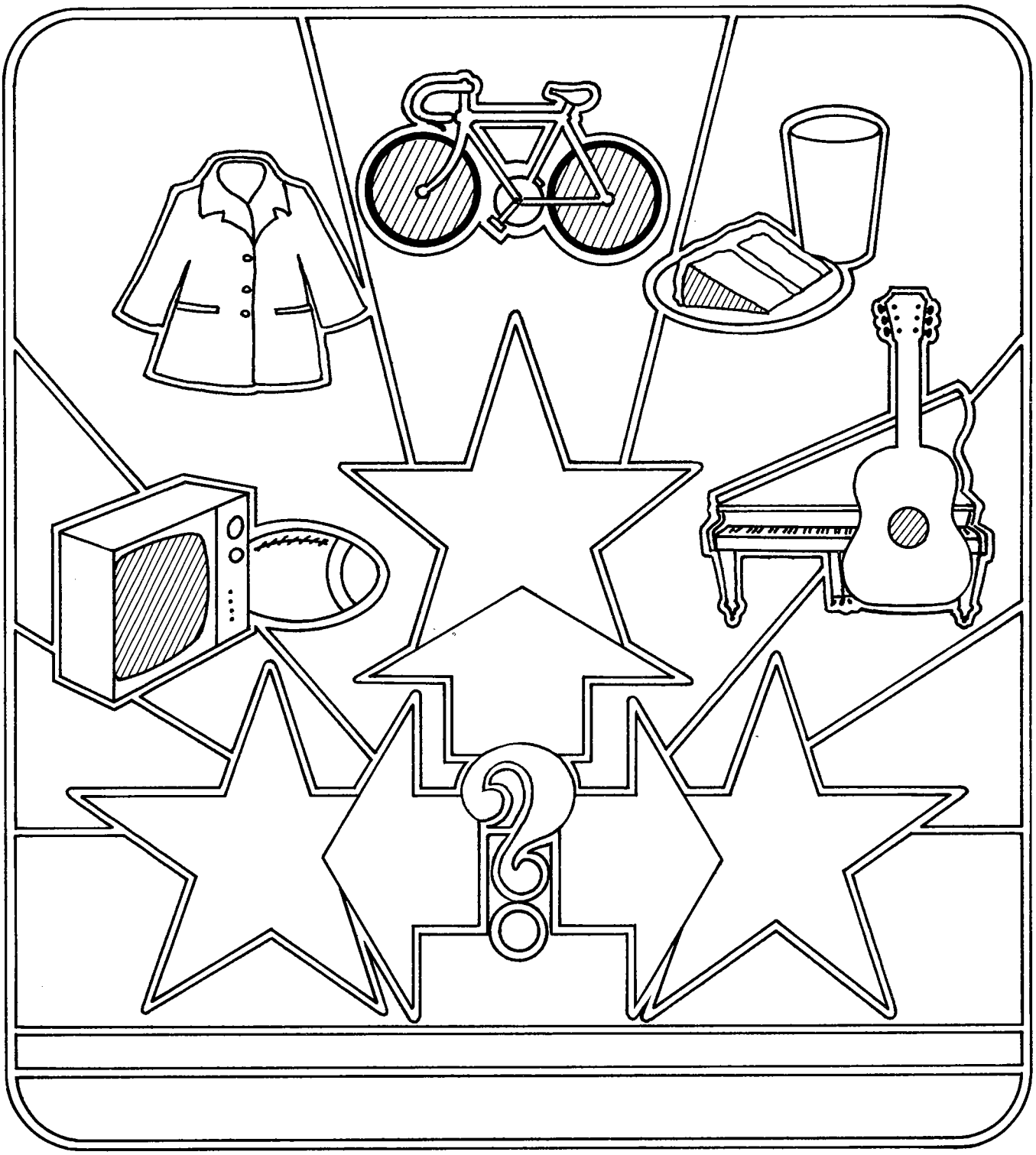
Think about all the decisions you have made today. List two or three decisions you think were wise decisions and two or three that were not. Explain to a 4-H teen leader why you chose these decisions.

Decisions help you set a goal, plan, act and check up. One decision can affect another decision. A decision can also affect a present or future goal. You are responsible for your decisions, even though you cannot always predict the results.

checking my score

Review the activities you have done in part five with your 4-H leader or a member of your family. Read each statement listed below and check the space that best describes how much you have learned. If you have any questions, ask your leader to help you.

	Very Well	O.K.	Need More Work
I can give an example of how one decision can affect another decision.			
I can describe one decision I have made that will influence a goal I have set for the future.			
I can give two examples to show how I am responsible for the decisions I make.			
I can _____			

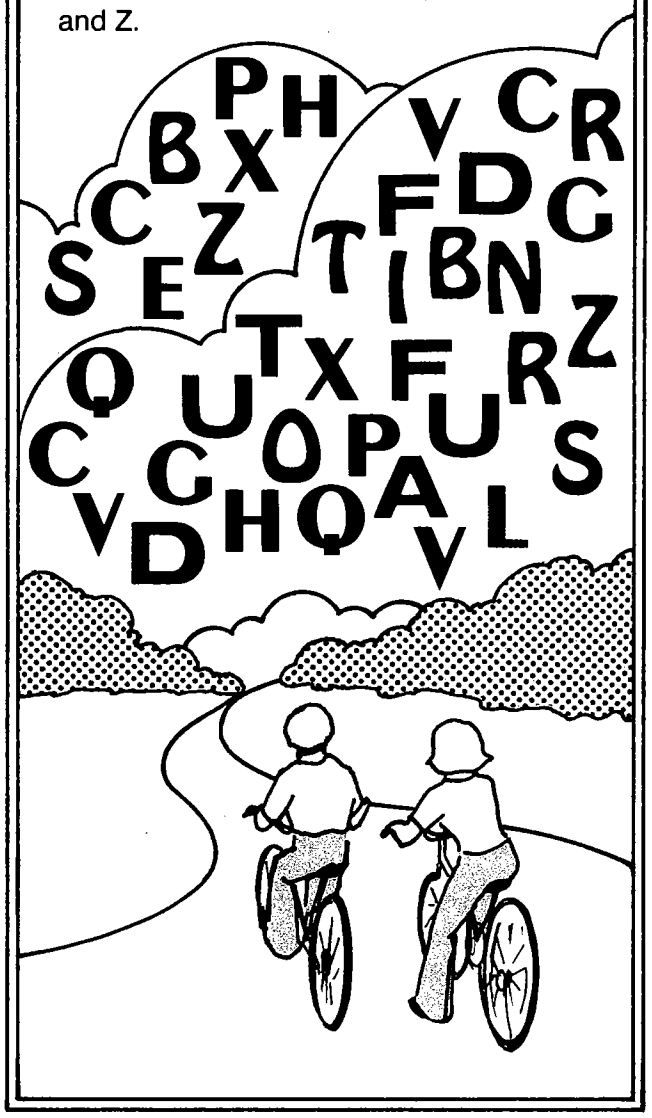


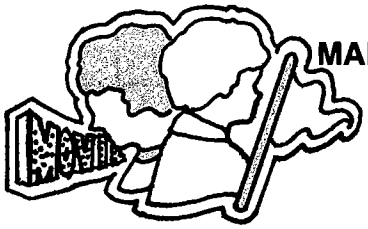
Managing Conflicts

You may have to choose between two very different things that you want to do. You are about to learn how to manage these conflicting choices. In part six you will learn:

- ☐ that people may have different goals
- ☐ why goals may conflict
- ☐ how to choose between conflicting goals

To reveal an important clue to successful management, black out all of these letters . . . B C D F H P Q R U V X and Z.





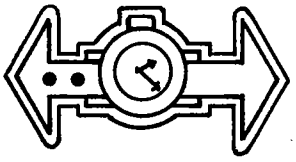
MANAGEMENT CLUE 15

People have different goals, because they have different wants and needs. They also have different resources for reaching their goals. You may be a sports fan while your friend likes to read frontier novels. You and your friend may have an equal amount of money to spend. You may buy a ticket to a ball game. Your friend may go to see a Western movie. Your goal is to see your favorite team play. Your friend's goal is to see a movie about the book he just read.

Observe five people in three or more different places such as in a food supermarket or a post office. Record the different goals you observe. Report at the next meeting.

OBSERVATIONS

	Goal of the Person	Location
1		
2		
3		
4		
5		



MANAGEMENT CLUE 16

You may sometimes find that you want to do two or more things at the same time, but that you can do only one of them. These goals are conflicting. You must make a choice between them. For example, you may want a friend to spend the weekend with you. You select a weekend and invite the friend. Later you learn that your dad got basketball tickets for you and him for that weekend. You cannot do both things. You have to make a choice.

Different people may also have conflicting goals. Your friend may want to go for a bike ride, but you may want to watch TV. If your goal is to be together at the same time, you need to decide which goal is most important to both.

Think about the goals you wanted to reach today. Did you make any choices between conflicting goals? Write below two examples of conflicting goals you wanted to reach today. Record your choices and tell why you chose these goals. Discuss your choices with your 4-H leader.

Choice #1: Goal A _____

Goal B _____

Why I chose Goal____: _____

_____

Choice #2: Goal A _____

Goal B _____

Why I chose Goal____: _____

_____

MANAGEMENT CLUE 17 *Choosing between conflicting goals is not easy. You have to judge each goal against the other and choose the one that best suits your needs and wants. Suppose your mother has a bad cold and you offer to be extra helpful on Saturday. Saturday morning you are invited to go swimming with a friend. You can reach one of the goals but you can't manage both. You decide to stay home and help with household errands, because your mother really needs your help. You hope to be invited to swim with your friend another day. You judged the two goals and chose the one that best suited your needs. If your mother had not been ill, you might have made another choice.*

Visit with two adults to learn more about conflicting goals. Questions you might ask are:

- Have you ever had to choose between two important goals you wanted to reach?
- What were they?
- How did you decide between these conflicting goals?
- Did you reach the goal you chose to work toward?
- Are you pleased that you made the decision to choose this goal rather than the other goal? Why?

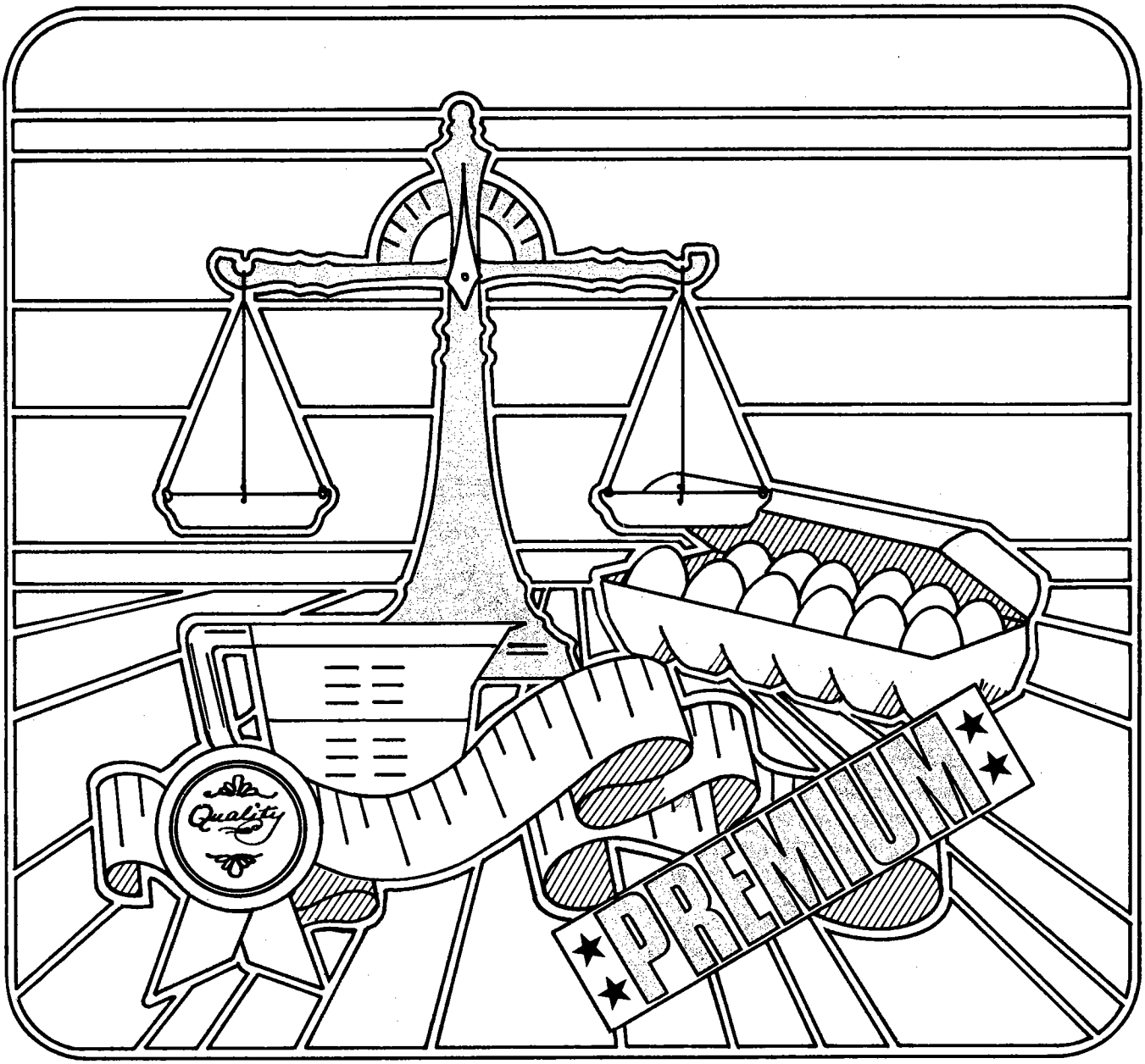
Plan to report at the next 4-H meeting.

Choosing between conflicting goals isn't easy. But with management know-how, your decision-making will be easier. You will know how to judge between two or more goals and make the decision you think best.

checking my score

Review the activities you have done in part six with your 4-H leader or a member of your family. Read each statement listed below and check the space that best describes how much you have learned. If you have any questions, ask your leader to help you.

	Very Well	O.K.	Need More Work
I can explain why two goals may conflict.			
I can give examples of my conflicting goals.			
I can demonstrate how I would choose between two goals that conflict.			
I can give an example to show how my goals may be different from those of a friend.			
I can_____			



Standards

Standards may be new to you but they are important in making management decisions. In part seven you will learn these clues to management:

- ☐ the definition of a standard
- ☐ why some standards are always the same and why others change
- ☐ how standards may differ for the same goal

Work the math problem in each piece of the puzzle below. Then create a pop art poster by coloring all the "0" answers in pink; the 18 answers in red and the 42 answers in orange. If your answers are correct and your coloring neat, you will find the name for score indicators in the management game.

You can make a wall poster by enlarging the puzzle and coloring in the pieces with markers or paints.

MANAGEMENT CLUE

18 *Standards are measures. Some standards are measures of quantity, quality, performance, or achievement. Some standards are measures of personal behavior. For example, a dozen eggs is a quantity standard. Choice grade meat is a quality standard. Preshrunk fabric is a performance standard. A gold medal in the Olympic games is an achievement standard. Manners are a personal standard.*

Look for hangtags, labels and warranties that show standards. During the next 4-H meeting share these with other members. Then as a group sort your examples into standards which show quantity, quality, performance, and achievement.

quality

1. _____ 2. _____

quantity

1. _____ 2. _____

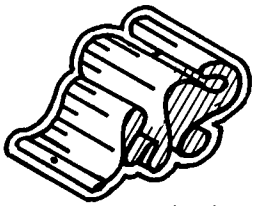
performance

1. _____ 2. _____

achievement

1. _____ 2. _____

Choose one of your personal standards. Tell how you feel about this standard and how it guides your behavior.



MANAGEMENT CLUE

19 *Some standards are always the same. For example, 12 inches always equals a foot. Many standards have been developed to describe quality, quantity, or expected performance of many things we buy. Some of these are regulated by law.*

Standards most likely to change are human or personal. For example, your standards of "good manners" may change as you learn more about manners of others or grow older.

Tour a supermarket to find 5 examples of a standard of quality that is always the same. Prepare an exhibit to show these. Or make a collage showing various kinds of standards including labels, hangtags and seals of products your family buys.

MANAGEMENT CLUE

20 *Different people may have different standards for the same goal. For example, let's imagine that two friends may have a goal to play the piano. One wants to learn enough to play popular songs while the other would like to be a concert pianist. Their standards of quality, performance, and achievement are different.*

Here's another example to show how standards may be different even though the goal is the same. Both Jane and Nancy want to pass to the next grade at the end of the school year.

Jane wants to pass with at least a B+ average. Nancy wants to pass, but is not willing to spend much time studying. She will be happy with a C average. Both want to pass, but their standard of performance differs.

Standards sometimes change to meet different situations. Robert is a very neat person. He likes to keep his room clean and orderly. Last week his grandmother came for a visit and his 6 year old brother shared his room. Robert found it was not easy to keep his room clean. Rather than take the extra time to straighten the room every day, he waited until his grandmother returned home and his little brother moved back to his own room. Robert changed his standard of quality to meet a different situation.

Read the goals below. Check whether the standard you expect, use, or follow is always the same.

GOAL	YES	NO
• To get a new pair of school shoes.	___	___
• To buy a tennis racket.	___	___
• To earn money.	___	___
• To be honest with others.	___	___

Select one of the above and explain why your standard would or would not always be the same.

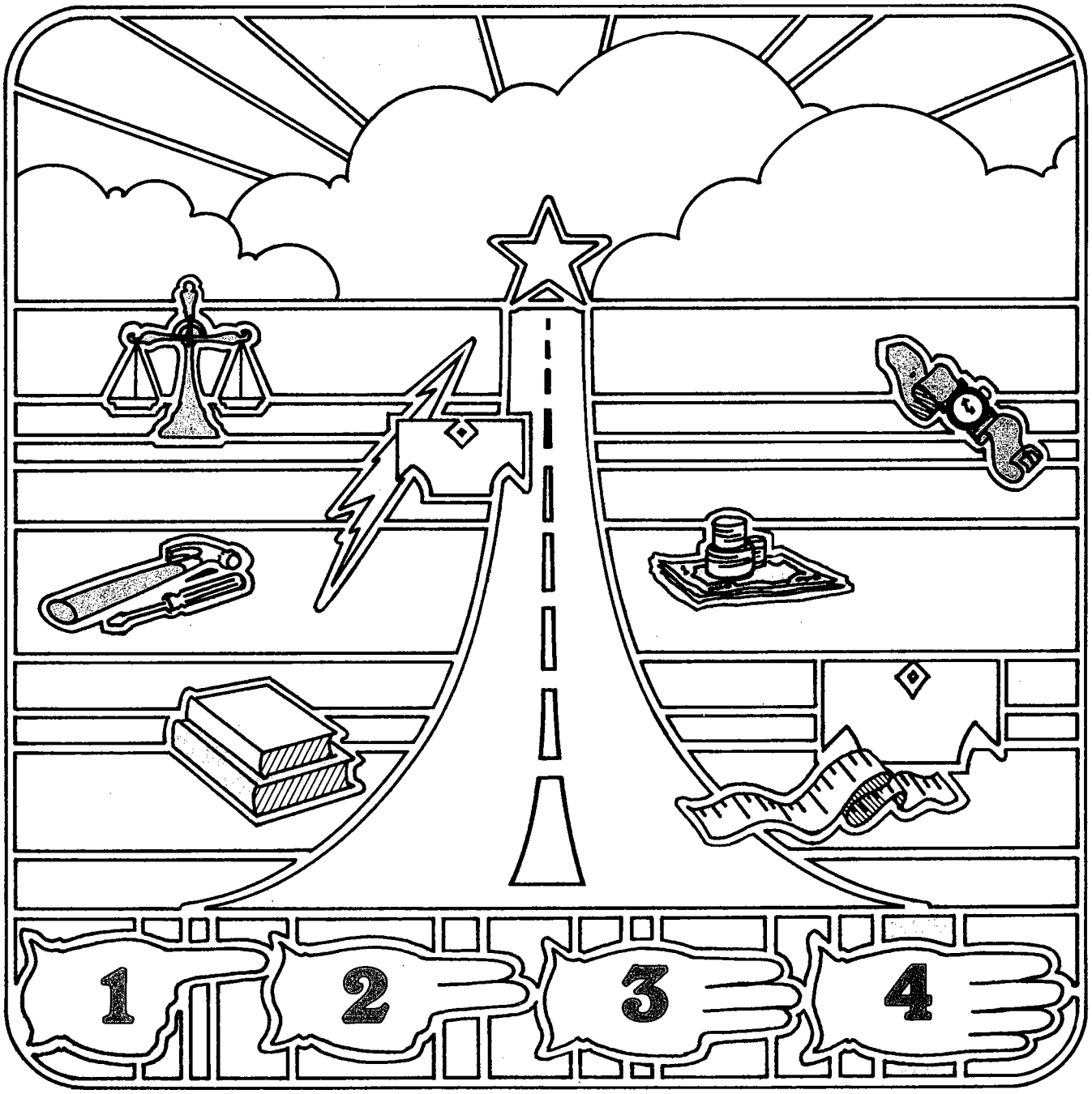
Standards are indicators that help measure things you use and guide how you behave or act. They influence your goals and decisions.

checking my score

Review the activities you have done in part seven with your 4-H leader or a member of your family. Read each statement listed below and check the space that best describes how much you have learned. If you have any questions, ask your leader to help you.

	Very Well	O.K.	Need More Work
I can define a standard.			
I can name two standards that are always the same.			
I can give an example to show why a standard may change.			
I can explain why standards may differ for the same goal.			
I can _____			

The name of the game is Management Clues. Its goal is to help you become a better manager and have fun at the same time. Do a little checking up on what you have learned about goals, resources, decision-making, standards and the steps to management by playing part three. Your leader will help you with the playing directions.



Adding Up The Clues

At the end of a game players often add up their scores and talk about how they can improve their plays the next time. In management this is called evaluating or checking up. In part eight you will review:

- ☐ four steps in the management process
- ☐ how the management process is used to reach a long term goal
- ☐ how resources affect reaching a goal
- ☐ how decision-making is used in the management process
- ☐ how standards affect decisions

This last brain teaser will test your internal resources. See how long it takes you to find the following list of management words in the word diagram. The words may read forward, backward, up and down and diagonally.

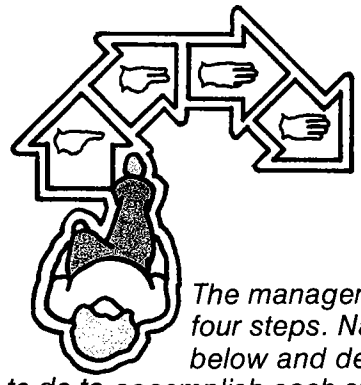
Starting time: _____

Stopping time: _____

Minutes used to complete puzzle: _____

Management
Set A Goal
Planning
Acting
Checking Up
Decision
Resources
Evaluating
Standards
Goals

P	X	D	S	Z	S	E	C	R	U	O	S	E	R	Y	A	A
L	U	E	M	L	L	B	S	T	A	N	D	A	R	D	S	C
A	X	C	Q	E	A	P	M	K	H	I	Y	F	O	X	T	T
N	O	I	Y	T	R	O	Z	X	C	V	B	N	M	A	S	I
N	D	S	Q	W	E	R	G	G	H	J	K	L	P	O	I	N
I	M	I	O	M	A	N	A	G	E	M	E	N	T	Z	X	G
N	P	O	A	S	D	E	V	A	L	U	A	T	I	N	G	Y
G	U	N	M	A	K	I	N	G	L	J	G	D	S	S	A	R
X	G	N	I	K	C	E	H	C	S	E	T	A	G	O	A	L



MANAGEMENT REVIEW 1

The management process has four steps. Name the four steps below and describe what you need to do to accomplish each step.

Step #1: _____

Accomplished by: _____

_____

Step #2: _____

Accomplished by: _____

_____

Step #3: _____

Accomplished by: _____

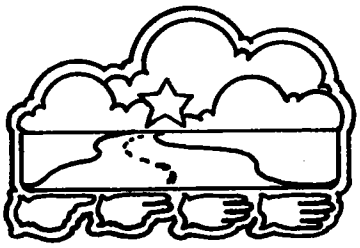
_____

Step #4: _____

Accomplished by: _____

_____

Make a large poster showing the four steps in the management process. Display the poster at your next 4-H meeting. Consider hanging the poster in your home as a reminder of the things you have learned in the management game.



MANAGEMENT REVIEW 2

If you follow each step in the management process you can more easily get the things you want. Think of a long-term goal you want to accomplish and show how you will use the management process to reach the goal.

Your long term goal: _____

_____

How you plan to reach the goal: _____

_____

_____

_____

_____

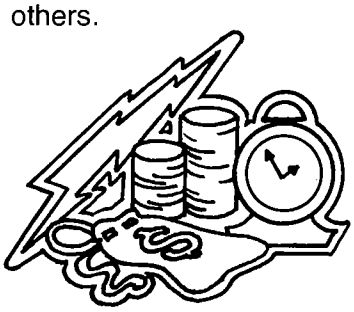
_____

_____

How you will carry out your plan:

How you will check up:

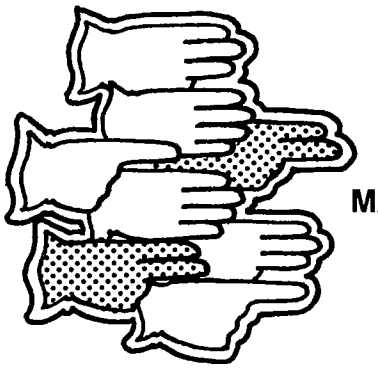
Write a story to show how the management process can help someone make a dream come true. Illustrate your story with drawings or pictures from magazines. You may want to make your story into a book which you can share with others.



MANAGEMENT REVIEW 3

Resources are the tools you use to help you reach goals. There are two kinds of resources – internal and external. Describe below how resources are used to reach goals:

Think of a long-term goal you would like to achieve. Make a list of all the resources you think you will need to reach your goal. Make a mobile showing your goal and the important resources that will be used to reach it. Hang the mobile in your home as a reminder of the goal you are working toward.



MANAGEMENT REVIEW 4

Decisions are choices you make. You make decisions when you set a goal, make a plan, select resources to carry it out, when you act to carry out your plans, and when you check the success of reaching your goal. Describe below what you do when you make a decision or choice.

Prepare an illustrated demonstration to show the management process and the importance of decision-making in each step of the process. Present this to the group.

MANAGEMENT REVIEW 5

Standards are measures of quality, quantity, performance, achievement and personal behavior. Some are always the same. Others change depending on the situation or the goal. People may have different standards for the same goal. Describe below how standards affect your decisions.

How much you know about goals, resources, decisions, the management process, and standards, and how well you use them, adds up to your management score. Mastering management takes time and practice, but your efforts will help you get more of the things you want more easily.

Keep this manual and play Management Clues with your family and friends. This will help improve your management game score.

checking my score

Review the activities you have done in part eight with your 4-H leader or a member of your family. Read each statement listed below and check the space that best describes how much you have learned. If you have any questions, ask your leader to help you.

	Very Well	O.K.	Need More Work
I can name the four steps in the management process.			
I can use the management process to reach a long term goal.			
I can explain how resource use can affect reaching a goal.			
I can describe how decision-making is used in the management process.			
I can give an example of how standards may differ for the same goal.			
I can_____			

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