



TEEN LEADERSHIP

A LEADER'S MANUAL

Adapted from Montana State University, Teen Leadership Leader's Manual, July 1996

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3. Involve teens in service to others, to their community, country and world.
4. Involve youth in significant relationships with mentors, positive role models, or other nurturing adults.
5. Be developed around stated purposes and goals.

The teen leader(s) should give copies both to you and the county Extension office.

Dividing the 4-H year into three parts may be a useful way to simplify the planning process.

Your support as a project leader in planning stages is very important.

These timeline guidelines are suggestions.

through experience and practice, just like other skills. It is not only behaviors or qualities leaders have to know, but also what to do with what they know, that will determine success.

Leadership is a relationship between people.

Teen Leadership Project Plan

The plan of action designed for this teen leadership project will be very helpful when completed and followed. The planning form is flexible (see sample, next page), allowing the teen leader(s) to plan projects according to personal preference and experience. The plan is a leadership tool, not a burden.

Beliefs About Leadership

Everyone needs leadership skills. Leadership skills are required for ourselves, as well as to lead other people. Leadership knowledge is needed in order to be an effective member of a group as well as to direct the activity of a group. No one is a formal leader at all times.

Leadership can be learned

These guidelines are suggestions, and may vary from county to county. Teens may want to use the sample Teen Leadership Project Plan provided (p.5), or they can design their own.

Submit p

Leader reviews progress with teen

Leader reviews progress with the teen

For this project, members will need to f

Teen Leadership Project Plan

Name _____ Club _____

County _____ Years in 4- H _____ Years in Teen Leadership _____ Age _____

GOAL	DATES/PROGRAM PLANS What you plan to do	RESOURCES People and Materials	RESULTS

Leader Signature _____

Date Approved _____

County Office _____

Date Approved _____

skills with guidance from 4-H leaders and parents. They can move on to more complex activities when the basic skills have been mastered.

By continuing to help 4-H members try new levels of leadership throughout their 4-H careers, you as a leader will keep them interested in 4-H, and at the same time help them develop to their fullest potential. As a leader, you can help youth learn to apply their new knowledge and skills in helping other club members reach personal and club goals.

The leadership skills developed through this project will be useful to 4-H members in carrying out their other 4-H projects, in participating in 4-H group activities, and in serving in formal club leadership roles as officers and committee chairmen.

They can also use leadership skills outside 4-H, as they work with people at the school, in other youth groups, and in their families. Each of these experiences will increase the members' personal competence and confidence. Development of the various leadership skills can help youth feel good about themselves and help them make difficult decisions about their own lives while they are still young. 4-H members who have the opportunity to learn about and practice leadership will enter adulthood more capable of giving leadership to their communities.

Youth Learning Characteristics

As an adult leader working with youth of different ages, you need to know something about the different ages and stages of youth development. Knowing some general characteristics about different age groups will help you be more effective in your work with them.

The Tween Ages: A Special Opportunity Involving the 11- and 12-Year-Olds

Leadership skills are valuable to preteens as well as teenagers. One of the objectives of this leadership project is that teens will work closely with preteens in a

situation similar to that of a counselor-in – training for camp. In this process, leadership skills of the teens will be enhanced as they assist those in the ‘tween years (11- and 12- year-olds) to develop leadership skills, since these skills are valuable to preteens in giving them a sense of worth which will also heighten their interest in another facet of 4-H.

Data in Vermont shows that the largest 4-H drop out rate is at the age of 13. You should strive to involve this age group in helping teen leaders with their activities. Involving them in such ways allows 12- and 13

12 to 14 Age Group

Characteristics of Age Group	Implications for Learning
Can take responsibility in planning and evaluating their own work.	Allow members to plan activities. Expect follow through. Assist them with evaluating the outcome. Let members have responsibility for group activity.
Are ready for in-depth, longer learning. Avoid tasks that are too difficult.	Encourage deeper exploration of leadership role; encourage more detailed record-keeping. Help members choose tasks in which they can succeed. Encourage members to participate in all tasks. Help them to succeed in solving and participating in difficult tasks.
Can plan their own social and recreational activity.	Form planning committees to plan parties and other social activities. Give experience in working in groups.
Ready made solutions are often rejected.	Assist members in making realistic choices. Question their plans, show alternatives, and help them weigh aspects before making decisions. Leaders who provide supervision without interference will do well with this group.
Desire a sense of independence, yet they want and need their parents' help.	Establish guidelines for group. Give parameters for youth to follow. Involve members in deciding on own group rules. Opinions of peers become more important than those of parents or other adults.
Begin to test values and seek adults who are accepting and willing to talk about values and morals.	Provide self-discovery activities leading young teens to self-knowledge. Justice and equality become important issues.
Infatuations is common. Interest in opposite sex is often shown in contrary behavior-pushing, hair pulling, etc.	Allow for interaction of sexes. Let individuals decide on which partner they would like to be with. Avoid comparing young people with each other, and be careful not to embarrass them.
Peer pressure mounts, first from same sex, then from opposite sex.	Use peer pressure as a positive influence. Use group to influence nonparticipation. Have group give encouragement to others.

15 to 18 Age Group

Characteristics of Age

It is very difficult for anyone to develop leadership skills unless he or she has a chance to try the behaviors needed for leadership first. Children, especially, have few opportunities for experiences in formal group leadership except in groups like 4-

completed, a leader can assist with evaluation.

Letting Go

As an adult leader for this project, your role is to help youth develop to their fullest potential. As a leader, you need to “let go,” to stand back and watch teens practice leadership skills without interference.

In the beginning, very young children have to be taught how to do things. Once they begin to understand how to perform the basic motions, they must be guided and assisted until they are able to do the lesson on their own. This is when adults can hand the responsibility over and allow the teens to teach what they have learned. This is described as “letting go.”

The “letting go” philosophy deals with adults standing back. At times, you must allow teens to strike out on their own and develop their leadership skills and views on leadership. Once they have learned some of the skills, they must be allowed their freedom and not be constantly told what to do. This is the point at which the adult needs to develop a coaching attitude and offer encouragement, praise, and constructive criticism. As one person put it, your goal is-

To be the guide on the side, not the sage on the stage.

Adult leaders must give encouragement and offer suggestions at certain times but “let go” of their personal need for recognition and glory and allow teen leaders to earn the respect and recognition of others.

Your Role As a Leader

The 4-H teen leadership project has been designed to provide an environment where youth are encouraged to practice leadership skills. Before teens can practice leadership skills, however, the leader must make certain that the environment is safe. One way that leaders can be assured is to

analyze their own attitudes towards working with young people.

Research in Montana on adult leadership styles has revealed some clear messages about desirable approaches for working with youth. This research has shown that leaders create effective learning environments when they encourage young people to develop a sense of personal responsibility and to help youth assume more roles even when mistakes are made.

Youth who participate in these kinds of groups demonstrate higher levels of satisfaction than youth in other kinds of groups. In addition, youth in these kinds of empowering environments learn more life skills and develop more practical skills than youth in other environments.

In contrast, more control-oriented leaders tend to experience more rebellion, more acting out, more non-attending behaviors, and youth are more dissatisfied with their 4-H experience than youth in autonomy-oriented groups. Youth in control-oriented clubs tend to learn fewer life skills and think of 4-H as less fun than other groups. Ironically, the more a control-oriented leader tries to exert control over youth, the more young people rebel and the more chaos is likely to result.

Your role as a leader for this project is to provide the mature guidance necessary for youth to feel a sense of ownership and influence yet to experience risk-taking in a safe environment. Some have referred to this approach as “firm yet flexible.” Research suggests that teens are looking for activities and programs which permit them to interact with others with a moderate level of supervision but not a formal format, a program where they can control most of this action.

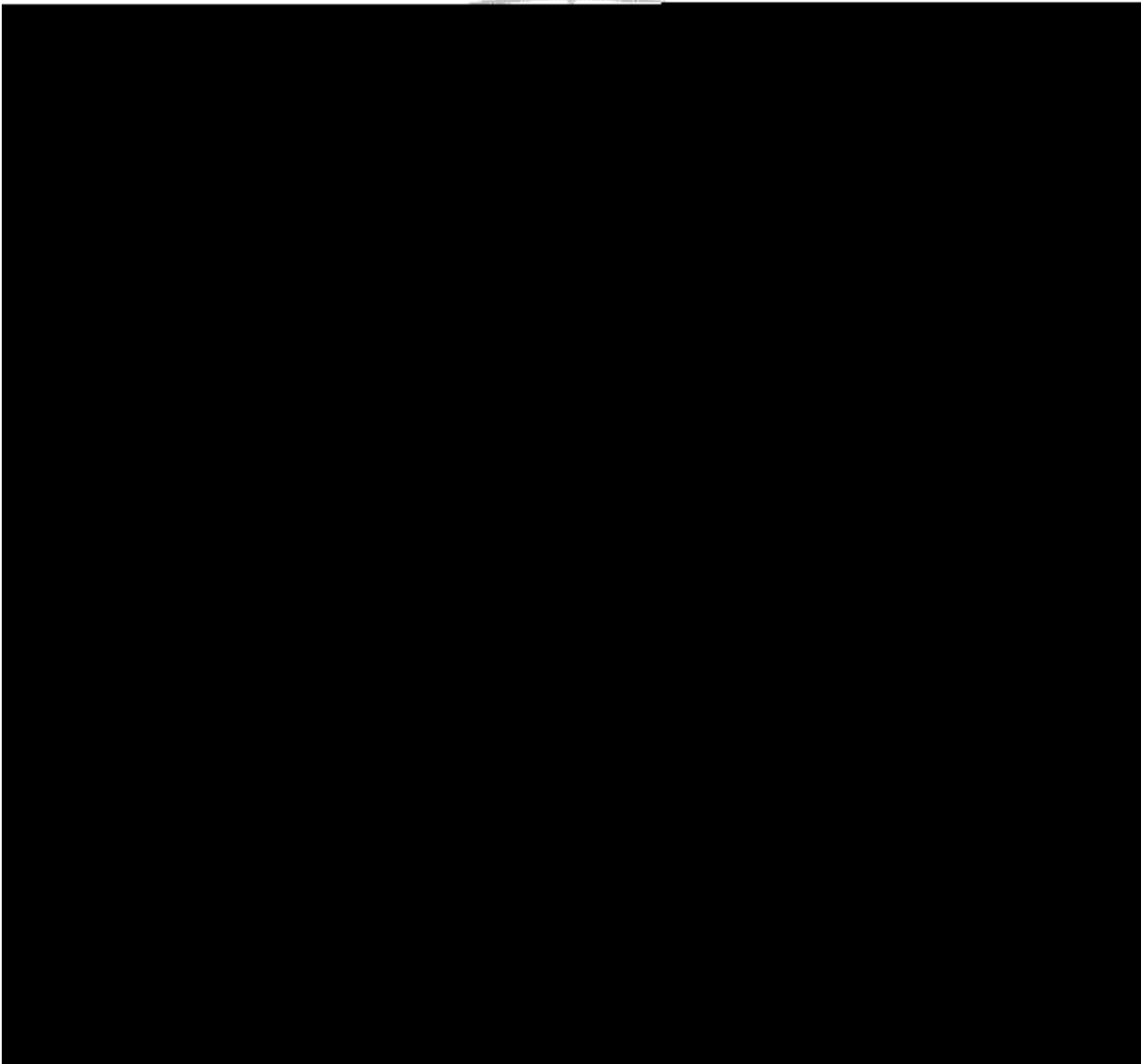
Assessing Your Views of Young People

As a leader, you will work with youth a great deal. Your relationship with these young people is critical to your success and to the members’ success as youth leaders. William A. Lofquist, a nationally known expert in youth

development, has identified three distinct ways that adults can relate to young people. Leaders can do things: 1) to youth; 2) for youth; and 3) with youth.

Youth As Objects. If leaders do things **to** youth, they treat them as objects. The basis of this attitude is that one person or group of people knows what is best for another person or group of people. Adults who share this perspective see young people as the objects of their good intentions. Within this attitude there is little room for a consideration of what young people think about the design of the program or activity. According to adherents to this view, it is the responsibility of the young person to take advantage of the opportunity as it is designed by adults.

Youth As Recipients. In this view, adults still believe they know what is best for young people, but they “give” youth the



Additional Resource Materials

As you serve as a project helper for teen leadership, you may find some of these resources valuable to give you ideas, provide inspiration, or give guidance to your efforts to work constructively with young people. Most are available through local libraries or in bookstores.

Bennis, Warren. (1989). Why leaders can't lead: The unconscious conspiracy continues. San Francisco: Jossey-Bass.

Covey, Stephan R. (1989). The seven habits of highly effective people: Restoring the character ethic. New York: Simon & Schuster.

Glenn, H. Stephen & Nelsen, Jane. (1988). Raising self-reliant children in a self-indulgent world. Rocklin, CA: Prima Publishing & Communications.

Godke, M.S. & Munson, M.K. (1986). Leadership skills you never outgrow, Vols. 1-4. Urbana, IL: University of Illinois-Urbana Champaign.

Hersey, P.G. & Blanchard, K.H. (1982). Management of organizational behavior: Utilizing human resources, 4th ed. Englewood Cliffs, NJ: Prentice-Hall.

Kohn, Alfie. (1993). Punished by rewards. Boston: Houghton-Mifflin.

Lofquist, W.A. (1983). Discovering the meaning of prevention. Tucson, AZ: Associates for Youth Development.

Nelsen, Jane. (1996). Positive discipline. New York: Ballantine Books.

Palmer, D.E. (1996). Taking charge

Appendix

As you work with teens in this project, you may find it helpful to have a list

constructively: A framework for personal empowerment. Tucson: Development Publications.

Weisinger, Hendrie & Lobsenz, Norman. (1981). Nobody's perfect: How to give criticism and get results. New York: Warner Books.

Video Tapes

The following video tapes can be found either at libraries or online stores like Amazon.com. They may serve as good resources for you or your teen leaders.

Glenn, H. Stephen. (1990). Introduction to Developing Capable People (30 minutes)

Glenn, H. Stephen. (1990). The Greatest Human Need. (30 minutes)

Glenn, H. Stephen. (1990). Developing Healthy Self-Esteem. (30 minutes)

Glenn, H. Stephen. (1990). Empowering Others: Ten Keys to Affirming and Validating People. (30 minutes)

Penrod, Kathryn. (1990). I'm OK, You're OK: Building Self-Esteem in Youth. (19 minutes)

Waldren, Deryl & McFarland, Marcia. (1993). Decision-making in Youth Groups. (30 minutes)

of possible leadership activities in which youth can become involved. This list is just meant to be suggestive, not definitive.

Possible teen leadership activities:

Club organizational leadership

Work with the adult leaders to help plan the club's agenda for the year-represent the members' interests.

Serve as an officer or committee chair.

Explain the responsibilities of each officer to all members before elections are held.

Work with one or more club officers to help them understand their duties better.

Be the advisor to the officers-help them develop an agenda for each business meeting and help them keep on track.

Coordinate and run a phone tree for meeting reminders, change of plans, etc.

Develop a club schedule of events and maybe a club newsletter to keep all members informed.

Recruit new members for the club.

Help new members learn the 4-H pledge.

Be a big brother/sister to a new member to make them feel part of

the club-introduce them to the club members.

Serve on a committee to plan and conduct a county program or event (state day teen board, teen congress teen board, etc...)

Serve on a county/state program committee.

Be a camp counselor.

Be a 4-H “storyteller” or ambassador-help spread the word about 4-H via radio newspapers, talks to civic groups, displays and exhibits.

Help at county fair-be a judge’s helper, work at registration booth, etc.

Visit other clubs and give a presentation on some topic of special interest to you, such as how to do a presentation, explain some regional and state events, etc.

Ask your Extension Educator about other possible opportunities.

Design your own leadership project.

School, civic and community leadership

Be an officer or active member of a school club or another youth organization.

Serve in student government.

Do volunteer work with some social service organization.

Volunteer to help with the fund drive for some charitable organization.

Share some skill by demonstrating or teaching it at a summer recreational program, day care center, senior citizens home, youth center, or other place.

Learn about your community’s resources so that you can find out about other possibilities for leadership roles outside of 4-H.