

ADULT PERCEPTIONS OF YOUTH LEADERSHIP DEVELOPMENT

A Thesis

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civic engagement, character development, academic performance, and personal development of those students participating (Dugan & Komives, 2007, p. 8).

In order to have a deeper understanding of the current 4-H leadership program in the southern region, youth educators' leadership beliefs and attitudes need to be accessed for commonalities. Also, by looking at current youth leadership training opportunities, more meaningful future professional development opportunities can be developed. By describing both overall leadership attitudes and beliefs and training opportunities and attitudes, it may allow improvement upon existing local youth leadership development programs and statewide youth leadership professional development opportunities offered. The future will only benefit from the evaluation by providing an overall synopsis of how southern region 4-H educators feel about leadership and develop relevant youth leadership training opportunities in the future.

Problem Statement

The 4-H program has a variety of teen leadership development programs in each county. These clubs' basic intent is to foster leadership skills within youth in 7th-12th grades. Delivery modes and club activities vary by county, and thousands of youth have participated in these clubs. The 4-H program claims success with the development of leadership skills among members of these clubs. However, there is no current evaluation that directly considers youth educator's beliefs and attitudes on youth's leadership skill development. It has been determined that most youth development workers tend to bring similar beliefs and attitudes to their work (Huebner, 2003). Identifying these beliefs and attitudes allows for the field to identify some youth worker commonalities that can strengthen the overall quality and success of a youth

completing an activity (Rotter, 1954). The reward is the motivation for the completion of tasks (Rotter, 1954). Either type of control is determined by the individual (Rotter, 1954). It has been found that over time, youth begin with an external locus of control and by adulthood have switched to an internal locus of control (Rotter, 1954). Youth who feel they have control over their lives generally display stronger leadership skills (van Linden & Fertman, 1998). This is critical in leadership development to help adolescents feel they are in control and have the opportunity to practice decision making (van Linden & Fertman, 1998). By interjecting a youth leadership development program with opportunities for adolescents to have control over that particular aspect of their life, they can fulfill the desire to separate from adults during this developmental stage. They are making the decisions in a youth leadership development program. Also, because it is a time of exploration, adolescents can safely explore consequences of their decisions in a youth leadership development program.

Self-determination theory explains how one's motivation and personality can be shaped by looking at the development of personality and how one controls one's behavior (Ryan & Deci, 2000). Ryan and Deci, 2000, have "found that conditions supportive of autonomy and competence reliably facilitated this vital expression of the human growth tendency, whereas conditions that controlled behavior and hindered perceived effectiveness undermined its expression" (p. 76). Ryan and Deci's (2000) theory can be used to address adolescent development within leadership programs and to understand what motivates them. Youth leadership development is a case for autonomy (Ryan & Deci, 2000). By allowing for autonomy instead of external control when working with youth, adolescents can indeed satisfy their desire to separate

themselves from adult figures in their lives and explore new things and approaches. By gaining a desire to be challenged, adolescents can begin to take ownership in their own leadership development potential and start to discover what motivates them to be a leader. By applying this theory to youth leadership development, the process starts to propel adolescents to want to not only practice leadership but understand leadership within themselves.

In adolescent development, Kohlberg's Stages of Moral Development is also a theory to consider when developing youth leadership programs. This theory helps educators understand how youth develop their sense of right or wrong (Kohlberg & Hersh, 1997; van linden & Fertman, 1998). Kohlberg's theory states that "adolescents pass through a sequence of stages of judgment about right and wrong" (Kohlberg & Hersh, 1997; van linden & Fertman, 1998, p. 30). The theory's findings make us aware of the importance of teaching ethical leadership to the youth involved (van Linden & Fertman, 1998). An integral part of youth leadership development is also teaching youth the importance of leading others in an ethical way (van linden & Fertman, 1998). By pointing out their power of influence, we make adolescents aware that their leadership abilities can be used for both positive and negative behavior. Once adolescent participants in the program determine how they want to utilize their leadership abilities, it allows for them to discover what motivations lie within them. Also, by teaching ethical leadership to adolescents they can start to change the way they look at world leaders and form their own opinions on how they view their world.

Lastly, exploration of gender in adolescents can help youth educators when developing youth leadership development programs (Gilligan, Ward, & Taylor, 1988). It

trait or a list of characteristics that identify effectiveness. It is a culmination of things that makes one great. It is the willingness to find what you are good at and then strengthen the areas of weaknesses.

The primary roles for youth workers in the field of youth leadership development are to understand leadership concepts and be trained to teach youth leadership to adolescents (Barcelona, et al., 2011). The role youth workers play in youth leadership development is quite significant because youth mainly learn leadership from the adults that they know (Rishel, Sales, & Koeske, 2005; van Linden & Fertman, 1998). In regards to public value, youth leadership is a concern for many American adults (Scales, 2003). As discussed previously, youth workers must possess certain skills and attitudes to be effective. Some of these are taught and some are simply present within the adult. The first step in youth leadership development is for the youth worker to explore their personal leadership development journey (van Linden & Fertman, 1998). There is a role that youth worker's beliefs, values, encouragement and empowerment play in teaching youth leadership development. Looking beyond the research and theories of youth leadership development worker competencies, leadership development can be looked at as simply an emotion one possesses (Posner & Kouzes, 1997). Leadership compels its participants to feel passion, for the cause at hand, even if that cause is teaching it to others (Posner & Kouzes, 1997). It takes optimism and valor to use leadership skills (Posner & Kouzes, 1997). "Successful youth workers share a strong appreciation for the unique skills and interests young people bring to the table, as well as a strong belief in their own ability to make a difference" (Huebner, 2003, p. 370). Youth workers believe that they have the ability to be the change

(Huebner, 2003). They have the same belief about the youth they work with (Huebner, 2003). Passions that are fueled by helping youth realize their full potential (Huebner, 2003).

4-H has individual county level youth leadership development programs, which are organized by youth workers. By looking at the leadership beliefs and attitudes among those youth workers, the Southern Regional 4-H program can become better by creating a self-assessment tool for workers from the research proposed. It has been suggested that most youth development workers tend to bring similar beliefs and attitudes to their work (Huebner, 2003). Identifying commonalities in youth worker's leadership beliefs and attitudes allows for the field to begin a professional development plan that can strengthen the overall quality and success of a youth leadership development program. These commonalities can help to develop an indicator of competency in youth workers. This indicator can assist in identifying beliefs and attitudes that they need more training in and help them develop a professional development plan that will strengthen those beliefs and attitudes that they may lack. In order to provide youth educators who work with youth leadership development clubs effective professional development opportunities, the following things need to be assessed, including describing youth worker's beliefs and attitudes of leadership and youth leadership development training opportunities offered from the state level.

to leadership beliefs and attitudes ($r = -.019$; $p = .746$). The percentage of 4-H youth development assignment was significantly related to leadership beliefs and attitudes ($r = .120$; $p = .047$).

Conclusions, Implications, and Recommendations

Based on the results of the survey, the researcher has drawn the following conclusions and recommendations:

Conclusion One

It would appear that leadership theory is perceived as not important to southern region youth educators because the lowest scoring item on the scale was the following statement: "In order to lead a group, one must be knowledgeable about leadership theories".

The primary roles for youth workers in the field of youth leadership development are to understand leadership concepts and be trained to teach youth leadership to adolescents (Barcelona, et al., 2011). The 4-H youth development program is a research-based program. It has been found that youth workers who want to increase their knowledge and participate in opportunities to process how the new knowledge gained can be applied to their program are found to be effective youth workers (Walker, 2003). A youth worker's personal leadership beliefs and attitudes have the potential to impact their work as a manager of a youth leadership program. Successful youth development professionals apply a multitude of theoretical principles to their work with youth (Huebner, 2003). If a youth worker disagrees with the belief that a group leader must be knowledgeable about leadership theories, it would appear that leadership

theory is not important to them. Personal leadership beliefs can influence the motivation to increase the knowledge base of a professional.

As extension professionals, the lack of value for leadership theories impacts the choices made when selecting teaching tools and curriculum. With the availability of educational tools through technology, the danger lies in choosing a teaching tool or curriculum for convenience rather than ensuring that the materials are research based. If a youth educator does not believe in the importance of being knowledgeable about leadership theory, it presents a barrier when teaching youth leadership development. (Walker, 2003). There is also a potential problem as youth workers may not take the time to participate in youth leadership professional development opportunities.

Lastly, this conclusion challenged the researcher to think about how youth educator's view themselves within their county/parish youth leadership development program. The results could suggest that youth educators do not see themselves as leaders of a program. In order to be effective as leadership educators, confidence in ones' ability to lead must be present (Zeldin & Camino, 1999). A knowledge base of leadership theories helps one be effective and may give them confidence in their role. A recommendation would be to word the statement differently to see if the results are similar. The statement could read, "A youth educator must be knowledgeable about leadership theories". This statement asks the respondent in terms of being a youth worker and not their personal leadership beliefs and attitudes.

Conclusion Two

The development of youth-adult partnerships could potentially be positively or negatively impacted because the highest scoring item from southern region youth educators surveyed was the statement “A leader must be able to make decisions”.

A youth adult partnership is a youth development competency that can be connected to this conclusion. Potentially, youth adult partnerships can be impacted if one has this leadership belief of the importance of possessing the ability to make decisions. There are two potential impacts this leadership belief can have on individual county/parish youth adult partnerships.

If youth educators’ believe that leaders need to make decisions, that belief can be utilized in programming in a positive way. The attitudes and beliefs of youth development agents impact the teaching of leadership to youth. It is important for adults working with youth to be supportive of incorporating youth voice and youth and adult partnerships throughout the teaching and learning process (Ryan and Deci, 2000). By holding the belief that leaders make decisions, youth educators would have an easier time allowing a true youth adult partnership to develop because they understand that decisions have to be shared and supported by both youth and adults in the program. This belief can also influence the youth worker to take on a role as a partner and encourage and teach youth how to make decisions. This may become a topic area of great focus for a youth worker who strongly agrees with this statement. Intentional training can be incorporated where youth leaders learn to make decisions and learn the importance of making a fair decision.

This belief could also have a negative impact on a youth leadership development program if the youth worker sees themselves as the sole leader of the program. In this instance, a youth worker may be making all of the decisions for the group. While making all decisions would help fill the need to make decisions for the youth worker, it can have detrimental effects on the youth leadership development program. If adults do not or cannot see youth as partners in leadership, it can create a huge impediment for the effectiveness of the program (MacNeil, 2006). The youth may not develop a sense of ownership in the group because they are not having a say in the decision making process (Cater, Machtmes, & Fox, 2008). Also, group enrollment could potentially go down if youth are not able to use their voice. Lastly, youth may not be receiving training in the decision making leadership skill because the youth worker is not allowing them to make decisions. Being able to make decisions, discuss choices and evaluate results also allow youth to practice leadership and thus develop their skill sets (Larson, et al., 2005). The best way for youth to learn any leadership skill is to learn and then practice what they learned through application.

It is recommended that youth workers self-reflect on the role they have in their youth leadership development program. Also, youth worker trainings could incorporate ways to build a youth adult partnership that is ideal for optimal youth leadership development. This would include educating youth workers on the importance of allowing youth to make decisions with the adults in the group.

Conclusion Three

Southern region youth educators mainly attended face to face trainings and prefer this type of training opportunity.

The consensus from these results is that in the southern region, youth leadership development training is being delivered through workshops, district/area/regional trainings, informal discussions, and day long trainings. When developing youth leadership development trainings, it is important to offer effective professional development opportunities. In the literature, many things have been identified to improve professional development opportunities for youth worker effectiveness (Hartje, et al., 2003). Suggestions include for youth workers to be given time for staff development, be given clear job expectations, and have an opportunity to build knowledge through professional collaborations (Hartje, et al., 2003; Walker, 2003).

In one study, youth workers wanted to increase knowledge and have an opportunity to process how the new knowledge gained can be applied to their program (Walker, 2003). Youth workers identified their favored training method as one that triangulates research, practice and effort into an educational training model (Walker, 2003). It is important to mention seeking professional development as a characteristic of effective youth workers because it has been proven that those workers who have access to and attend professional development opportunities are more likely to continue working and are effective in their work (Walker, 2003). Despite what delivery mode is being used to train youth educators, the focus should be on these things to make the trainings effective.

Informal discussions were a highly ranked training mode. This result could benefit from further review, as it would be interesting to discover who youth educators are having discussions with. In Louisiana there is a mentoring program. If the youth educator is having informal discussions with their mentors, the mentors should be given

specific talking points from the state 4-H department so that there is consistency in what is being communicated among agents. That is not to suggest that informal discussions should not occur where youth educators and mentors discuss county/parish specific information. It is suggested that there be some type of framework to guide informal discussions within the mentoring process to encourage consistency. A framework can also ensure youth development principals are being used to make decisions.

Conclusion Four

Southern region youth educators hold rather similar views about leadership, regardless of age, gender, office location, level of education and years of service.

It has been previously determined that most youth development workers tend to bring similar beliefs and attitudes to their work (Huebner, 2003). The results from the Brumbaugh Youth Leadership Development Questionnaire show no difference in an individual's leadership belief and attitude score and the six selected variables. What does that mean for youth educators? Essentially youth educators are very much the same in terms of the six variables examined and their leadership beliefs and attitudes. The results suggest that county/parish staffing plans be reviewed. The findings indicate that there is not a margin of difference between current youth educators when looking at the six specific variables. Lastly, the results could help with the organization of youth leadership development trainings for educators. The similarities between respondents of the survey should be taken into consideration, as a universal training could be developed and most likely meet attendees needs.

The lack of differences in leadership beliefs and attitudes scores suggests that county/parish staffing be explored. It appears that individuals with the same attitudes

and beliefs are held throughout the southern region. According to van Linden & Fertman, the first step in youth leadership programming is for the youth worker to explore their personal leadership development beliefs (1998). If the majority of southern region youth workers have the same beliefs and attitudes regarding personal leadership, part of their development should be to explore their personal leadership attitudes and beliefs and be challenged to learn differing leadership theory.

When educators are challenged to explore leadership beliefs and attitudes outside of their preferences, they may be able to understand leadership further. As a youth leadership educator, by questioning personal leadership and recognizing personal values and beliefs, a sense of empowerment takes over and commonalities within the group start to emerge, bringing a feeling of empowerment that can lead to action (Posner & Kouzes, 1997). More informed educators can provide much more effective youth leadership development programs. It has been found that successful youth development professionals apply a multitude of theoretical principles to their work with youth (Huebner, 2003).

Also, there appears to be a lack of diversity among youth workers in the southern region. Among the respondents, 78.2% were females (n=147) and 94.7% selected white as their race (n=178). The concern can be raised that the lack of diversity may stall leadership development within the organization. In a group, diversity is desired because it can lead to creating broader perspectives for members; making better decisions and have a more amalgamated vision for the future (MacNeil, 2006). A recommendation would be given that previous and current research suggests that youth workers hold similar beliefs, that diversity should be a focus in training development.

Conclusion Five

The percentage of 4-H youth development assignment has a relationship with an individual's leadership beliefs and attitudes.

Effective youth workers understand and value the benefits of their work with youth. The higher 4-H percentage appointment, the higher number of training opportunities that educators have had in youth development and in particular youth leadership development. The research tells us that the more training in youth development one has, the more effective they can be.

The key to teaching leadership is for educators to remember that the educational process must be sustained and enriched as youth discover what motivates them to lead (Ryan & Deci, 2000). However, the research tells us that we can measure the effectiveness on a program from the youth worker (Perkins & Borden, 2003). If an educator feels competent in their ability to teach youth about leadership, then they can offer a better program (Hartje, et al., 2008).

Lastly, effective youth workers seek professional development opportunities to learn and become better workers to serve youth. It is important to mention seeking professional development as a characteristic of effective youth workers because it has been proven that those workers who have access to and attend professional development opportunities are more likely to continue working and are effective in their work (Walker, 2003).

A recommendation would be to hire youth workers with a 76% or higher percentage of 4-H youth development assignment. Also, in future research the

recommendation would be to further explore this conclusion with a bigger pool of respondents to guide further practice.

Leadership is an interpersonal process, developed over time, through a dual process of learning and practicing both “ability” leadership through “knowledge, skills and talents” with “authority” leadership “voice, influence and decision-making power” that not only makes the individual better, but guides and inspires the people, groups and “community” they interact with (MacNeil, 2006). The overall purpose of this study was to describe southern region 4-H youth educator’s training experiences and attitudes, demographics, and leadership beliefs and attitudes. The data collected can be helpful in developing future youth leadership development training if the leadership beliefs and attitudes are examined. The field of youth leadership development is one that should be continued to study. Recommendations for future research would be to look at what outputs are teen youth leadership programs engaging in, what topics are being included in youth leadership development trainings, and lastly, identifying and establishing competencies of an effective teen leadership program.

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APPENDIX A

BRUMBAUGH ADULT PERCEPTIONS OF YOUTH LEADERSHIP QUESTIONNAIRE

Brumbaugh Adult Perception of Youth Leadership Questionnaire

Welcome to the Brumbaugh Adult Perceptions of Youth Leadership Survey.

Thank you for participating in my survey. Your participation in this survey is voluntary and your time and cooperation is greatly appreciated.

Your responses will be kept confidential.

The survey has four parts and will take approximately 15-20 minutes to complete. Any questions with an asterisk (*) requires an answer in order to progress through this survey.

The purpose of this study is to collect data from youth educators in the Southern region who work with youth leadership development programs. This study will look at the educator's beliefs and attitudes about leadership as well as the outputs of county/parish youth leadership development programs. Your answers to this study will help develop new youth leadership professional development opportunities for youth educators.

If you have any questions about the survey, please contact Laura Brumbaugh at lbrumbaugh@agcenter.lsu.edu or 337-332-2181.

Section 1: Leadership Beliefs and Attitudes Scale

Page 1

Brumbaugh Adult Perception of Youth Leadership Questionnaire

***1. Directions: Respond to each of the following statements based on your beliefs about leadership. Click on bubble that corresponds to what you think.**

	Strongly Disagree	Disagree	Agree	Strongly Agree
A leader of a group requires a certain set of skills that they are born with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In order to lead a group, one must be knowledgeable about leadership theories.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
One must possess special talents that enable them to lead.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important that a single leader emerges in a group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The most important members of a group are its leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership positions are usually for those at the top of an organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A leader must provide a voice within the community for the group they represent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
One must use their power of influence as a leader to get tasks accomplished.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A leader must be able to make decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leaders understand group dynamics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A leader must utilize other group members' opinions when making a decision for the group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership processes involve the participation of the group members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
One of the main tasks of a leader is to make individuals better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A leader must guide group members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inspiring a shared vision is one of the main tasks of a leader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Brumbaugh Adult Perception of Youth Leadership Questionnaire

Leadership should encourage innovation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
One of the main tasks of a leader is to dictate the work of the group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leaders have to have the ability to build partnerships among group members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leaders provide group members opportunities for autonomy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intentional planning is one of the main tasks of a leader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leaders help group members understand leadership.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leaders should be required to receive training before leading a group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
One of the main tasks of a leader is to motivate group members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leaders are self-confident.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A leader must be able to influence others in a positive way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership is a skill that can be taught.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leaders understand their own need for self-determination.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 2-Outputs of Jr. Leader Clubs

*2. Do you have a youth leadership development club in your parish/county?

- ☐ Yes
- ☐ No

Brumbaugh Adult Perception of Youth Leadership Questionnaire

***3. What activities did your youth leadership development club participate in during the 2011-2012 year? (Select all that apply.)**

- ☐ Monthly Club Meeting(s)
- ☐ Service-Learning Project(s)
- ☐ Community Service Project(s)
- ☐ Social(s)
- ☐ Committee(s)
- ☐ Retreat(s)
- ☐ Tour(s)/Field Trip(s)
- ☐ Workshop(s)
- ☐ Day Long Conference(s)
- ☐ Multi-Day Conference(s)
- ☐ Camp(s)
- ☐ County/Parish Wide Educational Event(s)
- ☐ Fundraiser(s)
- ☐ Self-Directed Learning Opportunities (Project Books, Web Searches, Thinking)
- ☐ Awards Trip(s)
- ☐ Awards Ceremony
- ☐ None
- ☐ Other (please specify)

Brumbaugh Adult Perception of Youth Leadership Questionnaire

***4. What types of leadership roles were offered to your youth leadership development club participants during the 2011-2012 year? (Select all that apply.)**

- ☐ Club Officer
- ☐ Committee Member
- ☐ Committee Chairperson
- ☐ Youth serving as mentor(s)
- ☐ Youth serving as a camp counselor
- ☐ Camp Participant
- ☐ Camp Planner (local, parish, regional or state level)
- ☐ Workshop Planner (local, parish, regional or state level)
- ☐ National Conference Participant
- ☐ 4-H Club Congress Participant
- ☐ State Council/Board Member
- ☐ Round Up/4-H University Participant
- ☐ Regional Leadership Board Member
- ☐ County/Parish Advisory Committee Member
- ☐ Visit local elected officials (local, parish and/or state)
- ☐ State Capitol Visit
- ☐ None
- ☐ Other, please specify

Brumbaugh Adult Perception of Youth Leadership Questionnaire

***5. What types of marketing and/or social media did your youth leadership development club use during the 2011-2012 year? (Select all that apply.)**

- ☐ Facebook
- ☐ Flickr
- ☐ Twitter
- ☐ Pinterest
- ☐ YouTube
- ☐ MySpace
- ☐ Instagram
- ☐ Newsletter
- ☐ Newspaper Article
- ☐ Video
- ☐ PSA on Radio (Public Service Announcement)
- ☐ PSA on Television (Public Service Announcement)
- ☐ Texting
- ☐ Email
- ☐ None
- ☐ Other, please specify

***6. Choose the statement that best describes your youth leadership development program environment.**

- ☐ Adults and youth work together in making program decisions.
- ☐ Adults provide guidance to youth while making program decisions and adults retain the right to make the final decisions.
- ☐ Adults are primarily not involved in the program decision making processes.
- ☐ Adults assist youth when necessary in making program decisions, yet youth make the majority of decisions.
- ☐ Adults make most of the decisions in the youth leadership development program.

***7. Does your youth leadership development program use a leadership curriculum?**

- ☐ Yes
- ☐ No

Brumbaugh Adult Perception of Youth Leadership Questionnaire

8. What curriculum is/are used in your youth development program? (Please list name of curriculum(s) below.)

Section 3-Youth Educator Training and Professional Development Section

***9. What type of youth leadership development training have you received/attended while employed by cooperative extension? (Select all that apply.)**

- ☐ Day Long Conference
- ☐ Multi-Day Conference
- ☐ Workshop
- ☐ Webinar
- ☐ Teleconference Meeting
- ☐ District/Area/Regional Training
- ☐ Camp
- ☐ Meeting
- ☐ Informal Discussion
- ☐ Mentoring
- ☐ Study Tour
- ☐ Online Module
- ☐ Graduate Class
- ☐ Area/Regional/State Specialist
- ☐ Self Directed Learning (Books, Web Search, Thinking)
- ☐ Learning Community/Community of Practice
- ☐ None
- ☐ Other, please specify

Brumbaugh Adult Perception of Youth Leadership Questionnaire

***10. How many hours of formal youth leadership development training have you received during the 2011-2012 year.**

- ☐ 1-5 hours
☐ 6-10 hours
☐ 11-15 hours
☐ 16 or more hours
☐ None

***11. As a youth educator, how comfortable are you with performing the following youth leadership development program components?**

	Very Uncomfortable	Somewhat Uncomfortable	Somewhat Comfortable	Very Comfortable	I do not do this.
Teaching leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Serving as a role model	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leading a meeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with youth on a project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guiding a Service-Learning project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building youth and adult partnerships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recruiting volunteers to work with youth leadership development program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Empowering youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***12. Do you feel youth leadership development training is important?**

- ☐ Very Unimportant
☐ Somewhat Unimportant
☐ Somewhat Important
☐ Very Important

***13. Do you receive youth leadership development training from the state 4-H department?**

- ☐ Yes
☐ No

Brumbaugh Adult Perception of Youth Leadership Questionnaire

14. Do you feel you receive sufficient youth leadership development training from the state 4-H department?

- ☐ Very Insufficient
☐ Somewhat Insufficient
☐ Somewhat Sufficient
☐ Very Sufficient

15. If you do not receive youth leadership training from the state 4-H department, what topics/areas would you like to be covered during trainings?

***16. What youth leadership development training delivery mode(s) would you like the state 4-H department offer to youth educators? Select all that apply.**

- ☐ Day Long Training
☐ Multi-Day Training
☐ Workshop
☐ Webinar
☐ Distance Education
☐ Online Modules
☐ Self-Directed Learning
☐ Study Tour
☐ Conference
☐ Learning Community/Community of Practice
☐ Graduate Class
☐ None

Other (please specify)

Section 4-Youth Educator Demographics

***17. Demographics: Give your age as of January 1, 2012**

***18. Demographics: Indicate your gender**

- ☐ Male
☐ Female

Brumbaugh Adult Perception of Youth Leadership Questionnaire

***19. Demographics: Indicate your race/ethnicity.**

- ☐ American Indian or Alaskan Native
- ☐ Asian
- ☐ Black or African American
- ☐ Hawaiian or Pacific Islander
- ☐ White
- ☐ Hispanic or Latino
- ☐ Other
- ☐ Mixed Race(s)
- ☐ I prefer not to answer

***20. Demographics: In what state or U.S. territory do you live?**

***21. Demographics: Choose the area in which your county/parish office is located.**

- ☐ Farm or Rural Area
- ☐ Town under 10,000
- ☐ Town and City 10,000 to 50,000
- ☐ Suburb or City over 50,000
- ☐ City over 50,000

***22. Demographics: Choose the highest level of education you have completed as of January 1, 2012.**

- ☐ High School Diploma
- ☐ Associates / Technical Degree
- ☐ College Degree
- ☐ Masters Degree
- ☐ Doctoral Degree
- ☐ Other, please specify

23. Demographics: Please indicate what field the degree you obtained was in. Include any concentrations/specializations received.

Brumbaugh Adult Perception of Youth Leadership Questionnaire

***24. Demographics: How many years have you been employed as a youth educator with the cooperative extension as of January 1, 2012**

***25. Demographics: What percentage of your cooperative extension assignment is 4-H?**

***26. Demographics: Do you hold a leadership position in an organizational, civic, volunteer, church or community group(s)?**

☐ Yes

☐ No

☐ I do not belong to any organizational, civic, volunteer, church or community group(s)

Brumbaugh Adult Perception of Youth Leadership Questionnaire

Welcome to the Brumbaugh Adult Perceptions of Youth Leadership Survey.

Thank you for participating in my survey. Your participation in this survey is voluntary and your time and cooperation is greatly appreciated.

Your responses will be kept confidential.

The survey has four parts and will take approximately 15-20 minutes to complete. Any questions with an asterisk (*) requires an answer in order to progress through this survey.

The purpose of this study is to collect data from youth educators in the Southern region who work with youth leadership development programs. This study will look at the educator's beliefs and attitudes about leadership as well as the outputs of county/parish youth leadership development programs. Your answers to this study will help develop new youth leadership professional development opportunities for youth educators.

If you have any questions about the survey, please contact Laura Brumbaugh at lbrumbaugh@agcenter.lsu.edu or 337-332-2181.

Study Exempted By:

Dr. Robert C. Mathews, Chairman

Institutional Review Board

Louisiana State University

203 B-1 David Boyd Hall

225-578-8692 | www.lsu.edu/jrb

Exemption Expires: 2/13/2016

APPENDIX C
QUESTIONNAIRE PRE-NOTICE TO STATE COOPERATIVE EXTENSION
DIRECTORS

TO: Southern Extension Directors
Southern Extension Administrators

RE: 4-H Research Project

One of our parish 4-H youth development agents (Ms. Laura Brumbaugh) is currently a graduate student working on her MS thesis in the Department of Human Resource Education at Louisiana State University. In this study, she is exploring adult perceptions of youth leadership development. As many of you know, youth leadership development plays a major role in the success of youth who participate in the 4-H youth development program. 4-H educator's beliefs and attitudes of leadership assessed, the variety of leadership programming outputs of teen leadership clubs inventoried, and comparing educator's leadership thinking to the number of outputs within the program to see if there is a correlation between outputs and leadership thinking is the overall goals of the study.

To complete her MS thesis research, Ms. Brumbaugh (Laura) is asking for your assistance. She would like to distribute a short survey to 4-H youth development agents and paraprofessionals in Southern Region Extension Service systems. This study (IRB # E8137) was approved by the IRB on February 14, 2013. The primary purpose of this research is to describe the leadership attitudes and beliefs of Louisiana county youth educators. Laura is looking at three main areas including: adult leadership perception, outputs of youth leadership development programs and attitudes and perceptions of youth leadership development professional development. The results of this study could help answer the question, does educator's leadership beliefs and attitudes impact the number of outputs in a leadership development program? The data collected will provide the beginning for the development of youth leadership professional development tools to be used statewide.

I believe this research will be valuable to the 4-H youth development profession and Laura would be grateful for your assistance in helping her complete this project. Laura would like your help to identify 4-H agents and paraprofessionals from your state to participate in the study. She would also like your assistance in communicating the importance of this study to your Extension agents and paraprofessionals by sending out correspondence about the project and a web link to the online survey to selected personnel.

If you can assist Laura complete this research project, please email me at your earliest convenience. We know everyone is very busy but this assistance will help produce valuable data that can be shared with 4-H program leaders once the study is complete. We sincerely appreciate your support and assistance. You can also contact Laura directly at lbrumbaugh@agcenter.lsu.edu.

Sincerely,



Paul D. Coreil
Vice Chancellor and Director
Visit the [LCES FaceBook page](#) become a fan.
Join the [LCES FaceBook Discussion Board](#).

PDC/jmw

APPENDIX D

QUESTIONNAIRE FIRST EMAIL

Dear Extension Professional:

You have been selected to participate in a study on Extension youth agent's perceptions of youth leadership development. Participation in this study is completely voluntary.

The results of this study will be published, but they will not be associated with you or your parish Extension program in any way. Your identity will remain confidential. By your clicking the link below to access the online questionnaire, you are giving your consent to participate in this research study.

This questionnaire should take about 15-20 minutes to complete. Please complete by February 26, 2013.

Simply click this link to complete the survey.

<https://www.surveymonkey.com/s/GDM9KLJ>

For any general questions regarding the study, please contact me, Laura M Brumbaugh, via email at lbrumbaugh@agcenter.lsu.edu. You may also contact my advisor, Dr. Krisanna Machtmes, at Machtme@lsu.edu or 225-578-7844.

If you have questions about subject's rights or concerns, you may contact Robert C. Matthews, LSU Institutional Review Board, at 225-578-8692, irb@lsu.edu or www.lsu.edu/irb. This study (IRB # E8137) was approved by IRB on February 14, 2013.

Thank you for your time and help in completing this research!

Sincerely,

Laura M Brumbaugh
Graduate Student
lbrumbaugh@agcenter.lsu.edu

VITA

Laura Marie Brumbaugh is the daughter of Steven Brumbaugh and Terri Brumbaugh of Louisiana. She was born in Baton Rouge, LA. She graduated from Denham Springs High School in 2001, as an honor graduate. Laura earned her Bachelor of Science degree in Family, Child, and Consumer Science with a concentration in Human Services from Louisiana State University in December 2005.

In August 2006, Laura was hired by the LSU AgCenter as a 4-H youth development agent in Natchitoches parish. She has proudly served the youth of Natchitoches, Ascension, and St. Martin parishes. Laura currently serves as the 4-H youth development agent in St. Martin Parish. She was promoted to Associate Extension agent in July 2012.

Laura is a member of St. Joseph Catholic Church in French Settlement, LA. She is also a member of the National Association of Extension 4-H Agents (NAE4-HA) and the Louisiana Association of Extension 4-H Agents (LAE4-HA). Laura currently serves as faculty advisor of Sigma Alpha sorority, Zeta Chapter at LSU.

Laura has been recognized by her peers as a 2008 LAE4-HA Achievement in Service award winner. She was also a co-recipient of the 2008 NAE4-HA Excellence in Teamwork Power of Youth Leadership Award for her work with the Louisiana 4-H Citizenship youth board. In 2011, she was a co-recipient of the Jim Duncan Program of Distinction Award for Teen Programming. Laura has also received the 2009 Cecil McCrory memorial scholarship and numerous LAE4-HA communicator awards for her 4-H work on the parish level.