

Issue: Leadership Development

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Region: South **Circle which primary base program it addresses -** 4-H

Section 1. Relevance

Where did this issue surface?

Texas Community Futures Forum
County Committees

What is the issue/problem?

Youth have more of a voice in operating 4-H in a community! Time restraints and commitment! Awareness and promotion of leadership activities and marketing strategies!

Problem size and scope? (How many people does it affect? How wide spread?)

Affects all youth!

Problem severity? (How serious is this issue?) *High*

Description: Affects all youth and everyone!

Target Audience? (Who does the problem impact and how many?)

Youth (All)

What are some general characteristics of the audience this program targets?

12-13 yrs old who are traditionally not getting...leadership opportunities and those trying to figure out what kind of person they want to be

Section 2. Response

Response refers to how Extension intends to address the issue by developing an educational program.

Develop leaders through workshops/short term programs and learning experiences and then apply their leadership skills!

State the outcome objectives.

Client Change	At the end of this program, will....
<i>Knowledge</i>	increase knowledge on.... people of different ideas, Event planning, public speaking, group dynamics, working with professionalism
<i>Skills</i>	develop skills.... audience, professionalism, Teamwork, communication, public speaking, interact with parliamentary procedure

<i>Attitude</i>	change their attitudes pertaining to... Self worth, confidence, self-esteem, professionalism
<i>Behavior Change</i>	adopt.... Professionalism Increase participation in school and community!
<i>New Technology</i>	adopt.... Web design
<i>Best Practice</i>	adopt

Program Design.

Topic (Subject Matter)	Existing Resource(s)	Contact Person(s)
Self Esteem Self Worth	Character counts "Its up to me" National supply catalog	Motivational speaker School counselors
Group dynamics	Colors program	
Verbal communication Non verbal communication	Colleges/universities Communication Dept.	Speech
Professionalism		FCS Agents TCE/CEP Specialists
Public Speaking	4-H Public Speaking Resources	Toastmasters Assoc. Colleges/University-Common Depts.
Conflict Resolutions	Strategies Anger Management Professional Counselors	
Conducting meetings Parliamentary Procedures	4-H Parliamentary Procedure Guide Roberts Rules of Order	Government officials FFA
Team Building	YMCA Scout Leaders Recreation Resources	

County Government in action and civic responsibilities	Local government officials Chambers of Commerce	City Council
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Community Service	Social groups, 4-H Clubs, church groups	
* Feel like more valuable Extension Resources need to be made available and those we have need updating		

Section 3. Results

Client Change Level	Sample Questions (Review the objectives section to help place questions or statements in the space below)
<i>Knowledge</i>	
<i>Skills</i>	
<i>Attitude</i>	
<i>Behavior Change</i>	
<i>New Technology</i>	

<i>Best Practice</i>	
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Economic Indicators: Are there economic indicators that can be measured concerning this issue?

Please list them below.

Interpretation. The last step in the process is interpreting the results to our stakeholders. List internal and external stakeholders that would be interested in the results of this educational program. Do not forget to think about other state agencies and groups that would be interested in these outcomes.

Internal to Extension Stakeholders	External Stakeholders

Example Evaluation #1

Likert scale example

STATEMENT	Decreased Greatly	Decreased	No Change	Increased	Increased Greatly
Show respect for others and their feelings has ...					
Have a positive attitude towards others has ...					
Complete my obligations and follow through with my promises has ...					
Complete my obligations and follow through with my promises has ...					
Listen well to what others have to say ...					
Comfortably speak in front of others has ...					
Record information accurately has ...					
Cooperate with others has ...					
Work toward a career interest has ...					

My understanding of my role as a leader has ...					
My self-confidence in my ability to lead others has ...					
My ability to provide leadership to local 4-H programs has...					
My ability to understand the importance of working together to attain goals has ...					
My ability to understand the importance of working as a team has ...					

Open-ended Questions

What does 4-H mean to you?

What was one thing you learned during this program that meant the most to you?

If you could change anything about the program, what would it be?

What was your favorite activity you did as a part of this program?

Do you think you will give back to others by volunteering time as a result of this program?

Example Evaluation #2
TEEN LEADERSHIP COURSE

Your help is needed in providing vital feedback on the activity you have just completed. This information is important because your answers will serve as a guide for making changes to improve this activity. Please take a moment to complete this survey by indicating whether your habits have changed as a result of your experience. Thank you for your support of this activity and the Texas 4-H and Youth Development Program.

ARE YOU A (Please check the blank: _____ Teen Participant or a _____ Mentor Participant

For each of the practices listed below, in the LEFT column, circle the ONE number that best reflects you before the Teen Leadership Educational Course. Then, in the RIGHT column, circle the ONE number that best reflects you after the Teen Leadership Educational Course.

Never	Seldom	Sometimes	Often	Always
1	2	3	4	5

STATEMENTS	<i>BEFORE</i> Teen Leadership Course					<i>AFTER</i> Teen Leadership Course				
I set personal goals to achieve success.	1	2	3	4	5	1	2	3	4	5
I have self-confidence.	1	2	3	4	5	1	2	3	4	5
I spend time practicing my communication skills.	1	2	3	4	5	1	2	3	4	5
I live by the values I had set for myself.	1	2	3	4	5	1	2	3	4	5
I think about the long term effects of buying on credit.	1	2	3	4	5	1	2	3	4	5
I read body language of others while communicating.	1	2	3	4	5	1	2	3	4	5
My decisions are made based on peer pressure.	1	2	3	4	5	1	2	3	4	5
I work more effectively in groups.	1	2	3	4	5	1	2	3	4	5
I see the advantage of working in groups to think more creatively.	1	2	3	4	5	1	2	3	4	5
I think about the consequences I must face when making decisions.	1	2	3	4	5	1	2	3	4	5
I listen to others while they are speaking.	1	2	3	4	5	1	2	3	4	5
I develop steps to achieve my goals.	1	2	3	4	5	1	2	3	4	5

What is one thing you will take home from the leadership course and use from now on?

As a result of participating in the Teen Leadership Educational Course, please rate the following areas of impact by placing an "X" in the appropriate box.

ACTIVITY IMPACT STATEMENTS	Decreased Greatly	Decreased	No Change	Increased	Increased Greatly
My understanding of my role as a leader has...					
My self-confidence in my ability to lead others has...					
My ability to provide leadership to local 4-H programs has...					
My ability to understand the importance of working together to attain goals has...					
My ability to understand the importance of working as a team has...					

As a result of participating in the Teen Leadership Educational Course, please rate the following areas of satisfaction by placing an "X" in the appropriate box.

SATISFACTION STATEMENTS	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
The instructor's ability to teach					
The information related to the activities					

The location of the activities					
The time of the year for the activities					
The schedule of the activities					

Please place any additional comments concerning the Teen Leadership Educational Course below.

Parent Survey on Leadership Example Evaluation #3

We would like your thoughts concerning the impact this program has had on your child. Please take a minute to answer the questions below.

For each of the behavior change statements listed below, circle ONE number in the left column that best describes your child BEFORE the after school program; and circle the ONE number in the right column that best describes your child AFTER the after school program (This is the shaded section).

	BEFORE					AFTER				
	Disagree	Disagree	No Op	Agree	Strongly Agree	Disagree	Disagree	No Op	Agree	Strongly Agree
BEHAVIOR CHANGE STATEMENTS										
My child is brave about trying new things.	1	2	3	4	5	1	2	3	4	5
My child has a good ability to make friends.	1	2	3	4	5	1	2	3	4	5
My child has confidence in him/herself.	1	2	3	4	5	1	2	3	4	5
My child is honest with me.	1	2	3	4	5	1	2	3	4	5
My child talks about future plans concerning school.	1	2	3	4	5	1	2	3	4	5
My child communicates within the family.	1	2	3	4	5	1	2	3	4	5
My child demonstrates an ability to get along in the family.	1	2	3	4	5	1	2	3	4	5
My child has good school performance.	1	2	3	4	5	1	2	3	4	5
My child completes homework assignments.	1	2	3	4	5	1	2	3	4	5
My child is responsible for his/her actions.	1	2	3	4	5	1	2	3	4	5
My child acts before thinking.	1	2	3	4	5	1	2	3	4	5
My child shows greater problem solving skills.	1	2	3	4	5	1	2	3	4	5
My child shows greater conflict resolution skills.	1	2	3	4	5	1	2	3	4	5
My child seems to like him/herself.	1	2	3	4	5	1	2	3	4	5