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# Junior Leadership

JUANITA REED



Agricultural Extension Service  
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# Junior Leadership

JUANITA REED

## **WHO Can Be A Junior Leader?**

Any member, 14 to 19 years of age, with a sincere interest in working with younger members can be a junior leader.

## **WHY Are Junior Leaders Needed?**

As a junior leader you are a part of the 4-H leadership team. 4-H must be a cooperative effort if the program is to succeed. Therefore, many people are needed to help conduct 4-H work.

## **WHAT Do Junior Leaders Do?**

Junior leaders do a variety of things. As a helper, you and the adult leader must decide together what tasks must be done and how comfortable you feel about doing them. (See the section on tasks to help identify some things you might do.)

## **WHERE Are Junior Leaders Needed?**

Junior leaders help at club or project meetings or work individually with members.

You may also be called upon to assist at countywide activities or events.

## **WHEN Do Junior Leaders Help?**

Your assistance as a junior leader is needed year around.

## **WHERE Do You Go For Help?**

Junior leaders work closely with adult leaders, regardless of their function in the club. The adult organizational leader coordinates group activities.

An effective junior leader discusses things with adult leaders before making major plans and decisions, listens to club members for program ideas that would be enjoyed by the greatest number, and has the support of both adult leaders and club members.

You will want to ask your leader to help you develop your leadership plan in your record.

Your parents and county extension staff also can give you help and advice with your project.

## TEENS TAKE THE LEAD

*"Things don't just happen; they are made to happen."*

—John F. Kennedy

Leadership was never more important than it is today. Leadership is vital to nations, communities, and groups within a community. Teens can be a force in providing leadership. You can be the one who makes things happen.

Teens participating in leadership activities have many reasons for volunteering:

- \*They see needs in their communities and the chance to do something about them.
- \*By becoming involved they can make things happen.
- \*They have a knowledge or skill that they want to share with others.
- \*Through participating in a leadership activity, they gain experience and explore possible careers.
- \*Their friends are volunteering.
- \*It is FUN!

You don't become a junior leader magically when you turn 13 or 14 years old. Junior leadership begins with being a responsible 4-H club member at the age of 9 or 10 when you join 4-H.

Leadership is a learned behavior. You begin learning leadership when you join 4-H and accept responsibilities.

### WHAT IS LEADERSHIP?

How would you define leadership?

Leadership can be defined as helping or guiding others to reach a goal. Leadership is not doing things for the group; it is helping the group decide what is to be done and how it plans to do it. Leading is thinking, "What do I need to do to help the group reach its goals?"

Leadership is helping others find ways to achieve what they desire. Leadership is helping others to do things and working with them. As a leader you will help create a climate in which others can act or learn. You are a facilitator or manager of learning.

### CONCEPTS OF LEADERSHIP

As you begin your leadership activities, you should understand some ideas about leadership.

#### Leadership is learned

What you do to prepare for a leadership job is more important than any personality characteristic. Leadership skill and understanding can be learned just like other skills. It is not only what you have, but what you do with what you have, that will determine your success as a leader.

#### Leadership is a helping process

This is apparent in the definition of leadership, helping a group attain its goals. A leader emphasizes the achievements of the group, "we did it," rather than personal glory, "I did it."

### Leadership is shared

Many leadership opportunities can be divided among individuals so that each person can select a role that best fits his or her needs and interests. No one is a leader at all times. Responsibilities are divided to find the right person for the right job.

### Leadership is a relationship between people

The way you interact with others and your sensitivity to their needs is an important part of leadership. Leadership skills will not help if you are not aware of the group members as people with needs and if you do not work with them to meet those needs.

### Leadership must be at the right time and place

To be effective a leader must make sure the group is ready. Group members may need more time to reach general agreement about their problem. Once the need has been recognized, the leader works with the group to find an answer. You should not try to tell the group members what you think they should do.

### Leadership is earned

People depend on leaders. They need to know that you will carry out your responsibilities.

### Leadership depends on good communication

Communication skills, verbal and nonverbal, are keys to good leadership. Work at perfecting them!

## LEADERSHIP STYLES

As we look at the behavior of leaders, we can identify three basic types or styles of leadership: autocratic, democratic, and laissez-faire. Some characteristics of these leadership styles are:

<u>Autocratic or authoritarian</u>	<u>Democratic</u>	<u>Laissez-faire</u>
Dominates and makes all decisions	Offers choice situations	Avoids reaching formal decisions
Allows little group initiative	Encourages group initiative and discussion	Allows complete freedom
Keeps all responsibility	Delegates responsibilities	Does not attempt to regulate
Makes and enforces rules	Encourages group to formulate guides for conduct	Does not make nor enforce rules; results in chaos
Demands respect from members	Encourages mutual respect for each other	Is unconcerned with respect
Evaluates the program alone	Seeks assistance in evaluating	Is unconcerned with evaluation

Describe your own leadership style. (It may be a combination of styles.) Do you use different styles depending on the situation?

### CHARACTERISTICS OF GOOD LEADERS

What is a junior leader like? What characteristics should you have or should you be developing?

A very simple word describes your role as a junior leader. You are a helper. You help younger members. You help friends. You help adults.

Helpers are VIPs. Other helpers include counselors, teachers, social workers, doctors, and group leaders.

Each is in a unique profession. Can you identify a common element?

\_\_\_\_\_ All are concerned with the problems of people. They help people achieve more effective relationships between themselves and others in the world in which they live.

List some other professions you think are helping professions.

A great deal of research has been conducted to identify the characteristics of an effective helper. If we know these characteristics, then we can develop these qualities in ourselves.

Think of a person you know as a helping person. Describe what he or she is like.

*Don't walk in front of me—  
I may not follow.  
Don't walk behind me—  
I may not lead.  
Walk beside me—  
And just be my friend.*

Give yourself a star for each of the following you included in your list:

Is well informed	Shows concern for others, understanding
Believes in what he/she is doing;	
is enthusiastic	Is sensitive
Is friendly	Is flexible
Believes in others	Is patient
Is trusting	Expresses feeling
Is warm/happy	Is good listener
Is dependable, reliable, responsible	Communicates clearly
Helps get a job done	Cooperates

## EXPLORING YOURSELF

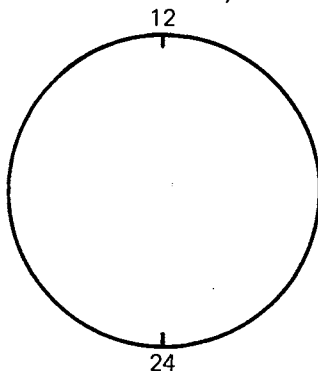
There are many leadership opportunities for teens. Before you decide about leadership, look at yourself—yes, YOU. Explore yourself and evaluate yourself.

1. What goals do you have for yourself as a 4-H junior leader?

2. 4-H is only a small part of the total you. You have many roles that you play. You are yourself, you are sister/brother or son/daughter, student, cheerleader, choir member, athlete, hunter, etc.

List your roles. Then rank them in order of importance. This helps you establish your priorities.

3. Let's look at how you spend your time. This will give you some new information on what you value.



How many hours do you spend:

- \_\_\_ sleeping
- \_\_\_ with friends
- \_\_\_ at work away from home (including school)
- \_\_\_ at chores at home (including studying)
- \_\_\_ with family (including mealtimes)
- \_\_\_ alone pursuing a hobby, reading
- \_\_\_ 4-H activities
- \_\_\_ on miscellaneous activities

Divide the pie up into pieces that best represent how you use your time. Did you learn some interesting new things about yourself?

4. I am someone who<sup>1</sup> . . . answer Y (yes), N (no), M (maybe)

- |                                 |   |
|---------------------------------|---|
| ___ likes to be alone           | ___ can accept criticism easily             |
| ___ likes bright colors         | ___ is afraid of the dark                   |
| ___ enjoys animals              | ___ reads the comics in the newspaper first |
| ___ can stick to my goal easily | ___ is apt to judge someone by appearances  |
| ___ likes surprises             | ___ watches TV soap operas                  |

<sup>1</sup>Meeting Yourself Halfway, Sidney Simon, p. 23.





5. Complete these sentences:

When I am happy \_\_\_\_\_

My favorite season \_\_\_\_\_

My favorite food \_\_\_\_\_

My dreams \_\_\_\_\_

An animal I would describe myself as is \_\_\_\_\_

You have assets in these areas:

1. Your talents and skills. Talents are general abilities (athletic, creative, sensitive to people, musical, mathematical). Skills are specific abilities that are developed through practice (playing guitar, playing tennis, being a good hostess, making up riddles, stories, or games).
2. Your intelligence. Are you able to learn new things?
3. Your motivation. Are you willing to work hard to get to a goal?
4. Your friends and community. They are an asset to help you discover new things, try new ideas, encourage you to explore.
5. Your education. This can be a way of opening new doors as far as you can work and will open your mind to new goals.
6. Your family. Family members can be assets because they care about you and are willing to work with you so you can reach your goals.
7. Your experiences. All of what has happened to you before today makes you an informed person. We all are aware of new parts of the world because of our experiences. They make us richer and more interesting.

Write down something you can do that you are proud of.

Which of your personal resources makes you a good 4-H member?

Write down something new that you have learned in the past year.

Write down something that you wish to learn in the next year.

### **EXPLORING YOUR CLUB OR COUNTY**

After exploring yourself, talk with your adult leader and other members of your club about the jobs that need to be done in your 4-H club. Make a list of the jobs. After making the list, look at the definitions below of some leadership roles and examples of things teens have done. Your group may want to add to the list.

#### **Serve**

Identify and perform a specific task to improve life in your community.

Examples: 4-H horse club members conducted a riding program for brain-damaged children each Saturday morning. A local stable donated the use of horses and riding arena; teens provided labor and a knowledge of horsemanship.

4-H teens worked on community beautification. They planted an annual flower garden at a home for senior citizens and cared for the garden all summer.

### **Raise funds**

Organize and conduct effective money-raising campaigns to support programs.

Examples: When their 4-H club wanted to visit the Twin Cities, the members sold cookies to raise the money needed.

Two teens were members of the committee that planned and conducted a walkathon to raise money for nature trails at the 4-H conservation education center.

### **Plan program**

Work cooperatively with others in exploring situations, helping group members identify their needs, setting priorities, stating objectives, and developing a plan of action.

Examples: Teens made all the plans for a 5-day canoe trip for 4-H members. These included planning the trip route and overnight stops, providing food and equipment, and organizing conservation education activities.

A teen committee planned a weekend overnight at 4-H camp with an emphasis on the nation's history and heritage.

### **Maintain program**

Work with adults and other teens to maintain existing programs to insure continuity.

Examples: A teen volunteered to help the 10-year-old secretary of the 4-H club keep the attendance records and write the minutes of the meeting.

Six 9-year-olds know more about rocketry, outdoor cooking, and woodworking because a teen volunteered to lead their 4-H club.

Teens helped new members learn the flag pledge, 4-H pledge, and motto.

### **Evaluate**

Assess various programs and products to measure progress toward stated objectives.

Examples: Advanced 4-H clothing members work with the beginning members to evaluate their projects.

At the county youth fair, teens observed the programs and made recommendations for next year's fair.

### **Teach**

Instruct others individually or in group settings.

Examples: After attending a state conservation program, a teen taught a 4-H leader training school on "growing trees from seeds."

A teen taught the 1st year foods project to three members of the 4-H club.

### **Coordinate**

See that activities and resources of two or more groups are organized and carried out, primarily through other youth leaders.

Example: 4-H teens assumed responsibility for planning and operating the youth fair for all the county's youth groups. They contacted judges, provided supplies, put up exhibits, and conducted all events and activities at the fair.



### Supervise

Oversee the work of others.

Example: Senior counselors at 4-H camp each supervise the work of four junior counselors who are responsible for campers during rest hour and at night.

### Recruit

Identify, interview, and enlist youth and adults for program participation.

Examples: A teen was concerned that no young children were joining the community 4-H club. He spoke to fourth graders at the local elementary school, and as a result six joined the 4-H club.

When no leader could be found for the county 4-H teen group, two of the members talked with adults and discovered a couple who were willing to lead the group.

### Consult and advise

Assist other youth or youth groups in a specific area.

Examples: Two 4-H members who had taken several conservation projects worked with sixth grade teachers and students to build a nature trail. The 4-H'ers helped design the trail and served as resource people during construction.

A teen 4-H club started a glass and paper recycling center. After the 1st year they involved scouts, church youth groups, and schools. Now all groups share responsibility for operating the recycling center, with 4-H developing the schedule and training new volunteers.

### Advocate

Know what other youth are saying and reflect their needs to policymaking groups, the public, and other community groups.

Example: 4-H members had no place to go after their club meetings; many teens were gathering in the parking lot of the church where their 4-H meetings were held. The 4-H'ers asked to speak at the church board meeting. They asked the board members to consider opening a room in the church 1 night each week for a teen center and volunteered to help get the plans underway.

Whatever you decide to do, it does not have to be a long-term commitment. Your leadership activities can grow and change as your interests grow and change.

## DEVELOPING YOUR LEADERSHIP PLAN

*If You Fail To Plan,  
You Are Planning To Fail*

Planning ahead assures you that you will succeed at the tasks or roles you have identified for yourself. Developing a leadership plan means finding a method system for doing, thinking, acting, and working. In other words, it's getting organized. Organization is the key word when you are attempting a new project or challenge. By planning ahead and preparing for what to expect, you will be ready to face the problems and responsibilities of a new situation. You can learn more by reading, talking to others, and practicing the skills you will need. You will want to plan your time, money, and energy so you will be able to complete your junior leader responsibilities. By being organized you will know who to ask if you have problems.

One method for organizing your leadership plan is the process approach to teaching-learning. The method has eight basic steps. In each one you ask yourself a number of questions and take action based on your answers, using necessary resources. As you work through the steps, you will find it helpful to discuss the questions with the adult advisor working with you, with other teens, and with the members of your group. The eight steps of the process approach are explained below.

### 1. Determine needs

Look at your community, the group, and yourself and decide what demands, concerns, or interests could be fulfilled.

You have already completed a large part of this step when you made the list of jobs that need to be done and explored your own interests. Consider the needs of the group as well as your own particular interests and concerns.

### 2. Explore resources

List all the help available from people, organizations, printed material, personal experience.

Ask yourself if the resources are up-to-date and accurate, available, and within your budget.



### 3. Set goal or goals

Define exactly what you would like to achieve in a program.

Ask yourself if the goal states exactly what you want to achieve. Is it reasonable for the amount of time, money, and other resources available? Will your goal help you know when you have reached your goal? See if adults and group members agree with your goal.

Goals for your junior leader project may relate to tasks, roles, or self. You will need to make a decision where to start.

Check yourself:

	Unimportant	Little Importance	Important	Greater Importance	Very Important
1. I am concerned with the job to be done.					
2. I want to know <u>how</u> I carry out my job.					
3. I want to know more about myself and how I relate to others.					

Are you a new junior leader, just beginning? Was question no. 1 important to you?

You should start with Tasks which explains the job to be done.

Are you a 2nd or 3rd year junior leader? Was question no. 2 important to you?

If so, you may already know what needs to be done, but want to improve how it is being done. You should start with Role.

All junior leaders are concerned with Self. Depending on your self-confidence and concern about how you relate to others, perhaps you are ready to explore self-awareness more. You would have been concerned primarily with question no. 3.

#### Tasks

What jobs can junior leaders perform? Here are ideas for leadership tasks. Use the list on the following pages to help set your goals.

In performing any task you first need to do these things:

1. Clarify with the adult leader(s) what is to be done and how it is to be done.
2. Plan the sequence of action so you and the adult leader know when you will be performing the task.
3. Use your Junior Leader Planning Guide to plan and evaluate what you will be doing this year.

Remember to use some wise decisionmaking in choosing tasks. Junior leadership does not mean how many or the quantity of things you do, but completing a few things well and achieving your goals. You might choose one task at a time.

	Check (✓) tasks that need to be done in your club or county	Check (✓) if you have an interest in doing this
Invite a boy or girl to join 4-H		
Invite a boy or girl to a 4-H meeting		
Work on a membership committee		
Help a new member fill out enrollment card		
Help a member choose project(s)		
Help a new member learn the club pledge		
Help a member secure a project or materials for a project		
Demonstrate simple parliamentary procedure		
Help a new member to feel accepted by the club		
Help officers learn their duties		
Urge new member to participate in business meeting		
Participate in a discussion meeting		
Serve on a planning committee		
Help 1st year member understand the business meeting		
Recruit leaders for your club		
Help a leader with a project meeting		
Help a member practice (or review) what was taught at a project meeting		
Help a younger member with demon- stration		
Help a younger member with project talk		
Suggest topic for demonstration or project talk		
Coach a demonstrator or demonstration team		
Help a member prepare for the 4-H tour		
Help a member understand the exhibit requirements		
Arrange a demonstration practice meeting		

continued

	Check (✓) tasks that need to be done in your club or county	Check (✓) if you have an interest in doing this
Help select a community project for your club		
Serve as a counselor at camp		
Show a younger member how to prepare an exhibit		
Arrange a judging exercise or meeting		
Invite a 4-H parent to a 4-H event		
Visit a 4-H parent about a member's project work		
Offer to show a 4-H parent the method of of some phase of project work		
Ask the 4-H parent to assist with some phase of the 4-H program		
Explain the 4-H program to parents		
Assist in planning a 4-H parents' night		
Lead recreation at a club meeting or event		
Lead recreation at a county meeting or activity		
Help younger members to assist in recreation		
Include parents in recreation at meeting		
Lead group singing		
Help plan the club tour		
Arrange for demonstration at tour		
Arrange for guest at 4-H tour		
Help arrange club picnic		
Arrange for programs of special interest to teens		
Help arrange for participation in public speaking program		
Help arrange for participation in "Share the Fun"		
Assist with fund raising projects		
Assist with exhibits at county fair		
Assist members in getting exhibits to the fair		
Serve as host or hostess for a guest at your club meeting		



## Roles

As a 2nd or 3rd year junior leader, you may be more concerned about how you carry out your job.

Helpers are concerned with their relationships with others as they perform their jobs. You should be concerned about relationships with adult leaders, members, parents, extension agents, and others in the community as you represent 4-H.

You may want to develop your skill in sending "I" messages that express your feelings as you seek feedback on how you carry out your job.

"I" messages may express (examples of quotes from junior leaders to adult leaders):

1. Feelings (How I feel right now). "I feel good when I can work with the younger members by myself."
2. Behavior (What happened from my point of view). "I'm uncomfortable when younger members misbehave at 4-H meetings. I feel they are not interested in what is going on."
3. Impact (How it affects me or our relationship). "I'm uncomfortable when you ask me to do something and then do it yourself."

Use "I" messages when the other person:

- is a problem to you.
- seems to misunderstand you.
- causes you to feel uncomfortable or angry.

Or when you:

- are apt to give advice, criticize, or praise.
- need to tell how you feel.
- have an experience or feeling you want to share.

How you carry out your job will also depend on how you have observed others doing the same thing. This is called modeling and is an important way of learning. However, don't be afraid to try new ways. Just because something has always been done one way, does not mean it always must be done that way.

Remember, too, that just as you follow the model of others in their role behavior, younger members will follow your model.

You can ask yourself some important questions that will help you decide how you are carrying out your job:

1. How do I feel about it? Your own general reaction (if it is honest) can indicate how well you did.
2. How did other members react? Did they stay interested, or were they restless? Did they want to stay longer? Were they paying attention or joking and talking with each other? Did they want to do it again?
3. Could the members do what you were teaching them? Did they master or begin to master the skill? Could they follow your directions?
4. What did parents and leaders say? Did the leader feel you accomplished your goal? Did parents say that the members were repeating skills at home?

All of these reactions and feelings will help you evaluate and then plan your next leadership responsibility. Both success and failure are important experiences. Learn from them.

### Self (developing my own personal qualities)

Before you can be a true helper, you need to develop self-confidence and self-acceptance. Self-acceptance comes first, then acceptance of others.

Some related activities and projects designed to help you do this are:

- Values clarification exercises you may have done in school.
- The 4-H Self-Management project.
- The Teens Learning about Children project.
- Special teen programs or county junior leader programs.

You might work with your extension agents to plan and conduct a junior leader retreat focusing on self and interpersonal communications. Camp counseling may be another way to explore your personal qualities.

### 4. Choose resources and plan

Determine which of the listed resources you will use and develop a plan of action that will enable you to meet your goal.

Ask yourself if the resources apply directly to your goal and represent a variety of viewpoints. Does your plan include what action you will take, when you will do each step, and what materials you will need?

Use Section I of your Junior Leadership Record to complete steps 1 through 4.

### 5. Pursue learning activity

Carry out your plan using chosen resources.

As you follow your plan, ask yourself if there is anything about the situation that would cause you to change your plans. Would another method work better than the one you are using? Do you need to look for additional resources?

### 6. Share learning

This is your opportunity to gain from the experience of others by telling them what you have done and what you plan to do. To be most effective you can share your activities throughout the entire process so that you will have continuous feedback. You may learn some things from others that will cause you to make changes in plans.

Ask yourself what is the best way to tell others what you have done, who will be interested, and why they will be interested.

Record what you did in Section II of your Junior Leader Record.

### 7. Evaluate

Measure the progress you made toward meeting your goal.

Ask yourself if the plan was worth doing, what you learned, if the plan worked, if you feel good about what you did, if there is anything you would do differently if you followed the plan again, and if you assessed the need correctly.

### 8. Reassess needs

Look again at the community, the group, yourself, and at the situation after you carried out your plan.

Ask yourself whether you want to continue working in the same area of interest or if you would like to explore an entirely new area.



Now you begin the process again.

In some situations you will be able to follow the process approach through the entire eight steps. At other times someone may have determined a need and may ask your help so you will begin at the second step. In another situation the goal may be set for the activity and your leadership role will begin with the fourth step. The important thing for you to do is to determine how much work has already been done by others and to begin your involvement at the appropriate step in the process.

### GROWING IN LEADERSHIP

Leadership is an honor, opportunity, responsibility and privilege. No one becomes a leader overnight. Leading is a process of becoming. As you take on new tasks, you have an opportunity to develop your leadership qualities and prove your many abilities. When you help others, you improve your own skills. In learning to understand others, you learn to understand yourself better.

The rewards of leadership are many. Even if you can't set it on a shelf like a trophy, the feeling you gain from helping others is the best reward of all. A McLeod County 4-H'er said it this way.

*"My reward for leadership is not in my ribbons or medals, but in what I have become as a result of these. When I began 4-H, I worked toward becoming efficient at things like sewing in a zipper or baking chocolate chip cookies, but as I got older my goals and ideals were set higher. My values changed also. I became less and less self-oriented. I was not out to get what I could for myself, but I realized there were so many others involved—that my place was with them—helping them to set and reach their goals and at the same time reach mine."*

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Juanita Reed is an extension specialist, 4-H youth development.

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