



Teen Action and Growth

Developing 4-H Teen Leaders for our club, community, country and world

Materials Needed

PowerPoint Slides for Session I-Introduction to Leadership. (The text content of session 1, which corresponds with each slide, has been placed in the “notes” section in the Note Page view. Print all slides in note page for-mat for instructional purposes.)

Computer and LCD Projector

Screen

Activity Sheet 1

Handout 1

Flip Chart paper and magic markers

2 colors of paper/4”X5” Post-its

Masking tape

T³ - Training the Trainer to Teacher – Educators are **strongly encouraged** to utilize the T³ curriculum Units 2, 3, 5, 6, 7, 8, 9,10, and 13 to enhance and/or supplement Session III materials and activities.

Unit 2 Presentation Skills

Unit 3 Audience Needs Assessment

Unit 5 Young People as Learners

Unit 6 The Learning Process

Unit 7 Learning Styles

Unit 8 Teaching Others

Unit 9 Mentoring

Unit 10 Simple Visuals

Unit 13 Designing a Lesson

Oklahoma 4-H Volunteer CORE Competencies - Educators are **strongly encouraged** to utilize the materials in Units 1, 2, and 3 to enhance and/or supplement Session 1 materials and activities. 4-H Volunteer Development Series Literature which complements this session:

4H-VOL-114, Youth Development (revised 2014)

4H-VOL-121, Understanding 4-H (revised 2014)

Red Taxi: 4-H...Seeing the Big Picture, Pgs 47-48

Building Leaders for Tomorrow—A set of activities for exploring and learn about various leadership roles and the importance of each within the 4-H program. Organized by beginning, intermediate and advanced levels.

Creating an Atmosphere for Learning: A series of trainings can be done as a leadership retreat, in an outdoors setting or in a classroom situation. No matter which environment is selected create an informal atmosphere by arranging the room/environment so it promotes discussion and interaction on the part of the participants.

Instructional Pointers: If an LCD projector and computer are not available, the PPT information can be written/ drawn on a chalkboard, flip chart, or poster board. All information on PPT slides is included in the student handouts. Encourage participants to create a notebook for all reference materials and handouts.

One aspect of this training is providing opportunities beyond the level of “learner.” Extension Educators should provide participants with hands-on opportunity, instruction and guidance, which allow them to practice leadership skills development during training sessions. Suggestions would include, but are not limited to leading and facilitating activities and conducting review sessions during training. Involve teens that have been through the training in the past and have demonstrated their leadership abilities at the local and county level. Select individuals who will serve as excellent role models to the participants.

The key component here is, “*the educator providing adequate instruction and guidance.*” The participants are novices; they need instruction and guidance far in advance so they have time to think, prepare, and rehearse. As an educator you will need to provide adequate constructive feedback following the completion of their responsibility. Each of these steps reinforces the importance of what is being taught in the Teen Leader Training (TAG) Guide. You are their role model!



Icebreakers and Introduction

Activity 1 – Gestalt Woman

Slides 2

This exercise will allow young people to discuss perceptions while having an opportunity to learn how to reassess and process our perceptions in a different way.

Show the picture to the group and ask what they see. Let the group have an opportunity to discuss their perceptions of whether they see an old hag, a stylishly dressed young woman, or both. Sometimes it is difficult to see both because the figure you notice first occupies your attention and it's hard to focus on the other figure.

Follow-up Discussion –This is the time to explain that we often perceive the same thing in different ways because of our previous experiences. One fact has been brought out and that is, “*we all have ideas,*” and during this training you should express your ideas and feelings. We will all profit by hearing ideas that might differ from our own. This gives us a chance to learn and reassess our ideas and values in light of new information.

Activity 2— Brainstorming “What Teen Leaders Need to Know”

Have the teens work in groups and compile a list of items that teen leaders need to know. Provide each group with a large sheet of paper and a magic marker. After they have made their list have one member of the group report back. Post the lists on the wall. When all groups have finished, ask them to draw some conclusions about what the group feels they want to learn.

Purpose Teen Leader Training

Slides 3-5

Discuss the purpose for teen leader training and explain why a teen leader should be able to do these things. Compare the participants' list with this list and identify similarities and differences. As an educator you will need to identify which of the items on the students list need to be applied to the current short course and which items can be used for later training opportunities.

1. To develop leadership skills in older 4-H members.
2. To train senior 4-H'ers to understand and work with younger members.
3. To help teens to understand their role and responsibility to the 4-H program.
4. To help teens to learn and develop their skills as teachers.
5. To teach methods of planning, organizing, and conducting meetings and activities.
6. To improve quality and increase quantity of 4-H programming at local and county levels.
7. To provide additional opportunities for more boys and girls to become active 4-H members.
8. To acknowledge cultural sensitivity.

9. To demonstrate that 4-H is personally fulfilling and fun.
10. To provide each individual with an opportunity to plan for a leadership experience in their local club or community.
11. Develop skills in teens so that they are capable, confident, and ready to assume the role of activity or project leader in a local club.

Purpose of Session I

Slides 6

- Getting Acquainted
- Learning more about 4-H
- Introduction to leadership
- Working in groups

Knowing 4-H and C.E.S.

Activity 3—*What is 4-H? Role Play*



Provide examples of promotional materials

Role-play situation: Two people are talking. One is a 4-H member and the other is not. As the two are walking, the 4-H member is talking excitedly about a 4-H activity. The other person is very interested and asks, “What exactly is 4-H?” The 4-H member explains using a personal definition of 4-H.

Preparation—two participants should be asked in advance and prepared to do the role play.

Have the group discuss this definition and then present their own ideas related to “What is 4-H.” Distribute and compare with publications 4H·VOL·114, Youth Development and 4H·VOL·121, Understanding 4-H.

Activity 4 – “Check Your 4-H I.Q.”



Activity Sheet 1

Purpose: Emphasize the importance of having knowledge of the objectives, philosophy and organization of 4-H.

How it all started.

Slides 7

The Morrill Act established the first land-grant colleges in 1862. Land Grant colleges were mandated so all people would have affordable education.

- Oklahoma State University is the Land Grant University, which was established as a result of that original act in Oklahoma.
- The Cooperative Extension Service was established in 1914.
- In 1890, Land Grant colleges were established for Black students. In areas where historically black schools were in place, they were often designated as the 1890 school. Oklahoma’s 1890 institution is Langston University.
- In 1994, Land Grant colleges were established for Native American Indians. These colleges are located in states with high populations associated with reservations. At this time, no “Tribal College” or university has been designated in Oklahoma.

Purpose for the Cooperative Extension Service

Slides 8

- Education – The primary purpose for the Cooperative Extension Service is to bring research based information to the citizens of Oklahoma.
- Education is the primary purpose for OCES – “Bringing research based information to the citizens of Oklahoma.”
- The information is presented through formal and informal education, community involvement, and affiliated organizations such as: 4-H, HCE, commodity groups, service and leadership organization and other youth development groups.
- Youth Development – 4-H is a Youth Development program. Youth development programs prepare young people to meet the challenges of adolescence and adulthood through a structured, progressive series of activities and experiences, which help them, obtain social, emotion, ethical, physical and cognitive life skills or competencies.

What does “Cooperative Extension Service” mean?

Slides 9-10

- Cooperative refers to funding being received from multiple levels and sources: federal, state, and county government.
- Federal – public tax funds through United States Department of Agriculture.
- State – public tax funds through the Higher Education budget for Oklahoma State University.
- County – public tax funds through county government or county sales tax.

Who is OCES?

Slides 11

- OCES is the Oklahoma Cooperative Extension Service - an extension of Oklahoma State University.
- Four major program areas of OCES:
 - Agriculture Sciences & Natural Resources
 - Family & Consumer Sciences
 - Rural Development
 - 4-H Youth Development

County OCES Programs

Staffing patterns at the county level are based on funding support from county government.

Participation in OCES Programs

Slides 12

The Oklahoma Cooperative Extension Service is open to all eligible persons regardless of race, color, national origin, gender, religion, age, or disability and is an Equal Opportunity Employer.

Why 4-H?

4-H was originally a means for reaching adults, through their children, with improved home and farm practices.

Evolution of 4-H

Slides 13

- 1900 Boys and Girls Clubs were established.
- 1902 First 4-H Club
- 1907 Oklahoma's first 4-H Club
- 1914 4-H Boys and Girls Clubs became a part of the Agriculture (Cooperative) Extension Service.
- 1917 4-H and the clover were officially adopted.
- 1972 The focus was broadened and deepened to include various ages, interests, and geographic locations.

What is 4-H

Slides 14-15

- 4-H is the *youth development* component of the Cooperative Extension Service.
- 4-H is the largest youth serving organization in the world. 4-H is available in all 50 states and more than 80 countries worldwide.
- 4-H's primary purpose is education and youth development.
- Education is achieved through:
 - Individual project work
 - Local clubs – groups of youth who meet on a regular basis for learning and social interaction (fun).
 - County, district and state activities and events (includes educational programs and competitive events). The competitive events are conducted as a form of evaluation and motivation (goal setting) for an individual's project work.
 - Short-term programs – directed at a specific need and interest for a specified period of time necessary to achieve its objective.
 - School Enrichment – programs designed to supplement school curriculums.
 - Mass Media – delivered to youth via television, newspaper, Internet or other media.

Who can be in 4-H?

Slides 16

- Membership is open to youth ages 5-19.
- 5-8 year olds participate in a non-competitive program called Cloverbuds becoming 4-H members at the age of 9.
- Traditional membership is 9-19.

Organization of 4-H

Slides 17-19

Leadership Structure of a Local 4-H Club

- Teen Leader – Assists local leadership and serves as a mentor for younger members. As skills are acquired, and the teen completes Volunteer Certification they may serve as an activity, project, and/or assist organizational leader.
- Activity Leader – provide leadership for planning and coordinating an activity through a committee of youth and adults. (Share-the-Fun, Picnic, Service-Learning Project, etc.)
- Project Leader – Provides primary leadership educating and training members in a specific subject matter.

- Organizational Leader – provides the primary leadership for the 4-H club. Their most important role is to encourage, involve and develop volunteers and members through club meetings, programs and activities.
- Membership and families – actively participate in club meetings, committees, and activities. Share time, talents, and skills with the club.

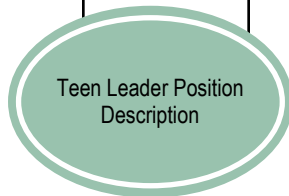
Role of 4-H Member

Slides 20

- Take responsibility for setting goals, working toward the goals, keeping records and being a role model in deeds and actions.
- Try to attend all meetings and activities of the club and/or project group.
- Actively serve on committees.
- Fulfill responsibilities of office in which you are elected to serve.

Certified 4-H Teen Volunteer

Slides 21



Teen Leader Position Description

- The Oklahoma 4-H Volunteer certification process is a means for recruiting, screening and training volunteers who work directly with 4-H members.
- To maintain certification, volunteers must annually participate a minimum of four continuing education experiences and annually complete Working with Minors and Title IX training. (2015) (***Educators responsibility to always communicate the most current requirements.*) This can include conferences, workshops and Parent-Volunteer Training opportunities. The teen must also complete the Volunteer Enrollment and sign agreeing to abide by the Oklahoma 4-H Behavioral Guidelines. Certification is especially important for those serving as Camp Counselors and working with other youth without a Certified Adult Volunteer present.

Role of the 4-H Volunteer

Slides 22

- Provide leadership to the local and county 4-H program. Leadership will include planning, developing, implementing, and evaluating programs and activities.
- Work cooperatively with 4-H families, volunteers, and extension educators.
- Participate in Parent-Volunteer Training/continuing education to enhance personal knowledge of 4-H and to assist in the development of 4-H members.

Role of the Extension Educator

Slides 23

- Professional and Para-professionals who are responsible for the management, leadership, and direction of the total 4-H Youth Development program in the county.
- Provide Parent-Volunteer Training at the county, district, and state levels. Training shall provide the tools and knowledge that parents and volunteers need to successfully implement, maintain, and develop 4-H clubs, members and programs.
- Provide the support and training for the implementation of a volunteer lead program at the local and county level.
- Work cooperatively with volunteers, families, and 4-H members.



Leadership Defined

The Leadership Job

Reference – Principles of Supervision, by W. R. VanDersal, USDA

There are few jobs in an organization that are more difficult, but at the same time more interesting, than the job of leading other people. This type of job takes more skill, more common sense, and perhaps more intelligence than any other kind of work. And it usually holds more grief, trouble, and difficulties than any other, that is, for the individual who has not learned the art of working with other people.

A good leader is not born. Although heredity, as in all aspects of human behavior, probably does play a partial role in leadership, it is not the overriding factor. A good leader becomes good by study and practice, and the more he/she gets of both, the better he/she is. Very few of us have actually studied leadership, although many of us practice it either on a small or large scale. There is no question, that most people can learn how to become a good leader. That is what this training is all about. The discussion of leadership will be divided into three parts:

1. The Principles of Leadership
2. The Art of Leadership (putting the principles to work)
3. Being a Leader (what a leader has to do personally)

Activity 5—Recipe for Leadership

Divide the group into smaller groups and give each group newsprint and markers. Tell them they are going to create a recipe for good leadership. The recipe should include the following parts (you may want to write this on a sheet of newsprint, bulletin board, transparency, etc.)

<p style="text-align: center;">A RECIPE FOR GOOD LEADERSHIP</p> <p>Ingredients:</p> <p>Instructions:</p> <p>Time Needed:</p>

Give each group about 10 minutes to create their recipe. When the groups have completed their recipes, have them share the recipe with the other groups. Use this activity to lead into the next section.

Definition of Leadership

Slides 24-27

Activity 6—Group Discussion on the Definition of Leadership

There is a difference in a boss and a leader. The boss drives his/her people, uses his/her authority, dominates everyone, and lets no one forget that he/she's running things. The leader uses very little authority; he/she leads his/her people, works with them, and gets their good will. The boss may get things done in spite of hard feelings but the leader and his/her people gets things done also, and they all feel good about it. This is the leadership we are interested in developing.

Compare two definitions of leadership.

1. "Leadership is the art of influencing and directing people in such a way as to obtain their willing confidence, respect, and loyal cooperation to accomplish the task."
2. "Leadership is the art of helping people understand where they want to go and then assisting them in reaching their goal."

Ask the group to express their ideas on each definition.

Comparison of the two definitions:

Authoritarian-style leadership is managed by an individual who is often faced with certain tasks that have to be performed and they must be able to gain the support of others to carry out the task. Authoritarian leadership is necessary for certain tasks. At other times a leader should help people decide what they want to do or want to accomplish and then help them reach the goals.

A democratic leader may use both types of leadership. In the beginning, a democratic leader may need to be rather authoritarian in order to get the group organized and operating in accordance with its purpose. As members gain more experience within the group, a democratic leader begins to let up and become more democratic. At this point, the leader begins to function as an advisor to the group as the group sets its own goals and strives to achieve them with less supervision.

The following poem points out the leadership qualities of an effective leader.

Leader-Not Boss

An effective leader gets 4-H'ers to do without being "bossy."
The boss drives men; the leader coaches them.
The boss depends upon authority; the leader on good will.
The boss inspires fear; the leader inspires enthusiasm.
The boss says, "I"; the leader says, "We."
The boss assigns the tasks; the leader sets the pace.
The boss says, "Get there on time"; the leader gets there ahead of time.
The boss fixes the blame for the breakdown; the leader fixes the breakdown.
The boss knows how it is done; the leader shows how.
The boss makes work drudgery; the leader makes it a game.
The boss says, "Go"; the leader says, "Let's go."

Six Principles of Leadership

Slides 28

Refer back to the ingredients listed on the recipe cards for good leadership. Have the group put a star by the six top items important to leadership.

Six principles we would like Teen Leaders to know and keep in mind.

1. PEOPLE MUST ALWAYS UNDERSTAND CLEARLY WHAT IS EXPECTED OF THEM.

Ordinarily when a boy or girl joins 4-H he/she is eager to know about the organization and what he/she can or is supposed to do. A wise leader takes advantage of this interest. If he/she fails to get the member off to a good start, he/she probably will experience another 4-H dropout. A new member should find out soon after joining:

- a. What the 4-H program is all about, how it is organized, how it operates, what it does, and possibly some of its history and purpose for being.
- b. What the individual's particular job is and the duties he/she is expected to perform.
- c. What he/she can do in the club, his/her projects and activities, and some guidelines to accomplish his/her goals.
- d. How he/she can receive training and assistance to accomplish his/her goals.
- e. Information regarding his/her future potential with the program.

People will do their best work when they believe that what they are doing is important. Every member deserves to get this message/impression.

2. PEOPLE MUST HAVE GUIDANCE IN THEIR WORK.

Guidance is a very general word, but in terms of 4-H can include these things:

a. Information

No one should be expected to work without information and instruction. Everyone should be kept informed. Information such as contest and activity dates, along with requirements governing participation should systematically be relayed to every member. Our purpose is to be inclusive not exclusive.

b. Techniques/Skills

Skills needed, will vary with the kind of job. A good leader makes sure his/her members get the necessary skills to do the job. Skills useful to a 4-H member:

1. How to plan and organize a task. (Setting and accomplishing goals)
2. How to conduct a meeting.
3. How to organize and present speeches and demonstrations.
4. How to lead recreation.
5. How to organize record keeping and assemble record books.

These are the fundamental skills necessary for successful 4-H work. Skills needed, will vary for each member. The important thing to understand and remember is that unless a person is going somewhere under his/her own power he/she cannot respond to guidance, just as a boat cannot be steered unless it is underway. This means that people must do as much as he/she can on their own. Then and only then, is a leader successful.

c. Coaching

Most of us are familiar with the way a football coach watches his/her players hitting a blocking sled; then a coach may call one player out and tells him he's blocking too high and that he would do better to block low. We can use this same approach with almost any kind of action or work. We observe the member at work, suggest an improved way of doing it, and then observe to see if improvements are made. It is through coaching that a good leader trains and develops his/her members.

3. GOOD WORK SHOULD ALWAYS BE RECOGNIZED.

Everyone likes to be told when he/she is doing well. A good leader gets more accomplished by praising his/her members at the right time. Leaders should also become familiar with the 4-H Recognition Model. People achieve more with well thought-out praise than with firm criticism. Praise comes in many forms. Always find something positive and use it as a foundation for enrichment and growth.

4. POOR WORK DESERVES CONSTRUCTIVE CRITICISM.

In this field most of us shine. It seems to be easier to detect poor work and criticize a person for it than to recognize good work. A "bawling out" is no way to criticize. Criticism should not be punitive in 4-H work. It should be used in a constructive way that can be fruitful and allow the members to grow and develop.

5. PEOPLE SHOULD HAVE OPPORTUNITIES TO SHOW THAT THEY CAN ACCEPT GREATER RESPONSIBILITY.

We must always keep in mind that our ultimate goal is not that of teaching a member how to construct clothing or conserve soil, but to develop the individual to his/her fullest potential. A leader must know the capabilities and limitations of his/her members and provide each with the responsibility and challenge that they are capable of assuming. Again, the leader's knowledge of each member is critical because an individual with a task larger than he/she is capable of handling will usually fail, creating a loss of self-confidence, which would be detrimental to his/her development.

6. PEOPLE SHOULD BE ENCOURAGED TO IMPROVE THEMSELVES.

4-H can only provide the opportunity for self-improvement. To benefit from 4-H, a person must take advantage of these opportunities. Sooner or later most members need some encouragement. An effective leader not only provides the opportunities, but also provides the encouragement that is needed to keep the member continually striving for self-improvement and increased responsibility.

The skill with which you supervise a group comes only with practice. How you put the six principles into practice makes up the art of leadership. There are many good rules and many do's and don'ts, which will help you, acquire improved leadership skills. We will discuss some of the most important ones.

Have the group refer back to the instructions listed on the recipe card for good

leadership. These can be identified as the skills needed in being a good leader. Lets see how they compare to the six skills needed by a good teen leader.

1. KNOW THE PEOPLE AND THE JOB

- a. Know your members well. If possible, know their home situation, their background, their likes and dislikes. Know their capabilities and limitations, and know what their interests are.
- b. Know all parts of your job. It would be impossible for a leader to know everything about all projects, but he/she should be willing to learn or assist the member in finding some other resource for help.
- c. Never assume that you know all there is to know. That would be the fastest way to get in a rut and become worthless as a leader.

2. PROVIDE ADEQUATE INSTRUCTIONS

The crudest, worst possible way to give instructions is as an order or direct command. There will be times when nothing else is effective, but these times are rare and should be a last resort. The best way of all – and the one requiring the most skill – is to make a suggestion according to how it ought to be done. Always keep the “*sting*” out of an order. **Learn to gain agreement, rather than to force it.** When you give instructions, explain the reasoning. You will get quicker results. Informed people are more capable in completing a task.

3. LEARN TO DELEGATE

There are many ways of doing a job. You can do everything yourself or you can delegate. Either method gets the job done. By doing it all yourself you will probably burn out, but most important, you are failing to give others the opportunity to develop their skills and leadership abilities. 4-H'ers are there to learn and to do, by doing so, they acquire skills in helping and leading others. Let 4-H'ers do as much as their abilities will allow. You know you are being an effective leader when your job looks easy because people are accepting and following through with responsibilities. Delegation does not mean you are no longer responsible. The responsibility is still ultimately yours.

4. LEARN TO MAKE DECISIONS

When a decision is called for – make it promptly based upon all the facts you can get. Dilly-dallying around with decisions can cause loss of respect for the leader. By all means, when you tell someone you will do something or that you let him/her know at a later time – follow up on your promise/word.

5. PROVIDE CONSTRUCTIVE CRITISISM

Praise people publicly and criticize privately. Start out by telling a person what he/she has done well, then tell him/her where he/she needs to improve and always do it in a friendly way. If the person gets the idea that you are trying to help him/her, then he/she will be more acceptable to criticism. Always avoid ridicule or making fun of an individual, always be considerate of the person's dignity.

6. ADDRESS PROBLEM BEHAVIOR

Sooner or later every volunteer gets a boy or girl in his/her group who is lazy, opinionated, tactless, too slow, too fast, too talkative, too moody, is nervous, can't get along with other people, is disloyal, discourteous, always late, never prepared, an apple polisher, or who has some other characteristic that is annoying or disruptive.

We are in the business of developing youth. It will take skill and great patience to avoid refusing to reach out, excluding or even refusing to work with a challenging person.

Each problem is different and must be met and solved on the basis of its own characteristics. Avoiding problems is the mark of a poor leader. Addressing problems requires gaining the person's confidence. When you think you have their confidence, then proceed with the following steps:

- a. Talk to the person about the problem or behavior. See if you can find out the reason for the behavior. Be sure to explain clearly what the situation/ problem means to you, to him/her and to the organization. Work toward the individual seeing the situation and coming up with a way that he/she can correct or overcome the problem. Agree with him/her on a course of action. Be sure to tell the individual how well they are doing when they follow through with the agreement.
- b. If the first talk fails, try it again. Go over the situation again, trying to get him/her to promise to do better. Follow up; praising him/her for any progress.
- c. If your talks continue to fail and his/her conduct is affecting the progress of the group, then talk over the problem with an adult 4-H volunteer. Some other type of disciplinary action may have to be taken, such as suspension from a meeting or activity.

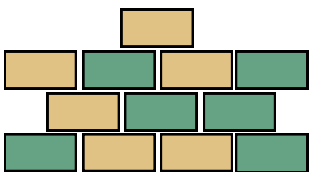
Being a Leader

Leading is hard work. It requires that you pay attention to what your people are doing so that you can really be effective in guiding them. It also requires personal time and effort to be a leader that people respect. Effective leaders set the example. It does mean that you must pay attention to several effective attitudes and traits.

Refer back to the time needed in the recipe for good leadership. Impress to the participants good leadership takes time and commitment. It does not happen overnight and it requires making some personal changes.

Activity 7— Leadership Wall

Divide the group into smaller groups and give each group a marker and multiple pieces of two different colors of paper. Tell them; they are to list one attitude of a good leader on each piece of a designate color. On the second color have them list one trait of a good leader on each piece of paper.



Give each group about 10 minutes to brainstorm. Start one big leadership wall using the pieces of paper as bricks. As each group reports, have them layer the sheets of paper as if they were laying brick. Refer to the specific colors as you discuss each of the next sections.

Attitudes of a Leader

Slides 30

INTEREST IN AND RESPECT FOR PEOPLE

If you do not have a genuine interest, you will probably be well advised to stay out of a leadership role. From the things you say and do, your interest in people should be apparent to everyone. A good leader is respectful of others. Even if they dislike or disagree with someone, they treat him or her with courtesy, civility, and dignity. A good leader is tolerant and honors everyone's right to independence and privacy.

PATIENCE

Patience is always required in dealing with people. If you don't have patience you will need to develop it. Practice restraining your emotions. Any time you lose your temper – you lose.

UNDERSTANDING AND CARING

Caring is at the heart of a good leader. A caring leader relates to the world and its people. They have a genuine self-less concern for others. A caring person always takes into account how decisions, words, and actions are likely to affect other people. A leader is a good listener; one who pays attention to what people tell him/her, is likely to come to understand things better than the talker. Sympathy and tolerance come into play with understanding.

LOYALTY

Loyalty is very important. You must believe in your work and in the purpose of 4-H. Loyalty means protecting and promoting the interests of the people or organizations. It includes allegiance, faithfulness, and devotion.

TACT

Good tact is important when dealing with others. Communications should be truthful, accurate, straightforward and fair so no one is misled or deceived. Being frank does not mean you need to be cruelly blunt. It is also important that you are not flippant or facetious about the matter.

IMPARTIALITY AND FAIRNESS

Impartiality cannot be overlooked. If you play favorites, you will split your group into factions. At the very least impartiality means fairness, going by the rules, treating everyone the same, and using the same rules for everyone, so no one has an unfair advantage. Fairness requires being open-minded. Listen carefully and try to understand what is said and their feelings. Get all the facts before making a decision. Show commitment to justice.

RESPONSIBILITY

Responsibility means people can count on you to be accountable, show self-restraint, and pursue excellence. Accountable people keep their commitments, they accept responsibility for the decisions they make or don't make. Responsible people do not have to win at any cost. They exercise self-restraint and delay gratifications. They control their words and actions. Responsible people really try to do excellent work. They have good work habits, persevere, and continually improve.

Traits of a Leader

Slides 31

TRUSTWORTHINESS

If your people cannot depend on you – your days as an effective leader are numbered. Dependability can mean keeping promises. A promise is a moral duty to go beyond legal obligations. A promise is the responsibility to make every reasonable effort to fulfill commitments. Trust is earned through the demonstration of honesty, integrity, promise keeping and loyalty. A leader must be honest in communication and conduct. Honest conduct means you don't try to gain anything through cheating, stealing, trickery, deceit, or any form of dishonesty. Integrity means walking your talk, matching how you live to what you believe. Sometimes it will require principle and moral courage.

DEMOCRATIC

We will do well to be democratic. The leader who “puts on the brass,” who has to display his/her importance on every occasion, is in trouble. Work with your group as associates, not as subordinates.

SENSE OF HUMOR

The quickest way to lower the morale of your group is to lose your sense of humor. Even the worst situations have their amusing sides - keep looking for them.

ENTHUSIASM

If you are not enthusiastic about what you are doing you will probably fail. Know your job; know its objectives; know where you are going; and be persistent in completing the objective/job.

IMAGINATION

Imagination is one of the most important traits of really good leaders. Having insight for what “can be” keeps an organization/group fresh.

COMMON SENSE

This means “Good old horse sense.” Use your head and try not to be misled by custom, tradition, or other things that do not fit the situation. Always do what is right for the situation or circumstance.

INTEGRITY

This trait is a combination of such things as honesty, fairness, loyalty, trustworthiness, etc. If people can trust you, you can lead them. Without trust you can't lead. Be honest and fair with everyone with whom you deal. Remember you only have to steal one horse to be known as a “horse thief.”

Character Counts®, the six pillars of character could be used to complement this lesson. <https://charactercounts.org/program-overview/six-pillars/>

Activity 8—Role Play

Role-play can be organized with one student as the leader and one as a member. Encourage the class to become involved in the critique discussion.

SITUATION 1

A member who feels that he/she knows it all and must be heard at all times constantly interrupts the group. He/she fails to observe parliamentary procedure, making it difficult to conduct club business. What procedure(s) would the teen leader use in this situation?

SITUATION 2

A 4-H members project work does not meet your expectations. You are convinced that he/she is capable of doing better. As the teen leader of this group, what actions would you take to improve their efforts?

SITUATION 3

The president of your junior club has failed to assume the leadership expected of him/her. He/she is never prepared and is always late to meetings. As the teen leader of this group, what action would you take to correct this problem?

DISCUSSION

Critique the role-play(s), use the *six principles of leadership in dealing with people*, as the role plays are discussed. This activity allows the participants to REFLECT and APPLY what they have learned during session 1.

Summary

Slides 32-34

Handout 1 &
Assignment 1

- Review the six principles of leadership and relate their importance to leadership situations.
 - Introduce the subject matter of Session II.
 - Give out Handout 1
 - Make outside Assignment
- Explain that each person is to interview 3 people that they view as a leader. The assignment is due at the next training. After completing the interview they are to review the materials from this session and identify traits, attitudes, characteristics, etc. the “leader” mentioned during the interview. How many do they find? In what way does it support the materials covered in session 1.