

# Youth Leadership

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

## **Section 1. Relevance**

Relevance is included to provide the reason the educational program should be developed to address the identified issue. Within the relevance section, there are several questions that must be addressed. This section will seek to address these.

### **Where did this issue surface?**

Texas Community Futures Forum

### **What is the issue/problem?**

Lack of potential leaders; retention of older youth in the 4-H and Youth Program; lack of commitment and follow through of youth; lack of coordination of youth development groups and agencies

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

YOUTH

### **Problem severity? (How serious is this issue?)**      ***MEDIUM***

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

Youth 15-18 years

### **What are some general characteristics of the audience this program targets? How will you market this program to others?**

Two level approach 1. Rising Stars - target youth that may be average (b/c student), not targeted by others 2. Cross section of county population youth (Market & Recruit accordingly)

## **Section 2. Response**

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

### **State the goal of the program.**

*To provide in depth leadership training for youth and the opportunity to engage in community*

**State the outcome objectives.**

Client Change	At the end of this program, will....
<i>Knowledge</i>	increase knowledge on.... self communication, getting along with others learning to learn, decision making, managing and working with groups
<i>Skills</i>	develop skills.... In understanding self communication, getting along with others learning to learn, decision making, managing and working with groups, through youth leadership
<i>Attitude</i>	change their attitudes pertaining to...
<i>Behavior Change</i>	adopt.... exhibit positive leadership traits through a community enhancement project.
<i>New Technology</i>	adopt....
<i>Best Practice</i>	adopt .....

**Program Design.**

Topic (Subject Matter)	Strategy to Deliver Content (Method)	Existing Resource(s)	Contact Person(s) (Includes CEA's Specialists, Commodity Reps)
What is Leadership?	Ropes Course Motivational Speaker	Unlock your Leadership Putting the potential pieces together TLC	Community Adult Leadership Rep/other CEA's, 4-H Faculty Chamber of Commerce/Local Universities and Colleges Main Street Project
Understanding Self	True Colors Myers-Briggs Foxtion, St. Bernard	Unlock your Leadership Putting the potential pieces together TLC	Regional Service Center Specialist Drew Pickle
Communication - verbal/non-verbal - listening - interviews	Local T.V./Radio Tours	4-H Public Speaking Talking with Guides Unlock your Leadership Putting the potential pieces together TLC	High School Speech Teacher Communication Specialist Local T.V./Media - Toast Masters
Getting Along with Others - Diversity - Conflict Resolution		Unlock your Leadership Putting the potential pieces together TLC	Professional Counselors University Drew Pickle
Learning to Learn - Learning Styles - teaching others - Teaching Techniques - Education		Online learning style <a href="http://www.metamath.com/multiple/multiple-choice-questions.cgi">www.metamath.com/multiple/multiple-choice-questions.cgi</a> Method demonstrations Illustrated Talks (Book & Video) Unlock your Leadership Putting the potential pieces together TLC	Regional Service Center

<p>Decision Making</p> <ul style="list-style-type: none"> <li>- Goal Setting</li> <li>- Issues Debate</li> <li>- Ethical Decisions</li> </ul>	<p>Banker - Decision making on loans</p>	<p>Real Game  Consumers Life Skills Guide  Unlock your Leadership  Putting the potential pieces together  TLC</p>	<p>Banker  County/District Judge</p>
<p>Managing</p> <ul style="list-style-type: none"> <li>- Time</li> <li>- Resource</li> <li>- Financial</li> <li>- Stress</li> <li>- Meeting (Parliamentary)</li> </ul>	<p>Registered Parliamentarian  Decision making on loans</p>	<p>Unlock your Leadership  Putting the potential pieces together  TLC</p>	<p>Banker Regional Service Centers  TEEA  Ag. Teacher</p>
<p>Working with Groups</p> <ul style="list-style-type: none"> <li>- Motivation</li> <li>- Team Building</li> <li>- Diversity</li> <li>- Member Rules</li> </ul>	<p>Ropes</p>		<p>Local community groups and presidents   Extension Faculty</p>
<p>Connecting to the Community</p>	<p>Community group overview of needs</p>	<p>T-Teems  Social Action Guide</p>	<p>Red Cross, Community Organizations, United Way, Court System, Law Enforcement, Local Heritage Groups</p>
<ul style="list-style-type: none"> <li>- Historical Community</li> <li>- Current Community</li> <li>- Future Community</li> <li>- Project Planning</li> </ul>			<p>Community Voices</p>

### 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>	<ul style="list-style-type: none"><li>&gt; What leadership opportunities are available to you?</li><li>&gt; Are leadership opportunities available to you?</li><li>&gt; Are you involved in the ownership of your program?</li><li>&gt; Can you make a difference in your program?</li><li>&gt; Can you make a difference in your community?</li><li>&gt; Can you make a difference in your county?</li><li>&gt; Can you make a difference in your state?</li></ul>
<i>Skills</i>	
<i>Attitude</i>	
<i>Behavior</i>	Commitment to community wherever they are.
<i>Best Practice</i>	
<i>New Technology</i>	

# *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	<u>BEFORE</u> Teen Leadership Course					<u>AFTER</u> 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.**

<b>ACTIVITY IMPACT STATEMENTS</b>	<b>Decreased Greatly</b>	<b>Decreased</b>	<b>No Change</b>	<b>Increased</b>	<b>Increased Greatly</b>
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.**

<b>SATISFACTION STATEMENTS</b>	<b>Very Dissatisfied</b>	<b>Dissatisfied</b>	<b>Neutral</b>	<b>Satisfied</b>	<b>Very Satisfied</b>
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).

	<b>BEFORE</b>					<b>AFTER</b>				
	Disagree	Disagree	No Opinion	Agree	Strongly Agree	Disagree	Disagree	No Opinion	Agree	Strongly Agree
<b>BEHAVIOR CHANGE STATEMENTS</b>										
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



**Economic Indicators. Are there economic indicators that can be measured concerning this issue?**

**YES**

See Dean McCorkle

Please list them below.

- Value of project to community
- Volunteer time
- Donations received
- Youth engaged

**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

**Additional Resources.** What additional resources are needed to address this issue? In other words, what is needed to design innovative programs that will impact our audiences? Use the space below or the back if needed.

*Evaluation Tool: Pre/Post Evaluation Instrument*

*Purchase, Unlock your leadership potential, Univ. Of Florida (purchase for each county, \$25)*

*Model Outline: For Program      Activity Guide: Youth leadership group member/journal*