

Teen Leadership Skill Development Through Participation in Leadership Training

by

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Abstract

Teen leadership skill development programs are important to provide teens necessary skills for future success. Teen's developmental needs have to be met, they need to be provided opportunities to engage in programs that are age appropriate and tailored to build their leadership skills. Thoughtful leadership programming becomes important during the time when 4-H youth membership begins to decrease. The project reported here aimed to determine if participation in teen leadership skill training increased teen's perception of their leadership skills and increased their intent to stay engaged in programming. The design of the study was descriptive survey. A pre and post survey questionnaire was distributed to all ($n = 7$) study participants. The findings of the study were consistent with previous research showing that teen's perception of their leadership skills will increase as a result of leadership training. A long-term leadership program interest questionnaire was distributed at the conclusion of the training to all ($n = 7$) study participants. The findings of the interest questionnaire were consistent with previous research showing teens intend to stay engaged when programming is developmentally appropriate and has real-world application. Additionally, the results of the study show that teens report acquisition of skills needed for active participation in future leadership opportunities.

Keywords: 4-H, Teen leadership skills, Retention strategies

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Chapter One: Introduction

The benefits for youth that participate in leadership training are far reaching. Alina (2013) defined leadership as having a clear vision that is shared with others so that they can follow willingly, to have the knowledge and skill to realize that vision, and coordinate and balance all members. There is a lack of leadership capabilities among recent graduates, a deficiency which could negatively affect employment after graduation (Arnott, 2012; Bridgstock, 2009, as cited in Eva & Sendjaya, 2012). The Secretary's Commission on Achieving Necessary Skills (1992) identified groups of workplace competencies which included interpersonal skills such as teamwork, teaching others, and leadership (as cited in Lerman, 2013). Job preparation has had much emphasis put on academic skills but may not be the case now. P21 Framework Definitions (2015) includes life and career skills as a necessary 21st century student outcome. P21 (2015) states “Today’s life and work environments require far more than thinking skills and content knowledge.”

Obtaining leadership skills becomes important at a time when members ages 14 and up drop out of 4-H and there are low new enrollments. Russell and Heck (2008) found that the large number of enrollees at middle school age in any given enrollment year is due to a complex pattern; it is a joint result of stable enrollment turnover in the early years (both enrollments and dropouts) followed by increased program dropout after age 11, and significantly lower rates of new enrollment among youth ages 14 and older. Leadership programming can beat the odds. Dropout rates were lowest among youth involved in swine projects, but leadership projects were a close second (Russell & Heck, 2008). Active teen programming can assist with low engagement. Russell and Heck (2008) reported those who remain enrolled in the teenage years are those who ultimately specialize in 4-H; they become teen project and club leaders for the program.

Providing leadership training for youth becomes necessary for their development of skills needed for success in the real-world. Former 4-H members believe that 4-H is a helpful organization and that 4-H was the most helpful organization/program in teaching leadership and communications skills (Radhakrishna & Doamekpor, 2009). According to Crooks, Chiodo, Thomas, and Hughes (2010), participants in the First Nations Cultural Leadership Course report that the opportunity to engage in leadership roles with appropriate supports was a really positive experience.

Statement of the Problem

Augusta County 4-H does not have strong teen leadership programming where teens can learn about leadership skills necessary for real world application and success. The problem to address is the lack of teen programming, leadership skill development, and long-term leadership program engagement. Will participation in teen leadership training increase their perception of their leadership skills? Also, will teens be more apt to stay engaged in long-term leadership programming as a result of their participation in the leadership training workshops? It is hypothesized that teens will report an increase in their perception of their leadership skills and teens will increase their interest in long-term leadership programming by attending a two-day leadership-training workshop.

Purpose and Objectives

The purpose of this project was to gather information as to whether or not teens felt they had gained leadership skills through leadership training. More specifically, data was collected to determine if teens felt their new skills gave them the confidence to join and participate in the new long-term county leadership program called “Augusta County Teen Leadership”. The objectives guiding this project are:

- 1) More than 75% of the survey question responses will report an increase in participant perception of leadership skills of relationship building, communication, and teamwork.

- 2) More than 75% of teen participants will report that they feel they have gained the leadership skills necessary to participate in the new county teen leadership program called “Augusta County Teen Leadership.”
- 3) Eighty five percent of participants will show intent to stay engaged in programming by marking that they would like to participate in the long-term leadership program called “Augusta County Teen Leadership.”

Significance of the Problem

Teens with leadership skills make great leaders within clubs and county councils. County 4-H programs benefit from trained teens as they become strong role models for younger members, assist with county 4-H events and competitions, and can become planners and county 4-H programming decision-makers. Skills learned from participation in leadership training are skills necessary for youth when it comes to working in school groups, peer relationships, getting a job, and applying for college.

4-H Extension agents can use the knowledge gained from this study to increase youth membership for the 14-18 year old age group. The two-day leadership training workshop strategy was successful by increasing teen enrollment in long-term programming, so agents can utilize the same format to increase teen membership in their own counties. Intense introduction to a curriculum/topic over a two-day period is a strategy one can use to develop youth interest in a topic enough to leave them wanting more through 4-H membership. This strategy could be used for club membership, food challenge teams, judging teams, etc. The strategy of a two-day workshop increased youth membership in the more long-term program offering, showing that if counties use this strategy they could begin to see an increase in membership across all ages.

Chapter Two: Review of Literature

Youth development programs such as 4-H and FFA positively impact youths' leadership capabilities (Connors & Swan, 2006). One of the major challenges facing youth workers today is the development of programs and services that are meaningful and relevant and that promote in young people a sense of responsibility for their learning and personal growth (Edginton & Randall, 2005).

Leadership Skills

Leadership skills in the areas of decision making and relationships can be gained through participation in leadership training and assist youth with real world applicable skills. Investment in developing leadership skills in teens and youth is considered to be an investment in the future of our society (Turkay & Tirthali, 2009). One study found that youth who participated in a leadership development program within a community-based context had more positive perceptions of their relationships with adults (Jones, 2009). Adults have an impact on how youth view themselves. Hancock, Dyk, and Jones (2012) posit that adults in the home and school environment can significantly influence how adolescents' view their leadership skills. Youth benefit from taking an active role. Research findings indicate that extracurricular leadership roles influence adolescents' perceptions of their leadership skills and the findings suggest that youth may benefit from more involved leadership roles, such as an official position (Hancock et al., 2012). Moreover, it is important that leadership educators can facilitate leadership skill development by providing youth with opportunities to practice their leadership skills in a safe environment with supportive adults and that giving adolescents a voice in decision making processes is one way that leadership educators can facilitate the development of adolescent leadership skills (Hancock et al., 2012). Youth driven activities are important to leadership skill building. Leadership educators should also incorporate youth-driven activities within student organizations and community projects, offering students an active role in developing their own leadership capacity (Hancock et al., 2012).

Teen leadership skills prepare them for the real world. High school leaders are more likely to occupy managerial occupations as adults, and leadership skills command a higher wage premium within managerial occupations than elsewhere (Kuhn & Weinberger, 2005). Success may stem from teen involvement. Kuhn and Weinberger (2005) posit that it appears that leadership skills may be fostered by exposure to high school leadership opportunities. They found that, first, controlling for family background, for standard measures of human capital, for mathematics test scores, and for all factors associated with the high school attended (via high school fixed effects), individuals who exhibited leadership propensities in high school earn significantly more about 10 years later.

Youth Leadership Education

Leadership development in youth is supported by some best practice models. Ricketts and Rudd (2002) created a model for youth leadership development that educators can use in order to develop higher order thinking. The model consists of five dimensions that should be taught:

- Leadership Knowledge and Information
- Leadership Attitude, Will, and Desire
- Decision-making, Reasoning, and Critical Thinking Skills
- Oral and Written Communication Skills
- Intrapersonal and Interpersonal Relations

Ricketts and Rudd (2002) advised that each dimension should be taught during each of the following three stages. Awareness; at this stage leadership is not a part of the student's life, but he/she is becoming aware of it. Interaction; at this stage the student is starting to think about leadership and wants to explore. And Integration; at this stage the individual is focused on improving leadership skills and abilities.

A study conducted by Ricketts and Rudd (2005) looked to identify and explain leadership specific critical thinking skills of youth in the National FFA Organization. Although statistical

significance was positive but low, findings indicated a connection between higher level critical thinking skills and high level of leadership training (Ricketts & Rudd, 2005). As a suggestion for further application, Ricketts and Rudd (2005) recommends that teachers at the secondary level encourage students to learn as much as they can about leadership by participating in leadership workshops.

Further, a statistically significant positive relationship between leadership training and critical thinking skills score was attributed to participant's prior leadership development (Ricketts, 2005). In a study by Ricketts (2005), participants listed prior leadership development containing the topics of conflict resolution, problem-solving, and communication as possible contributing factors. With the possible connection between critical thinking skills and leadership skills, a recommendation was made to expose youth to leadership development that affects their ability to make thought out decisions (Ricketts, 2005).

Teen Engagement

Teen programming may be successful if it is teen driven. If communities hope to attract and engage youth in significant leadership roles, we need to understand what leadership means to them (Mortensen & Abdullah, 2014). Mortensen and Abdullah (2014) state it is critical to involve youth as leaders now rather than waiting until they are adults because youth have both the awareness and desire to create change. Understanding what youth want will assist in this effort. Study results show according to youth, leadership is (a) available to anyone in any context, and involves (b) creating change, (c) collective action, (d) modeling and mentoring, and (e) a strong character (Mortensen & Abdullah, 2014).

Teens are engaged when involved in decision-making; therefore, increased engagement in community service by young people may result in increased leadership skills and more positive community attitudes toward youth (Peterson, Newman, Leatherman, & Miske, 2014). Empowering

youth will engage youth. Empowerment is recognized as both an outcome, in and of itself, as well as an intermediate step to long-term outcomes (Wallerstein, 2006). According to Jennings, Parra-Medina, Messias, and McLoughlin (2006), youth participation must be meaningful and support the development of leadership as they engage in community change efforts. Relationships with adults are equally important. Jones and Deutsch (2011) indicate that youth-staff relationships serve as the foundation for youth engagement in programs as well as positive developmental outcomes. Life experiences can help youth (a) build coping skills and initiative and (b) become more engaged in their communities by forming a positive relationship with a caring adult (Scales, Benson, & Mannes, 2006).

When it comes to engaging teens, meeting the developmental needs of youth is important. Edginton, Kowalski, and Randall (2005) stated that from the developmental perspective, youth need to have the following:

- A sense of safety and structure;
- A feeling of active participation, group membership, and belonging;
- A sense of self-worth achieved through meaningful contribution;
- A positive sense of self, independence, and control over one's life;
- Significant relationships with peers and adults;
- Opportunities to discuss conflicting values and to formulate their own beliefs;
- A feeling of pride and accountability that come with mastery; and
- The capacity to enjoy life and know that success is possible.

As we attempt to engage teens in schools and after-school programs, we must be aware of how a combination of developmentally appropriate programming and relationships can support youth in the process of social and identity development in context (Jones & Deutsch, 2013). Youth-centered programming involves creating meaningful and relevant opportunities in order to engage youth and, engaging youth means attracting them and holding their interest so that dialogue, social discourse, and

reflection can occur, allowing the opportunity for learning to take place (Edginton & Randall, 2005).

Theoretical Framework

The Lewinian experiential learning model (Kolb, 1984) will be used as a framework for this project as it shows the importance of experience in learning. The learn-by-doing motto that has been adopted by 4-H is based on this experiential model. Youth learning, change, and growth are facilitated best by providing a here-and-now experience followed by a collection of data and observations about that experience (Kolb, 1984). The experiential learning model consists of concrete experience, observations and reflections, formation of abstract concepts and generalizations, and testing implications of concepts in new situations (see Figure 1). The arrows show the progression through the four stages in order to be considered experiential learning.

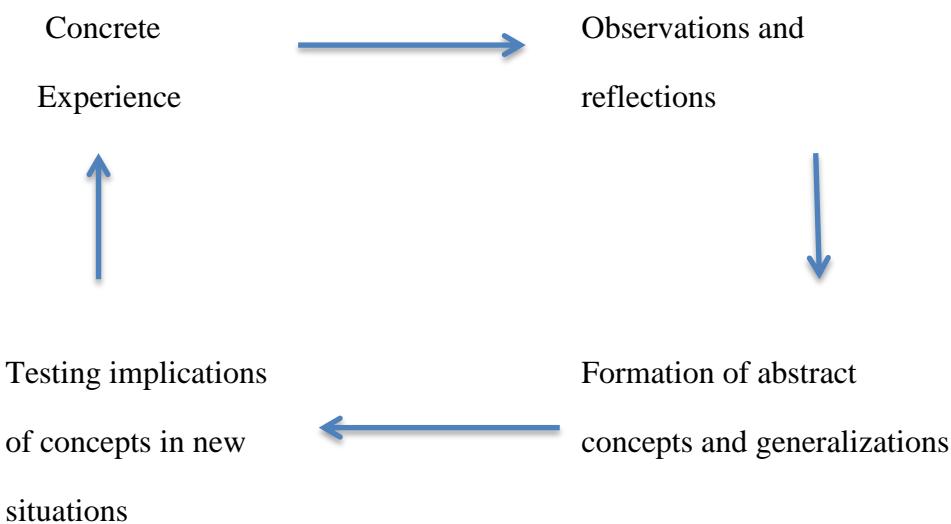


Figure 1. Experiential Learning Model. Adapted from Kolb, 1984.

The first stage of the experiential learning model consists of concrete experience. It is the concrete experience that enables youth to formulate their ideas about something, which in turn raises new questions that can motivate further experiences. Concrete experience involves the five senses; hearing, smelling, touching, tasting, and seeing. It is through the five senses that experience happens. Immediate concrete experience is the basis for observation and reflection (Kolb, 1984).

The second stage, observations and reflections, is to reflect upon these sensory experiences. These reflective observations can be expressed verbally or be just thoughts and are based on one's own prior experiences and associations. No two people will observe and reflect upon a concrete experience in identical ways due to their varying past experiences. Everyone enters every learning situation with more or less articulate ideas about the topic at hand (Kolb, 1984). It is these ideas about a topic that aid in the learner progressing to the next stage of the cycle.

Stage three, formation of abstract concepts and generalizations, is based upon the observations and reflections of the concrete experience. An abstract concept can be modified from previous abstract concepts. They can be more clearly defined or become more complex depending on an individual's prior thoughts and ideas about a phenomenon. Ideas are not fixed and immutable elements of thought but are formed and re-formed through experience (Kolb, 1984). Generalizations are made to further understand or enhance past experiences and current ideas about a phenomenon. When learners enter new experiences, they bring with them these generalizations and abstract concepts, which lead into the final stage of the model.

The final stage, testing implications of concepts in new situations, allows the individual to informally test their new generalizations and abstract concepts, which in turn furthers their concrete experiences. Curiosity on the part of the learner will lead the learner through additional opportunities to experience their ideas and thoughts. No two thoughts are ever the same, since experience always intervenes (Kolb, 1984). Knowledge is continuously derived from and tested out in the experiences of the learner (Kolb, 1984).

The experiential learning model shows the process in which to expose youth to new information. Learning is best conceived as a process, not in terms of outcomes (Kolb, 1984). The model portrays the progress a learner will have as they move from concrete experience to testing of new concepts. This theoretical model appropriately serves the project since it encourages the learning

and application of new ideas and concepts. Teens experiencing new skills will obtain, through observation and reflection, new or enhanced concepts and generalizations about what leadership means to them. The goals of increased leadership skills can be obtainable with the adoption and use of the experiential learning model.

Chapter Three: Project Methodology

Project Overview

This project consisted of two workshops scheduled for August 22nd, 2015 and August 29th, 2015. The selected curriculum was National 4-H Curriculum Step Up to Leadership-My Leadership Portfolio (2008), which contains a facilitator's guide and a participant portfolio/workbook. The facilitator's guide contains the lessons and how they are to be administered. The participant portfolio, which resembles a workbook, contains each learning lesson and written reflection/comment areas. This curriculum was chosen because each learning lesson utilizes the Experiential Learning Model and has been reviewed and recommended by National 4-H Council.

The purpose of the lessons are to teach life skills important to strong leaders. Each lesson is set up to teach a specific life skill, which includes a learning piece, a hands-on activity, a relax and reflect discussion, and an apply discussion. The curriculum lessons take youth through numerous active activities that help to teach the life skills necessary to be effective leaders.

Through the use of the Experiential Learning Model as the pedagogical strategy, participants were taken through the ten lessons chosen for the workshop. Participants first learned the purpose of the upcoming activity and what life skill it intended to teach. Second, participants participated in the activity or active learning experience. Third, participants came back together as a group to verbally share their experiences they had during the activity. After they shared their experiences, the portfolio provided a place for the participants to process their experience in written format. This is where the facilitator guides the participants through the processing, generalization, and application portions of the Experiential Learning Model.

Each workshop ran for six hours, with thirty minutes for lunch. The agenda for each workshop was to follow the lessons provided in the curriculum, for a total of ten lessons over the two day period.

Refer to Appendix H for the workshop agendas which include the lesson topics, life skill to be taught, allotted time, supplies needed, and additional processing questions.

Participant Selection

First, participants were invited to participate in the workshop. The target population for the workshop was youth ages 14-18 years old residing in Augusta County. This population was selected because the age range represents the senior level 4-H age category. This age group also represents high school aged youth. Advertisement for the workshop consisted of a written invitation letter that was sent to each current 4-H member that met the age requirement as of September 30, 2016 (see Appendix D). Information about the program was given to 4-H adult volunteer leaders for passing out at 4-H club meetings two weeks prior to the workshop series. The Augusta County Facebook page was also used to advertise the program. In order to reach underserved populations and non-members, the Augusta County Parks & Recreation Activities Guide had the program description and specifics listed on the Augusta County 4-H page (see Appendix E). This publication is currently being sent to 40,000 Augusta County residents on a quarterly basis.

Second and upon Institutional Review Board approval, a study recruitment letter (see Appendix F) was sent to all youth signed up for the workshop. Seven out of 10 youth that were signed up for the workshop signed up to participate in the study by completing the Parental Informed Consent (see Appendix G) and Participant Assent forms (see Appendix H).

Instrumentation

Three data collection instruments were administered at different time points to evaluate the impact of the program. The first two questionnaires were used to determine if there was a change in perceived leadership skills. First teens were given a pre-test with 21 items (see Appendix A). After completion of the two-day workshop, teens were given the post-test (see Appendix B). The pre- and post-questionnaires were adapted from the 4-H National curriculum chosen for the training. Questions

pertaining to lessons not covered in the training were removed. The response scale was increased from three to four responses.

The third instrument was a long-term leadership program interest form (see Appendix C). This form included a program description of the long-term program and a rating of their interests in participating. The interest form had questions asking if they joined as a result of their workshop participation. The long-term interest form was completed at the conclusion of the training, which represented objective three of the project. All questionnaires were reviewed by a panel of three faculty experts to establish face and content validity.

Data Collection

Data were collected through a directly administered questionnaire at the beginning and at the end of the workshop series. Teens were given the pre-test on the first workshop day and before lessons began (see Appendix A). Teens were given the pre-test in the main training room where they sat at tables. Teens were given fifteen minutes to complete, however, teens completed the pre-test in less than five minutes. To reduce response error, teens were instructed to answer each question and reminded of the questions on the reverse side of the sheet. Pre-test questionnaires were collected and placed in a folder. After completion of the two-day workshop, teens were given the post-test that would determine if there was a change in their perception of their leadership skills (see Appendix B). Teens were given the post-test in the main training room where they sat at tables. Fifteen minutes was allotted for completion, however, they were completed in less than five minutes. To reduce response error, teens were instructed to answer each question and reminded of the questions on the reverse side of the questionnaire. Post-tests were collected when completed and placed in a folder. At the completion of the post-test, teens were given the long-term leadership program description and interest form (see Appendix C). This interest form would determine if teens intended on joining the long-term program as a result of their participation in leadership training. Teens were given fifteen minutes to

complete, but completed in less than five minutes. To reduce response error, teens were reminded to answer each question.

Data Analysis

This evaluative study was descriptive survey design. A 100% response rate was achieved ($n = 7$). No generalizations were made, and the study is applicable to only the participants of the leadership training. Research data was entered and analyzed using a web based measures of central tendency calculator. Descriptive statistics were used to discuss the research objectives.

Chapter Four: Summary of Outcomes, Discussion and Recommendations

Project Outcomes

Ten youth registered and participated in the teen leadership training that was held August 22nd and 29th, 2015. Seven youth completed the Parental Consent and Participant Assent forms to participate in the study. At the start of the program, study participants were given a pre-survey to evaluate the perception of their leadership skills in the areas relationship building, communication, and teamwork. After completion of the training, participants were given a post-survey that was identical to the pre-survey.

Project Objective One

Project objective one was to determine if at least 75% of the survey question responses would show an increase in participant perception of leadership skills as a result of participating in teen leadership training. The mean score of all responses was calculated for each survey question for both the pre-survey and post-survey. There was an increase in perceived leadership skills in 20 out of 21 survey questions (see Figure 1). An outcome of 95% of the survey questions showed a perceived increase of leadership skills as a result of participating in teen leadership training.

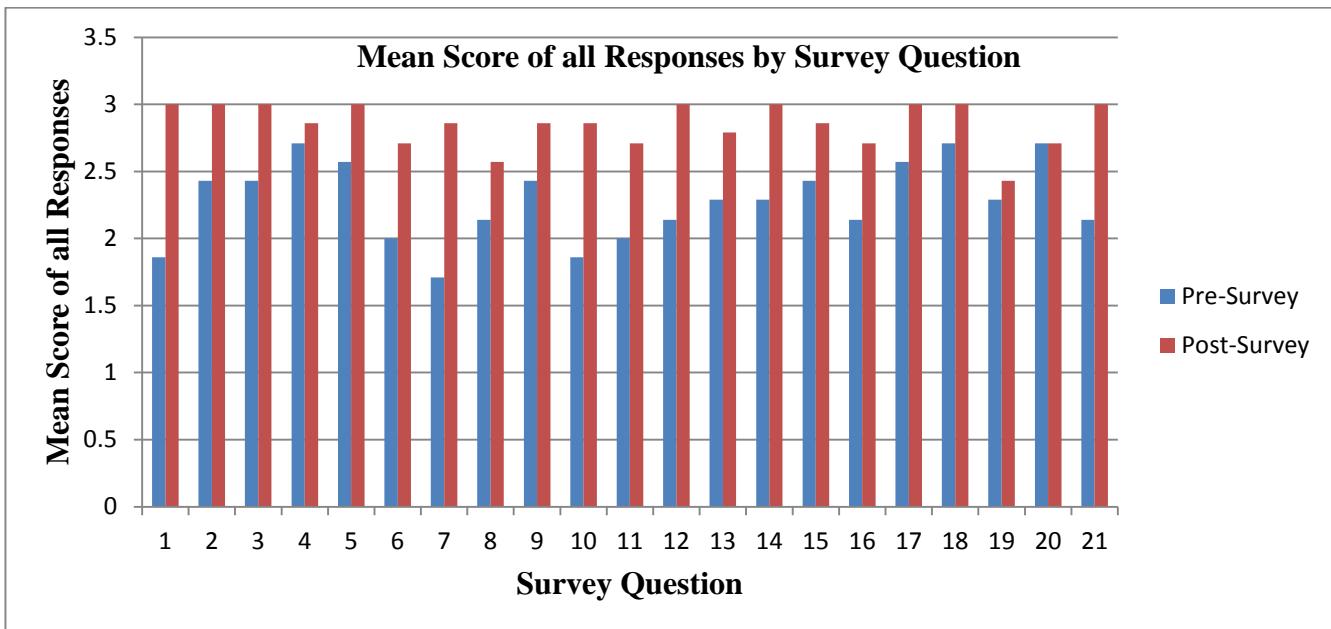


Figure 1. Mean Score of all Responses by Survey Question.

Project Objective Two

Project objective two was to determine if at least 75% of participants would report that they felt they had gained the leadership skills necessary to participate in the long-term teen leadership program. At the end of the training, participants were given a long-term program description and interest questionnaire. All respondents ($n = 7$) marked, “yes”, that they felt they had acquired new skills that would help them participate in the long-term program. The interest survey had the following written comments in regards to their readiness skills:

- “Hand shaking, presenting in front of people, interview preparation, leadership skills and placement, and much more.”
- “Communication skills, trustworthiness, and planning skills.”
- “I could use my new found skills of identifying different types of leaders and directing/contributing to group projects.”
- “Better communication skills.”
- “Trust.”

- “Communication, and seeing where I stand in leadership events.”
- “I could use my skills of stepping back and seeing how everybody else is taking the lead, and using what I observed to bring our program to where it needs to be”.

Project Objective Three

Project objective three was to determine if at least 85% of participants intend to stay engaged in the long-term program. Participants were able to mark “yes” or “no” if they would like to join the long-term program as a result of their participation in the leadership training. All the participants ($n = 7$) marked that they would like to join the long-term program. Participant ($n = 7$) responses about the long-term program are shown in Table 1.

Table 1. Participant Responses in Regards to the Long-Term Program

Long-Term Program Interest Questionnaire Question	‘Yes’ Response	‘No’ Response
1. I am interested in joining the long-term Augusta County Teen Leadership Program.	7	0
2. I would like to join the long-term program as a result of my participation in the workshop.	7	0
3. I would have liked to join the long-term program even without the two-day workshop.	6	1
4. I feel more confident in my leadership skills since my participation in the two-day workshop.	7	0
5. I feel I have gained new skills that will help me participate in the long-term program.	7	0

Participants wrote their comments on how they felt the training prepared them for future leadership opportunities on the interest questionnaire. Participant ($n = 7$) written responses were:

- “In too many ways to name. To summarize, I feel more confident as a person and leader.”
- “By knowing interview and interview questions and etc.”
- “Interview.”
- “I can give better presentations and interviews.”
- “It has given me the skills I will need, and better prepared me for the future.”

- “I am now more confident in my skills as a leader, and I will use the many new skills I have acquired in settings such as school projects, club activities, and my future career.”
- “It has showed me how to accept who I am, like who I am, master the interview and confront people, and it also helped me see problems better.”

The interest questionnaire had participants check the future activities they would like to participate in. Table 2 shows the activities and number of participants ($n = 7$) interested in that activity as a result of their participation in leadership training.

Table 2. Number of Participants Interested in Activities

Activity	N
Career shadowing, to include interviewing a professional.	7
Organizing and running a county competition.	6
Attend 4-H State Congress.	6
Work on a team to organize a community service project.	7
Assist in the development of new countywide awards for 4-H members.	5

Project Analysis

The purpose of this project was to learn whether or not participation in teen leadership training increased teen’s perception of their leadership skills. Specifically, the project was to learn whether or not teens felt their new skills prepared them for participation in long-term programming, and whether or not they intended to stay engaged.

Based on the responses provided by the pre and post surveys, the mass majority did report increased perception of leadership skills in the areas of relationship building, communication, and teamwork. The findings support current research that proposes youth leadership development can be achieved with opportunities to learn and practice skills in safe environments (Hancock et al., 2012).

Each lesson provided youth with an opportunity to problem solve and to make decisions. There was an increase in their perceived knowledge and skill in the areas of problem solving and decision making for all participants. This finding supports research which posits providing times for problem solving and decision making facilitates the development of adolescent leadership skills (Hancock et al., 2012). Teen participant responses were greatest from pre to post surveys in regards to how they felt about knowing what their leadership skills were, and knowing how to change a weakness into strength. This increase of perceived teen understanding in the area of relationship building is necessary for real-world success. This increase supports current research that reports leadership development can impact youth perceptions of relationships with adults (Jones, 2009). Results of the pre and post questionnaires and the interest questionnaire show an increase in their perceived readiness skills. Participants report perceived new skills in multiple skill areas and reported interest in future leadership opportunities. This finding supports research that concludes providing 4-H members with age-appropriate and challenging opportunities will stimulate their minds and encourage involvement (Brennan, Barnett, & Baugh, 2007).

Based on the responses provided by the long-term interest questionnaire, teens participating in the program reported they felt they gained the skills necessary to participate in the new county teen leadership program called “Augusta County Teen Leadership.” This result supports research that shows the importance of involving teens as leaders now rather than waiting (Mortensen & Abdullah, 2014). All participants reported intent to stay engaged in the long-term program. This long-term engagement result supports research by Edginton, Kowalski, and Randall (2005) that teens stay engaged when provided active participation, meaningful contribution, and significant relationships with peers and adults.

Six out of 7 participants reported they would have joined the long-term program even without attending a two-day workshop. This finding shows that one participant would not have considered the

long-term program without workshop attendance. This finding supports current research showing teen 4-H member retention lies within the context of the program offerings (Lauver & Little, 2005). This may have contributed to teen intent to stay engaged in long-term programming.

The Lewinian Experiential Learning Model (Kolb, 1984) was incorporated throughout the leadership training with hands-on experiences and activity for each concept learned. Discussion and reflection concluded each learning lesson as a means to apply this new skill and knowledge into real world experiences. The connection between their learning experience and how it relates to their individual experiences made the learning concrete. Teens were able to apply the skill and knowledge to their own situations resulting in concept understanding. Overall, the program was very successful.

Recommendations

The findings of the study reported here aligned with previous research and indicate that teen leadership training has a large impact on teen perception of their leadership skills. Therefore, 4-H programs should consider this as additional programming. County 4-H programs can provide this age-appropriate programming as a means to provide much needed leadership skill development and strong 14-18 age level programming.

Participation in leadership training that provides for skill practice increases teen readiness and confidence. This finding, which backs current research, supports the use of the 4-H National Curriculum used in this study and the Experiential Learning Model (Kolb, 1984) as effective in leadership skill development. County 4-H programs should consider strong hands-on experience opportunities, especially to this age group. Counties should realize an increase of participation from teens when programs offer this type of active learning.

Teen leadership training programs should provide the necessary training for teens to gain skills necessary for strong leadership both now and in the future. The findings of this report support research and the need for programming to apply to teens now and in the future. This can be accomplished with

purposeful programming and a chance for skill practice. Activities must utilize the Experiential Learning Model, with plenty of time for application.

A recommendation for strengthening the two-day leadership program would be to include a self-analysis tool. Participants would benefit from knowing more about themselves as individuals. The Myers-Briggs test would be useful in helping the participants understand how they perceive the world and make decisions. The purpose of the Myers-Briggs Type Indicator (MBTI) personality indicator is to make the theory of psychological types described by C.G. Jung understandable and useful in people's lives ("MBTI Basics," 2015). Participants would be able to learn more about their personality. Introducing this self-assessment tool can assist the participant in understanding more about themselves and might be effective in assisting them to focus on their perceptions. This self-analysis tool will also explain the 16 different personality types and may assist teens in understanding the differences between themselves and others. This test should be given two weeks prior to the first workshop. There should be time allotted at the beginning of the first workshop for review and open discussion on their results of the tool.

Another recommendation would be the addition of a longitudinal survey questionnaire to be given to the workshop participants at the end of one year of participation in the long-term leadership program. This survey should include participant perception of the same skills they rated for themselves in the pre and post workshop surveys. The response scale should include: Never, Rarely, Sometimes, Always/Most of the time. Some sample questions would be:

- During the past year, how often did you do the following relationship building activities?
 - Exhibit trustworthiness
 - View a level of trust from someone else's perspective
 - Recognize similarities and differences between people in groups
 - Show your strengths

- Change a weakness into strength
- During the past year, how often did you do the following communication activities?
 - Interview
 - Develop a partnership with someone
 - Work to develop non-verbal communication skills
- During the past year, how often did you do the following group process activities?
 - Manage conflict
 - Use decision-making skills to solve a problem
 - Learn a new way to solve a problem
 - Work on a team
 - Observe different roles people can play on a team
 - Plan ahead
 - Practice a new leadership style

A future recommendation for research is to look deeper into the format of the two-day workshop. Workshop participants were able to build relationships and appeared to form a strong bond at the beginning of the second workshop. Researching the two-day workshop format and its effect on teen membership retention would help to prove or disprove this as a positive result bearing strategy.

Facilitator's Reflections

In this section I reflect on the overall process and insights I have gained from the workshops I conducted. Overall the program was a great success, but I think it would be useful to know some of the changes that were made along the way and also the responses and benefits observed.

The highlights of the program centered on the teen responses to the workshop and to each other. The agenda and training format lent itself to a very active experience. Teens were never sitting for extended lengths of time. Teens were sitting at tables, standing, moving around tables, sitting in

chairs placed in a circle, outside, at additional tables within the same room, and up in front of group presenting or using easels. Teens were constantly engaged because they were in different places throughout the workshop. Teens were also participating in group work, individual work, and there were times for creativity. Brainstorming and times of concentration and writing were always embedded in between times of movement. This may have contributed to the return of all participants for the second Saturday. At the completion of the first and second training, teens were commenting how fun the workshops were.

Teens responded to each other in a reserved manner in the beginning and it progressed to a bonded cohort by the morning of the second Saturday. Icebreaker games and activities were conducted in the very beginning to get the participants more comfortable with each other. This set the pace for teamwork and group work later in the agenda. When it came to lunchtime on the first day, teens were talkative and comfortable around each other and chose to sit together in one big circle on the floor for lunch. This was important time for them to enjoy each other in a relaxed atmosphere. At the end of the second Saturday, the teens were a fully bonded cohort, ready to take on anything. They were upbeat, excited, proud, and social. The closing activity had teens write one new leadership skill on a popsicle stick. They were to then turn that stick into a flying object. The group went outside and we discussed the importance of allowing our new skills to take flight. Teens threw their objects. Teens were then to write that same skill on another popsicle stick. A demonstration was made showing how far only one person's skill would go when thrown. The teens were then told to tape all of their skills together. The group was adamant that the team was tightly bound with tape "representing their strong bond" as one teen said. The group then threw their "skills" and let it fly and observed how much further they would go if they stuck together. One teen commented "Wow that was deep." That was the final experience the teens felt from the workshops. The strong bond they formed may contribute to their intent to stay engaged in the long-term program.

The use of the Experiential Learning Model was very successful. Teens responded well to this model which was used for each lesson. For example, during the lesson called “Bridging to Partnership” teens were split into three groups. The purpose of the activity was explained to them. Teens sat or stood at three different tables. On each table teens had the same building supplies. The supplies consisted of straws, string, paper clips, and tape. The instructions were to build a bridge using only the supplies in front of them. The team with the strongest bridge would win. Teams were given 30 minutes to complete the task. Teams were busy planning, discussing, problem-solving, and were very talkative and excited. After the completion of the 30 minutes, the bridges were tested with a few books. The teams were very silly and humorous about the results. We then returned to the tables for activity discussion. The teens first shared their experience with prompting questions. Teen comments were about having to change their plan multiple times, that it was hard to explain their ideas to the group, and that it took some time for figure out what their role was in the activity. The teens then discussed their thoughts in relation to the process. Teen comments were about the struggle of coming up with a common plan and that some teams thought they had a plan and it turned into something completely different in the end. When the teens were asked to generalize, their comments were around the difficulty of coming to a consensus, how hard it was to communicate their ideas to the team, and that it was harder to work as a team than they thought. Teens were then prompted with application questions. Some responses were about the need to be able to communicate ideas, the importance of a clear plan that everyone likes, and that they would be able to share ideas in other teamwork experiences.

Overall, the use of the Experiential Learning Model was what made this workshop a success. Participants enjoyed the discussions and used these times to actively share their experiences. Participants were able to brainstorm and discuss how learned skills could be used at home or school. Most participants were able to connect the practiced skill to another part of their life. Teens were able

to verbalize areas they needed to work on so they could be more successful with a given skill. Teens were also able to verbalize their perception of how to better handle situations that didn't go well in the past.

A special note for future programming with the use of this curriculum pertains to discussion and refection time. The participant portfolio contains ‘relax and reflect’ and ‘apply’ sections for each lesson. After the completion of the first Saturday, it was noted that additional preparation in this area was needed. In preparation for the second Saturday, additional questions were developed pertaining to sharing, processing, generalizing, and application. It was observed during the first Saturday that there was not a sufficient amount of prompting questions to satisfy the participant’s desire to share and reflect. Discussion time increased on the second Saturday and participants seemed more content with the strong use of the Experiential Learning Model as a means for them to have a full and complete experience. Going through the process with the participants provided full thought processing time and idea closure.

At the time of this report, I can already see some benefits from this programming. Three of the participants were accepted into the statewide Teen Excellence in Leadership Institute (TELI). Two participants had signed up for the teen training available at the Virginia 4-H Leaders Association Conference. All of the participants that intended to participate in the long-term leadership program are still engaged. Participants in the long-term program are currently planning a mini-expo to be held at the County Fair next August. All participants are excited about the Teen Winter Retreat being planned for them. Teens have been making sure the retreat was planned for a weekend in which everyone can attend and no one is left out. This is a sign of their continued bond. Four of the participants attended my Virginia All-Star workshop to learn about this award. Participants are also interested in county and district competitions in public speaking and presentations which they were not participating in prior to the workshop. Overall, the benefits of this program are being noticed during our ongoing meetings,

during workshops, and at home. One parent made a comment that her son had already started to use his new skills when he made an appointment with his band teacher to discuss the need for more challenging instruction. The mother was very proud of his initiative.

After completion of this project some future application ideas have come to mind. This program should definitely be offered annually and with the above recommendations incorporated. Future workshop sessions could be treated as a prerequisite to participate in the long-term leadership program. There are advantages to this; Experience, bonding, dedication, etc. Another idea to assist with the progression of 4-H leadership opportunities within a county is to begin a 6th-8th grade equivalent. The curriculum has a middle school age version. Holding a workshop for this age group, that is developmentally appropriate, can set the pace for them as teen participants as well. This would provide a nice progression of 6th-12th grade leadership training. This may also aid in continued engagement and membership in 4-H as youth reach their teen years.

A progression of leadership training can also benefit the older teen participants. The members of the long-term leadership program can act as mentors and trainers to younger leaders. Members of the older teen group can lead some of the training activities for the 6th-8th graders. Benefits to this are far reaching. Younger members will see what it is like to be an older teen leader, and can benefit from learning from them. The older teens can get the younger members excited for what the future holds in 4-H teen leadership programming.

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Appendices

Appendix A: Instrumentation-Pre-Survey

Augusta County Teen Leadership Workshop Teen Leadership Pre-Survey*

Directions. Rate your level of ability for each item below. Circle the number that corresponds with the answers at the top of the columns.

Your Leadership Skills	No Ability	Some Ability	Good Ability	Excellent Ability
Relationship Building				
I know what my leadership skills are.	0	1	2	3
I know what it takes to be trustworthy.	0	1	2	3
I know every person approaches trust and trustworthiness differently than I do.	0	1	2	3
I am aware of how I am similar to and different from members in my group.	0	1	2	3
I know how the similarities and differences in my group can affect group dynamics.	0	1	2	3
I know my own strengths.	0	1	2	3
I know how to change one of my weaknesses to strength.	0	1	2	3
I am willing to bring my hidden strengths into the open.	0	1	2	3
Communication				
I understand the importance of partnerships.	0	1	2	3
I can develop interview questions.	0	1	2	3
I can give a good interview.	0	1	2	3
I know what kinds of communications can affect an interview.	0	1	2	3
Group Process				
I am good at managing conflicts-my own conflicts and other peoples'.	0	1	2	3
I know several different ways to manage conflict.	0	1	2	3
I know how to use decision-making skills to solve an issue.	0	1	2	3
I know a variety of ways to problem-solve.	0	1	2	3

I know the advantages of working with a team.	0	1	2	3
I know the different roles people can play on a team.	0	1	2	3
I am good at planning ahead.	0	1	2	3
I know how important it is to plan ahead for a meeting.	0	1	2	3
I know about different leadership styles.	0	1	2	3

*Survey adapted from “Assess Myself”, My Leadership Portfolio, p. 8.

Appendix B: Instrumentation-Post-Survey

Augusta County Teen Leadership Workshop Teen Leadership Post-Survey*

Directions. Rate your level of ability for each item below. Circle the number that corresponds with the answers at the top of the columns.

Your Leadership Skills	No Ability	Some Ability	Good Ability	Excellent Ability
Relationship Building				
I know what my leadership skills are.	0	1	2	3
I know what it takes to be trustworthy.	0	1	2	3
I know every person approaches trust and trustworthiness differently than I do.	0	1	2	3
I am aware of how I am similar to and different from members in my group.	0	1	2	3
I know how the similarities and differences in my group can affect group dynamics.	0	1	2	3
I know my own strengths.	0	1	2	3
I know how to change one of my weaknesses to strength.	0	1	2	3
I am willing to bring my hidden strengths into the open.	0	1	2	3
Communication				
I understand the importance of partnerships.	0	1	2	3
I can develop interview questions.	0	1	2	3
I can give a good interview.	0	1	2	3
I know what kinds of communications can affect an interview.	0	1	2	3
Group Process				
I am good at managing conflicts-my own conflicts and other peoples'.	0	1	2	3
I know several different ways to manage conflict.	0	1	2	3
I know how to use decision-making skills to solve an issue.	0	1	2	3
I know a variety of ways to problem-solve.	0	1	2	3
I know the advantages of working with a team.	0	1	2	3

I know the different roles people can play on a team.	0	1	2	3
I am good at planning ahead.	0	1	2	3
I know how important it is to plan ahead for a meeting.	0	1	2	3
I know about different leadership styles.	0	1	2	3

*Survey adapted from “Assess Myself”, My Leadership Portfolio, p. 8.

Appendix C: Long-Term Program Questionnaire

Augusta County Teen Leadership Program Long-Term Program Description

The 4-H teen leadership program is designed to provide you with the opportunity to learn about the qualities and competencies needed to be a strong leader. You will participate in ongoing monthly meetings/activities that will provide more challenging leadership opportunities. You may also assist with specific projects or with more general 4-H activities and events.

The ongoing program will utilize more activities from the 4-H National Curriculum to educate you on different aspects of leadership to include communication skills, teamwork, goal setting, planning/organizing and relationship building. You will continue to use your leadership portfolio to track your experiences. Other events/opportunities during the program are interview skills, resume writing, career shadowing, assistance with county 4-H programming, and more!

All meetings will be held at Hebron Presbyterian Church, Staunton.

Meetings are scheduled for the 3rd Sunday of each month from 3:00 pm-4:30 pm.

Long-Term Program Interest Questionnaire

1. I am interested in joining the long-term Augusta County Teen Leadership Program.
Yes No
2. I am would like to join the long-term program as a result of my participation in the workshop.
Yes No
3. I would have liked to join the long-term program even without the two-day workshop.
Yes No
4. I feel more confident in my leadership skills since my participation in the two-day workshop.
Yes No
5. I feel I have gained new skills that will help me participate in the long-term program.
Yes No

What new skills could you use while participating in the long-term leadership program?

How has this workshop prepared you for future leadership opportunities?

As a result of your participation, which are you more likely to participate in? (check all that apply)

- Career shadowing, to include interviewing a professional.
- Organizing and running a county competition.
- Attend 4-H State Congress (Event for teens that provides educational and leadership experiences).
- Work on a team to organize a community service project.
- Assist in the development of new county-wide awards for 4-H members.

Appendix D: Invitation Letter

July 17, 2015

Dear Parents/Guardians,

Augusta County 4-H has a new teen program offering! You are receiving this letter because your teen is of age to join the Augusta County Teen Leadership Program starting August 2015. This new leadership program is tailored to meet the unique needs of today's teens. The program consists of multiple learning opportunities so your teen can gain knowledge and experience necessary to be successful in the real-world. Teens will be learning how to set goals, about relationship building, teamwork, communication skills, and planning and organizing. Other activities/learning opportunities include resume writing, interviewing, career shadowing, and so much more.

The Augusta County Teen Leadership Program will utilize National 4-H Curriculum to ensure high level hands-on learning, and it's going to be fun! In order for this program to be successful, I am asking for your support to encourage your teen to participate. The program is set up so that teens will begin to build strong bonds and relationships within the teen group. Additional success will be achieved through consistent and dedicated teens. This is because skills will be built upon over the course of the program.

I am very excited to be able to offer this new and exciting program to the fantastic teens of Augusta County. Please refer to the enclosed flyer for specific program details. If you have any questions, please feel free to contact me at 540-245-5750. I am looking forward to working with your aspiring young leader.

Sincerely,

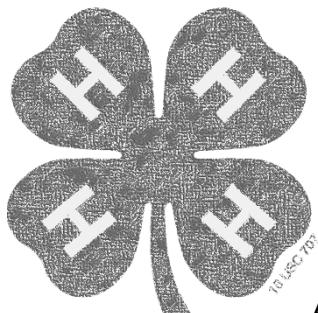


Marie Rothwell

Extension Agent, 4-H Youth Development

Appendix E: Advertisement

Are you interested in developing your leadership skills in a fun and exciting way?



Augusta County 4-H is currently recruiting teens interested in the new...

Augusta Teen Leadership Program

The 4-H teen leadership program is designed to provide teens with the opportunity to learn about the qualities and competencies needed to be a strong leader. Teens will begin their leadership journey by completing a two-day workshop. Ongoing monthly meetings/activities will provide teen leaders more challenging leadership opportunities. Teen leaders may assist with specific projects or with more general 4-H activities and events.

The program will utilize 4-H National Curriculum to educate teens on different aspects of leadership to include communication skills, teamwork, goal setting, planning/organizing and relationship building. Each teen will have a leadership portfolio used to track their experiences. Other events/opportunities during the program are interview skills, resume writing, career shadowing, assistance with county 4-H programming, and more!

Don't miss this opportunity to develop the leadership skills you will need for your future!

Requirements:

- To become a teen leader, youth must be in the ninth grade or above, or if home-schooled, must be at least 14 years old as of December 31, 2015.
- Must be a resident of Augusta County, City of Staunton or Waynesboro.

Schedule of Events:

(All meetings held at Hebron Presbyterian Church, Staunton)

Teen Leadership Workshops:
August 22nd 9:00am-3:00pm -and-
August 29th 9:00am-3:00pm
Lunch and drinks provided

Ongoing Meetings:
(From Sept. 2015 to June 2016):
3rd Sunday of each month from 3:00pm-4:30pm

Program Contact:
Marie Rothwell, Extension Agent, 4-H Youth Development
540-245-5750
mariepr5@vt.edu

Register by August 14th!
540-245-5750

Appendix F: Study Recruitment Letter

Dear [Parent of Teen Participant],

My name is Marie Rothwell. I am a graduate student in the Department of Agricultural, Leadership, and Community Education (ALCE) working with Dr. James C. Anderson. I would like to invite you to participate in a study I am conducting entitled "Teen Leadership Skill Development through Participation in Leadership Training." The purpose of this project is to gather information as to whether or not teens feel they have gained leadership skills through leadership training. More specifically, data will be collected to determine if teens feel their new skills have given them the confidence to join and participate in the new long-term county leadership program called "Augusta County Teen Leadership".

I will be conducting the study with pre and post-surveys and an interest questionnaire. If you give permission for your teen to participate, they will be given a pre-survey at the beginning of the program. This survey will allow them to rate their leadership skills. The pre-survey consists of 21 questions and they can complete it within 15 minutes. At the completion of the two-day leadership training workshops, your teen will be given a post-survey that consists of the same 21 questions. They can complete this within 15 minutes. After the post-survey, your teen will be given a long-term program description and interest form. This form explains the long-term program and consists of 8 questions.

The study is voluntary and confidential. I will use a study number to keep your teen's identity and participation private. No one other than me and Dr. James C. Anderson will be informed of your decision to participate. Additionally, you have the right to withdraw your teen from the study at anytime without consequence to you or your teen. As a study participant, your teen has the right to refrain from answering any questions that make them feel uncomfortable. The responses they provide will be reported in aggregate with the responses of other participants and therefore will not be linked to them personally in any way.

Your teen's participation is very important to understanding teen leadership development and long-term engagement and how the university can better support teen leadership development activities. There is no monetary compensation given for participating in this study. However, teens will be given the opportunity to evaluate their leadership skills.

Please discuss study participation with your teen. If you are interested in participating, please bring to the training, the signed Parental Informed Consent form and the signed Participant Assent form. Your teen does not have to participate in this study in order to attend and participate in the leadership training. If you have any question about the project prior to signing the form, please send me an email at mariepr5@vt.edu or you may also call me at (540) 245-5750.

Looking forward for your positive response.

Regards,

Marie Rothwell
Graduate Student
Department of Agricultural, Leadership, and Community Education
College of Agriculture and Life Sciences.
Virginia Tech.

Appendix G: Parental Informed Consent

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Parental Informed Consent

in Research Projects Involving Human Subjects

Title of Project: Teen Leadership Skill Development through Participation in Leadership Training

Investigator(s): Dr. James C. Anderson jcanders@exchange.vt.edu / 540-231-2608
Marie Rothwell mariepr5@vt.edu / 540-245-5750

I. Purpose of this Research Project

The purpose of this project is to gather information as to whether or not teens feel they have gained leadership skills through leadership training. More specifically, data will be collected to determine if teens feel their new skills have given them the confidence to join and participate in the new long-term county leadership program called “Augusta County Teen Leadership”. The findings of this research will be used for professional development and potentially published in journals. The subject pool consists of teens that have registered to participate in the program.

II. Procedures

The study will consist of pre and post-surveys and an interest questionnaire. Your child will be given a pre-survey at the beginning of the program. This survey will allow your child to rate their leadership skills. The pre-survey consists of 21 questions that can be completed within 15 minutes. At the completion of the two-day leadership training workshops, your child will be given a post-survey that consists of the same 21 questions. They can complete this within 15 minutes. After the post-survey, your child will be given an interest survey. This interest survey explains the long-term program offerings and consists of 8 questions. The purpose of the interest survey is to determine if your child is more interested in joining the long-term program as a result of their participation in leadership training. Your child may choose not to answer any specific questions or even leave the experiment at any point if they feel uncomfortable.

III. Risks

This study bears minimum risk to your child and participation will be kept confidential.

IV. Benefits

Your child may receive several direct and indirect benefits. The research study will directly benefit your child by providing them an opportunity to evaluate their leadership skills, which is a chance for selfexpression. The research findings will indirectly benefit your child and society to understand teen leadership skill development and its effect on long-term engagement. No promise or guarantee of benefits has been made to encourage your child to participate.

V. Extent of Anonymity and Confidentiality

Your child will be assigned a study number in order to maintain confidentiality. Their name and participation in the study will not be discussed or published. Furthermore, any identifying documents

will be stored in a locked cabinet and will only be accessible to the investigators of this research work. Only the Project Investigators will have access to the written consent form and linked study number. The study data will be destroyed three years after the termination of the project. At no time will the researchers release identifiable results of the study to anyone without your written consent.

The Virginia Tech (VT) Institutional Review Board (IRB) may view the study's data for auditing purposes. The IRB is responsible for the oversight of the protection of human subjects involved in research.

Note: in some situations, it may be necessary for an investigator to break confidentiality. If a researcher has reason to suspect that a child is abused or neglected, or that a person poses a threat of harm to others or him/herself, the researcher is required by Virginia State law to notify the appropriate authorities. If applicable to this study, the conditions under which the investigator must break confidentiality must be described.

VI. Compensation

There is no monetary compensation for participation.

VII. Freedom to Withdraw

It is important for your child to know that they are free to withdraw from this study at any time without penalty. Your child is free not to answer any questions that they choose or respond to what is being asked of them without penalty.

Please note that there may be circumstances under which the investigator may determine that a subject should not continue as a subject.

VIII. Questions or Concerns

Should you have any questions about this study, you may contact one of the research investigators whose contact information is included at the beginning of this document.

Should you have any questions or concerns about the study's conduct or your rights as a research subject, or need to report a research-related injury or event, you may contact the VT IRB Chair, Dr. David M. Moore at moored@vt.edu or (540) 231-4991.

IX. Parental Informed Consent

I have read the Parental Informed Consent Form and conditions of this project. I have had all my questions answered. I hereby acknowledge the above and give my voluntary consent for my child to participate:

Parent/Legal Guardian Name _____ Date _____

(Note: each subject must be provided a copy of this form. In addition, the IRB office may stamp its approval on the consent document(s) you submit and return the stamped version to you for use in consenting subjects; therefore, ensure each consent document you submit is ready to be read and signed by subjects.)

Appendix H: Participant Assent Form

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Participant Assent Form

in Research Projects Involving Human Subjects

Title of Project: Teen Leadership Skill Development through Participation in Leadership Training

Investigator(s): Dr. James C. Anderson jcanders@exchange.vt.edu / 540-231-2608
Marie Rothwell mariepr5@vt.edu / 540-245-5750

I. Purpose of this Research Project

The purpose of this project is to gather information as to whether or not teens feel they have gained leadership skills through leadership training. More specifically, data will be collected to determine if teens feel their new skills have given them the confidence to join and participate in the new long-term county leadership program called “Augusta County Teen Leadership”. The findings of this research will be used for professional development and potentially published in journals. The subject pool consists of teens that have registered to participate in the program.

II. Procedures

The study will consist of pre and post-surveys and an interest questionnaire. You will be given a presurvey at the beginning of the program. This survey will allow you to rate your leadership skills. The pre-survey consists of 21 questions that can be completed within 15 minutes. At the completion of the two-day leadership training workshops, you will be given a post-survey that consists of the same 21 questions. You can complete this within 15 minutes. After the post-survey, you will be given an interest survey. This interest survey explains the long-term program offerings and consists of 8 questions. The purpose of the interest survey is to determine if you are more interested in joining the long-term program as a result of your participation in leadership training. You may choose not to answer any specific questions or even leave the experiment at any point if you feel uncomfortable.

III. Risks

This study bears minimum risk to you and participation will be kept confidential.

IV. Benefits

You may receive several direct and indirect benefits. The research study will directly benefit you by providing you an opportunity to evaluate your leadership skills, which is a chance for self-expression. The research findings will indirectly benefit you and society to understand teen leadership skill development and its effect on long-term engagement. No promise or guarantee of benefits has been made to encourage you to participate.

V. Extent of Anonymity and Confidentiality

You will be assigned a study number in order to maintain confidentiality. Your name and participation in the study will not be discussed or published. Furthermore, any identifying documents will be stored in a locked cabinet and will only be accessible to the investigators of this research work. Only the Project Investigators will have access to the written consent form and linked study number.

The study data will be destroyed three years after the termination of the project. At no time will the researchers release identifiable results of the study to anyone without your written consent.

The Virginia Tech (VT) Institutional Review Board (IRB) may view the study's data for auditing purposes. The IRB is responsible for the oversight of the protection of human subjects involved in research.

Note: in some situations, it may be necessary for an investigator to break confidentiality. If a researcher has reason to suspect that a child is abused or neglected, or that a person poses a threat of harm to others or him/herself, the researcher is required by Virginia State law to notify the appropriate authorities. If applicable to this study, the conditions under which the investigator must break confidentiality must be described.

VI. Compensation

There is no monetary compensation for participation.

VII. Freedom to Withdraw

It is important for you to know that you are free to withdraw from this study at any time without penalty. You are free not to answer any questions that you choose or respond to what is being asked of you without penalty. Please note that there may be circumstances under which the investigator may determine that a subject should not continue as a subject.

VIII. Questions or Concerns

Should you have any questions about this study, you may contact one of the research investigators whose contact information is included at the beginning of this document.

Should you have any questions or concerns about the study's conduct or your rights as a research subject, or need to report a research-related injury or event, you may contact the VT IRB Chair, Dr. David M. Moore at moored@vt.edu or (540) 231-4991.

IX. Participant Assent Statement

I have read the Participant Assent Form and conditions of this project. I have had all my questions answered. I hereby acknowledge the above and give my voluntary consent to participate:

Participant Name _____ Date _____

(Note: each subject must be provided a copy of this form. In addition, the IRB office may stamp its approval on the consent document(s) you submit and return the stamped version to you for use in consenting subjects; therefore, ensure each consent document you submit is ready to be read and signed by subjects.)

Appendix I: Workshop Agenda

Teen Leadership Program

Agenda

Saturday, August 22, 2015

- | | |
|---------|---|
| 9:00am | Welcome, Introductions |
| 9:10am | Program Overview |
| 9:15am | Activity-Autographs, get to know each other ice breaker.
Location: Up out of seats |
| 9:30am | Activity-Name tags (cardstock, pipe cleaners, tacky glue, scissors)
Location: At tables

Facilitator-Now we are going to make nametags to set on the table for the duration of the workshops. All the supplies are on the back table, be creative, do what you want, you have 15 minutes. |
| 9:50am | Assessments (survey questionnaires, pens)
Location: At tables |
| 10:05am | Hand out Leadership Portfolios (page 2-3, then page 9)
Location: At tables

Activity-Positive Leader Characteristics (sticky notes on post-it page)(large stick note, bright post its)
Location: Chance to get up

Facilitator-So what is a leader anyway? Is it someone who runs things or is it much more than that? Let's take a look at what you all consider to be positive leader characteristics. With the sticky notes, I want you to write down three positive characteristics that you feel a good leader should have. When you are done, come up and stick them on the blue post-it.

(read responses out-loud, discuss, are there any surprises?) |
| 10:20am | Portfolios (page 4)
Location: At tables

Facilitator-Now turn to page 4 in your portfolio. I want you to fill in your leadership goals. Please take a few minutes to complete 3 goals. |

10:30am	Activity-Portfolio (page 12-13) Location: Open area in room (index cards)	Title: Circle of Support	Skill: Empathy
	Allow 15 minutes for portfolio/processing time		
11:00am	Activity-Portfolio (page 14-15) Location: Tables/walk around (boxes, packing tape, glue, tape, scissors, magazines)	Title: Treasure Chests	Skill: Character
	Allow 15 minutes for portfolio/processing time		
11:30am	Game- picture pass Location: Open area, bring chairs		
11:45am	Lunch/Break Location: Choice-inside/outside		
12:15pm	Activity-Portfolio (page 16-17) Location: Other side of room at additional tables (straws, string, masking tape, paper clips, weighted items)	Title: Bridging to Partnership	Skill: Teamwork
	Allow 15 minutes for portfolio/processing time		
1:15pm	Activity-Portfolio (page 18-21) Location: Two teams (one outside, one inside, then switch)(interviews-multiple tables throughout room (clip boards, pens)	Title: Q & A for Real Life	Skill: Communication
	Allow 15 minutes for portfolio/processing time		
2:30pm	Game....What was That Again? Game of communication/interpretation Location: Open area of room		
2:45pm	Wrap-up activity Location: Tables/chance to get up Have teens write on stickies and place on appropriate wall pin-up: Thoughts of what leadership means to them, most fun activity from the day, one thing they learned that they didn't know.		
3:00	Dismissal		

Teen Leadership Program

Agenda

Saturday, August 29, 2015

12:45pm	Activity-Portfolio (page 30-31) Location: Tables	Title: Running the Show (large post its, markers, masking tape)	Skill: Planning
1:45pm	Activity-Portfolio (page 32-33) Location: Open space in room	Title: Wicked Witches (Computer, projector, screen)	Skill: Leadership

Processing:

On their paper:

- What did you like about this activity?
- What did you observe?
- What did you learn about leadership styles?
- Why is it important to know what type of leader you or others are?
- How do you tell the difference between leadership styles?
- What was hard about trying to determine what kind of leader you'd be?
- How will learning about your leadership style help you?
- What qualities do you think are important in a leader?
- How will your new knowledge help you at school or work?
- Name a time coming soon that you might use your new knowledge of leadership styles.

2:30pm Assessments (survey questionnaires, pens)

2:50pm Closing Game (popsicle stick airplanes) (new skills take flight...)

3:00pm Dismissal