Positive Youth Development
Leadership Skills

VRKC: Volunteer Research Knowledge Competency Taxonomy

Intended Audience:
4-H volunteers

Learning Outcomes:
- Volunteers will identify the two models of leadership.
- Volunteers will describe how to enhance leadership skills development through 4-H activities, projects, and events.

Time:
20 – 30 minutes

Supplies Needed:
- Pencils and paper
- Markers and flip chart paper
- Power Point, Computer and LCD Projector
- Handouts and Evaluations

Do Ahead:
Prepare handouts.

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Volunteerism for the Next Generation:
http://nextgeneration.4h.org/volunteerism/

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http://www.national4-hheadquarters.gov/

INTRODUCTION
Leadership is often easily observed, but harder to define. Transformation that takes place in communities, organizations, countries, and individuals is a direct result of leadership that can be seen. (Power Point Slides 1, 2) Leadership can be defined as the ability to influence and support others in a positive manner for a common goal. Leadership is a set of skills and attitudes that can be learned and developed to influence the actions of others. Everyone is born with specific talents, interests, skills, and abilities. Through education, practice, and refinement, all people have the ability to develop and hone their leadership skills and become leaders in their own way. Youth at any age can begin to develop leadership skills.

WHAT TO DO
Researchers van Linden and Fertman (1998) agree on two models of leadership, transactional and transformational. Transactional leadership skills focus on the *skills* of leadership, while transformational leadership skills are expressed by "being a leader." Both models are valuable and important in serving as a guide for providing positive experiences and developing youth leaders.

- **Transactional leadership** is "product" oriented: the leader sets up the rules and procedures to make a product and those led comply with the rules to produce the product. In this model, to be a leader means "to do." This type of leader is in charge of meetings, makes decisions, tells others what to do, speaks to groups, and writes letters or memos. (Power Point Slide 3)
- **Transformational leadership** involves helping others transcend their own self-interest for the good of the group, organization, or society. The developing leader considers their long-term need to develop others, rather than immediate needs. Transformational leadership focuses on the "process" of leadership and what it "means" to be a leader. (Power Point Slide 4)

Activity 1: Leadership in Action
Have participants form small groups. Review the key components of each leadership model as outlined in Handout 1. Ask groups to complete Handout 1. Reconvene the group and ask groups to share their results with the total group. Responses could be listed on flip chart paper.

Positive youth leadership development allows youth and adults to focus on both models and use experiences to enhance skill development in both. To develop positive youth leadership

VRKC: Volunteer Research Knowledge Competency Taxonomy for 4-H Youth Development:
http://www.national4-h headquarters.gov/comm/vrkc.pdf

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References for this lesson:
- Step Up to Leadership, *National 4-H Curriculum*. (2003). Youth and mentor guides: http://www.4-hcurriculum.org/catalog.aspx?cid=192&c=Leadership
Online support: http://www.4-hcurriculum.org/projects/leadership/
- van Linden, J. A. & Fertman, C.I. (1998). *Youth leadership: a guide to understanding leadership development in adolescents*. Jossey-Bass.
- Zeldin, S. & Camino, L. (1999) *Youth Leadership Linking Research and Program Theory to Exemplary Practice*. New Designs for Youth Development. Vol. 15. No.1.
- Engaging Youth, Serving Community Reports http://4-h.org/programs_mission_mandates/ruralyouthdevelopment.html

programs, you must consider some key components to provide transformational and transactional leadership skill development. Youth leadership development programs are distinctive in three ways: (Power Point Slide 5)
- Youth are grounded in a social cause.
- Youth are engaged in collaborative action with a set of outcomes.
- Program incorporates not only instruction and action but membership and action. (Zeldin & Camino)

Activity 2: Positive Youth Leadership Development
Review the Key Components of a Positive Youth Leadership Development Program as outlined in Handout 2. (Power Point Slide 6) Have participants work with a partner to complete the handout. Have pairs share their responses. Record the responses on a flip chart. Have participants respond to: Which of the components appear to be strong in the 4-H program? What components need to be strengthened? What are new ideas you had not considered in building leadership skills in youth?

van Linden and Fertman (1998) describe in their adolescent leadership model three stages for adolescent leadership development. The first stage is awareness, the second stage is interaction, and the third stage is mastery. This strongly suggests that the adult role in a youth leadership development program transitions as the youth progress in their skill development. At first, as the youth develops awareness of leadership skills, an adult or older teen is directly involved, actively teaching skills to the youth. Then, as the youth progresses to interaction, the adult or older teen role is guidance and direction working alongside the youth. In the third stage of mastery, the role is more hands-off, yet available, and the youth serves as a leader. What we are striving for is a youth-adult partnership, where "youth and adults [are] working together in a positive, mutually respectful environment with the recognition that each group contributes unique strengths to the relationship." (Engaging Youth, Serving Community, Year 4 Resource Guide)

Here are some tips for effective youth-adult partnerships that will allow youth to develop leadership skills in a positive learning environment (Power Point Slide 7):
- Treat youth as individuals; recognize the gifts, talents, knowledge, and skills that each young person has.
- Don't expect more from a youth than you would from another adult.
- Be careful about interrupting.
- Your role is to value and respect youth – not to be a parent.
- Cultivate many opportunities for young people to lead and teach.
- Reward and celebrate every creative effort and contribution by a young person.
- Slow down! Working too fast in a youth-adult partnership may be viewed as trying to control a group's actions.

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Conclusion:
Leadership is a learned skill that is a deliberate and critical part of 4-H youth development programs. Youth gain this skill through active participation in projects, activities, and events that are planned and carried out with strong leadership experiences. Adult volunteers provide the essential support to assist youth in learning and mastering leadership skills through active youth-adult partnerships. (Power Point Slide 8)

TALK IT OVER
Reflect:
- How are the two models of leadership integrated into 4-H projects, activities, and events?
- What are examples of key components of youth leadership development programs that are happening in your local 4-H program?

Apply:
- What are ways to strengthen and reinforce leadership skills development in youth?

EVALUATION
Ask each participant to complete the evaluation tool (Handout 3).

ENHANCE or SIMPLIFY
Review *Step Up To Leadership,* National 4-H Curriculum. Each workbook provides assessments and activities for each development stage of youth development. The Mentor Guides provide additional background support and lessons for providing positive youth development leadership experiences. Step Up to Leadership, *National 4-H Curriculum.* (2003). Youth and mentor guides: http://www.4-hcurriculum.org/catalog.aspx?cid=192&c=Leadership
Online support: http://www.4-hcurriculum.org/projects/leadership/

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Handout 1

Leadership in Action

In small groups, brainstorm and identify positive examples of how the key elements of each leadership model can be effective in particular 4-H activities, events, or projects.

Transactional Leadership

Characteristic	Example in 4-H Activities, Events and Projects
Values problem and solution identification	
Makes decisions—even if everyone has not been heard—in order to move forward	
Uses standards and principles as guides in decision making	
Develops the self to be a better decision maker for the group	
Gets things done	
Recognizes the importance of the product	
Takes charge (personal power)	

Transformational Leadership

Characteristic	Example in 4-H Activities, Events and Projects
Values the participation and contribution of others	
Takes all viewpoints and advice into account before making a decision	
Considers individuals within their contexts and situation	
Uses individuals to test decisions	
Develops the self first to be a better contributor	
Learns from experience to generalize to "real life"	
Shares leadership (group power)	

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Handout 2

Key Components of a Positive Youth Leadership Development Program

Working with a partner, review the key components of a positive youth leadership development program. Identify examples of 4-H activities, projects, and events where these components are present. Brainstorm additional ways to add these components to strengthen the learning experience for youth.

Component	Definition/Description	Example in 4-H Activities, Events, and Projects	Additional Ideas to Provide this Component
Collaborative Experiences	Provide opportunities for youth to work with others to create a project, program, or event		
Personal Character Development	Help youth understand what it means to be a person of character, foster youth ability to learn to understand self		
Mentoring, Role Modeling, Nurturing	Encourage older youth to work with younger youth, meaningful relationship with a caring adult		
Cultural and Citizenship Experiences	Make time for community service, service learning, and travel experiences		
Communication Experiences	Give youth a chance to serve as an officer, give a talk, or participate in an interview		
Management Experiences	Planning, organizing, and carrying out an event, activity, or project		
Group Leadership Experience	Allow youth the opportunity to work with small groups, lead meetings or games, and serve as project leaders		
Formal Education	Seek and support opportunities for youth to participate in leadership opportunities at the county, region, state or national level		
Spiritual and Other Significant Experiences	Provide support and opportunities to learn about self, family, the community and the world		

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Handout 3

Evaluation

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program. Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding   2 = Understand somewhat   3 = Clear understanding

	NOW – After the training			THEN – Before the training		
1. I can describe the two models of leadership.	1	2	3	1	2	3
2. I can identify key elements of a positive youth leadership development experience.	1	2	3	1	2	3
3. I can describe ways to strengthen and enhance 4-H projects, activities and events to develop leadership skills in youth.	1	2	3	1	2	3

- Please list at least two ideas or skills that you learned as a result of this presentation.

- How will you use what you learned in this presentation?

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