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4-H Leadership Development in Southern Maine: Community Clubs vs. School/Afterschool Clubs

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4-H Leadership Development in Southern Maine:
Community Clubs vs. School/Afterschool Clubs

A Thesis Submitted in Partial Fulfillment of the Requirements

Degree of Master in Leadership Studies

University of Southern Maine

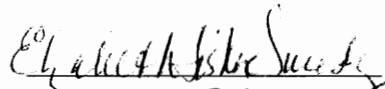
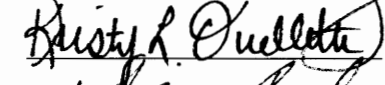
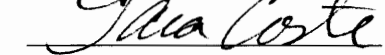
Laura Personette

May 2015

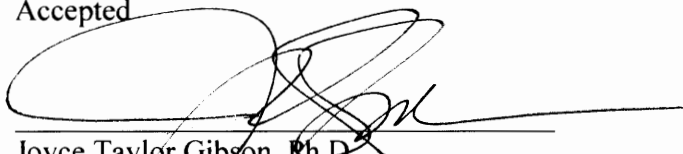
FINAL APPROVAL FORM
THE UNIVERSITY OF SOUTHERN MAINE
MASTER IN LEADERSHIP STUDIES

May 15, 2015

We hereby recommend that the thesis of Laura Personette entitled *4-H Leadership Development in Southern Maine: Community Clubs vs. School/Afterschool Clubs* be accepted in partial fulfillment of the requirements for the Degree of Master in Leadership Studies.

 Advisor (Elizabeth Fisher Turesky)
 Reader (Kristy Ouellette)
 Director (Tara Coste)

Accepted


Joyce Taylor Gibson, Ph.D.
Dean, Lewiston-Auburn College

Dedication

For my grandfather, deeply missed.

Thank you,
For your gentle encouragement to pursue any dream,
For your wisdom and insight shared, never to be forgotten,
For your support of my choices that make me feel happy and fulfilled,
For instilling a drive and desire to learn from anyone, anywhere, and never stop.

Acknowledgements

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Dr. Elizabeth Turesky, for your assistance in creating a project that allowed me to further explore the work that I love.

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Abstract

In Maine and across the United States, the 4-H Youth Development Program places great importance on youth's self-discovery, experiential learning, and development of leadership skills. Founded in 1902, the 4-H program was created through A.B. Graham's starting of rural "out-of-school" clubs. 4-H programs were first offered in the State of Maine in 1903, and which now offer several points of involvement for youth, including: community clubs, school/afterschool clubs, and 4-H camps. In 2014, over 6,700 youth participated in 4-H programming in Maine, with over 1,900 youth participating within Androscoggin, Sagadahoc, and Cumberland counties (2015, Annual Report). The purpose of this study was to determine if youth participants in one club type or another reported a higher level of leadership development or experience. A total of 35 youth and 9 club leaders completed this survey, with youth responding to 19 statements using a Likert-scale and three short answer questions, and club leaders providing examples of inclusion for principles identified as necessary for successful youth leadership development programs. The results showed that there are some differences in youth leadership development based on club type and offered insight that can further inform best practices for leadership development within 4-H.

Definition of Terms

Southern Maine: The counties of Androscoggin, Sagadahoc, and Cumberland.

Youth: A 4-H participant aged of 12 through 19 years old at the time of study.

Community club: A 4-H club that meets outside of School/Afterschool programs and operates under the regulations set forth by the national Cooperative Extension: 4-H Youth Development Program.

School/afterschool club: A 4-H club attended by youth participants who meet with 4-H Cooperative Extension Educators as part of pre-existing school or afterschool programming.

Chapter 1: Introduction

The Research Problem and Setting

Problem statement. In Southern Maine, 4-H clubs take several forms, including community and school/afterschool program clubs. Community clubs meet in the community, are led by community member volunteers, and operate under regulations set forth by the state land grant University through Cooperative Extension: 4-H Youth Development Program. In Southern Maine, a portion of this club design is a designated Teen Leader Team for each county. School/afterschool clubs are led by 4-H Cooperative Extension Staff members or trained volunteers and are offered in conjunction with existing programs with school systems or community partners.

Research questions. The researcher wanted to find out: How does the leadership development of youth involved in community clubs compare to that of youth involved in school/afterschool clubs in Southern Maine? Are members of a particular club type experiencing higher levels of leadership skill development? What aspects of youth leadership experiences have most contributed to their self-reported understanding of leadership?

Hypothesis. The first hypothesis of the researcher is that youth members of community clubs demonstrate higher levels of leadership development, due to their increased exposure to leadership and personal leadership development opportunities. The second hypothesis is that community club youth demonstrate a higher level of leadership understanding and level of support in their leadership development.

In Southern Maine, community clubs have various leadership development opportunities built directly into programming design, including specific youth leadership

positions. Through the researcher's experiences with community and school/afterschool clubs, equivalent specific leadership roles are built into the structure of some school/afterschool clubs, but not all. In school/afterschool clubs, leadership development is dependent on the structure of the hosting community partner and staff involved.

Study Delimitations. The research was conducted with youth 12 through 19 years old at the time of survey disbursement. The research was conducted in Androscoggin, Sagadahoc, and Cumberland counties of Maine. Youth whose parent/legal guardian gave written consent for participation and who then give written assent to participate each completed a youth member survey. Club leaders who gave written consent for participation and signed a form of understanding each completed a club leader survey. The data was collected in one survey disbursement; individual follow-ups were not conducted.

Chapter 2: Review of Related Literature

The adolescent years are a time of great self-discovery and development. Adolescence is when many skill sets are developed that can serve youth well as they grow into adulthood. Leadership skill development may be fostered through opportunities for youth to lead within their peer groups and in youth-adult partnerships. As Extension Agents and Associate Professors Kleon and Rinehart state, "One of the most pressing issues facing the United States and its youth serving organizations today is how to best facilitate the development for our youth. The future of the nation, and the future of world civilization, will soon rest in the hands of today's youth" (1998). Until the last decade, the areas of leadership theory, development, or practice, and the dynamics of youth leadership had not been widely reviewed (MacNeil, 2006). Since this time, research

within youth leadership development has grown considerably. This focus of research, while increasing, will continue to be important to the leadership field; as our current youth population will constitute tomorrow's leadership.

In a brief essay for the Center for Creative Leadership's *Leadership in Action*, Yip (2006) discusses differences between youth and adult leaders, and the question of leadership development differing between the two. He reiterates the idea that even though youth may lack experience, they can bring fresh insight to current issues and support the work at hand. Mortensen, et al. (2006), stress the necessary importance to be placed on understanding the youth definitions and understandings of leadership for themselves and their peers. Stress is also placed on the idea that youth and adults need to work together in order to understand these definitions and incorporate them into civic and community work.

Studies by Klau (2006), Libby, Sedonaen, and Bliss (2006), and Jones (2009), have looked at youth leadership development within the context of national youth organizations. Research has also been conducted in the areas of youth leadership development and youth-adult partnerships through the 4-H program, including demonstration of the high positive impact on youth (Hastings, Barrett, Barbuto, & Bell, 2011). The literature reviewed by the researcher focuses on youth leadership development and existing theory, the differences between youth and 'adult' leadership development theory, leadership development through youth-adult partnerships, and youth leadership development as seen through a 4-H lens.

Youth Leadership Development and Theory

Why is youth leadership development important? MacNeil (2006) identifies this importance through three different approaches. The first approach is as a way to provide intervention for youth who may be facing challenges or already taking part in risky behaviors. The second approach is as a method of preventing youth from taking part in risky behaviors. The third approach includes all youth, in any situation. Positive youth development includes the provision of experiences and relationships that show youth and others around them the potential they hold within, and the value they possess in their ability to contribute to the world (MacNeil, 2006). The importance of youth leadership development has also been studied within national organizations whose primary focus is youth development, including that of leadership skills.

Klau (2006), in a study of three national youth leadership programs, found that two of the programs did not have a clear concept of how they defined leadership for youth. The programs in question serve hundreds to thousands of youth annually. The lack of a precise definition of youth leadership leads to a missed opportunity of being able to precisely prepare youth in how to approach the issues present in their own communities. Klau identified that while the connections between ‘adult’ leadership theories and youth leadership practice were not able to be included in the scope of this study, the research “would surely be of value to a field seeking greater understanding of how to promote positive development effectively” (p. 82). Such studies have begun to be conducted and are reviewed in the following section.

Libby, Sedonaen, and Bliss (2006), with the Youth Leadership Institute, point out that youth are offered many opportunities for youth leadership development, but that

opportunities are not necessarily labeled as such. The Girl Scouts and Boy Scouts programs, for example, allow youth opportunities for leadership development in what the researchers call the “inside approach” – through involvement inside systems and institutions. Youth leadership development through the “outside approach” includes involvement in community coalitions and community-led organizations or groups. Libby, et al., present a challenge: “...consider the notion that more leadership roles for youth within the field is central not just to creating quality programs, settings, systems, communities, and a society that truly values and invests in young people, but to our shared goal of just communities” (2006, p. 24). Arguably, this challenge can be met through experiential learning and immersion within community leadership, beginning in adolescence.

Experiential learning offers youth the ability to be immersed in the community in which they will exercise their developing leadership skills in the future. Accordingly, Jones (2009) reviewed the necessity for experiential learning as it was shown to have a role in the creation of a knowledge foundation upon which additional leadership skills can be developed. Further, Jones included the notion that there is a need for research-based models of youth leadership development in order to enhance the positive outcomes of community youth programs (2009). This notion of experiential learning was also stressed by Libby, et al. (2006) in their discussion of the Youth Leadership Institute’s pathways of developing youth leadership. The three pathways identified are youth philanthropy, evaluation and action research, and policy advocacy. Each of these pathways is approached hands-on with youth in setting community priorities, problem solving, and decision-making.

Additional Study Needed. The call for further research regarding youth leadership development and youth leadership theory has frequently been sounded. Libby, et al., (2006) note several areas of the topic that should be expanded upon, including: (a) components of effective youth leadership development practice; (b) what conditions, structures, and practices support sustainable youth engagement in systems change; and (c) how a youth-adult partnership approach could be used toward making systems change (p. 23). 4-H educators and professionals have answered the call for some of this research.

Considerable amounts of research regarding youth leadership development have been conducted within Cooperative Extension 4-H programs and the National Future Farmers of America (FFA) Program. This research has shown the high level of impact that the programs have on youth leadership capabilities (Hastings, Barrett, Barbuto, & Bell, 2011). Hastings, et al., (2011) point out that research on youth leadership development outside of formal programs is not found and may be influential to the study of youth leadership development.

One implication of Hastings, et al.'s (2011) research is that youth leadership development occurs greatly in schools, but that an increase of development through real world contexts is also necessary. A second implication is that the use of community contexts for youth development may develop an influential subgroup within the community. Further in their findings, Hastings, et al., agree that the field of study into youth leadership development and social capital is in need of additional inquiry.

Youth Leadership vs. 'Adult' Leadership Theory

Much of the focus on youth in leadership development has been in the form of identifying a need for adults to work with youth so that youth may develop the skills they

will need as future adult leaders (MacNeil, 2006). Further, MacNeil (2006) identifies that much of the literature on youth leadership development is focused on ability: skills, knowledge, and talents. For example: “How do, and how should, educators support youth in development of specific leadership skills?” (p. 32). Adult leadership literature has some focus on ability, but takes this further into how ability and skills can be used in true-life situations where the outcomes may have large significance, reward, or penalty.

Mortensen et al. (2014) highlight that many youth leadership development programs are created with a basis in adult leadership theory. Their study of youth participants of the National Youth Leadership Initiative demonstrated that there was not a single ‘adult’ leadership theory that matched the youth perspective precisely. Some theory also contradicted the youth view of leadership – particularly regarding change.

The definition of leadership created by the youth in the study of Mortensen, et al. (2014), included that 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” (p. 453). The youth definition of leadership having a focus on creating change is a perspective that is quite different from that of traditional adult perspectives of leadership. Mortensen, et al. (2014) identify this traditional perspective as being focused on holding power or status over followers, or others, as will be demonstrated.

Mortensen, et al. (2014) pose that there were limitations to the study, including that 90% of those sampled were white, living in rural communities, and that youth involved with the initiative had been invited to participate due to their demonstration of or perceived potential of leadership abilities. However, the researchers also discuss the

strength that this dynamic lends to their study, as youth being identified as potential leaders could offer greater insight into their mental models of leadership (2014).

Leadership development, either that of youth or adult persons, has a vast number of factors that create different needs for each individual. MacNeil (2006) concludes their discussion of this convoluted and complex topic with pointing out that a blending of many factors, for both youth and adults, come into play: age, ethnicity, gender, sexual orientation, life experiences, and more (p. 39). As MacNeil introduces in regards to leadership development through experience alone, it is possible that a nineteen-year-old could have more significant experiences than someone who is thirty-nine years old.

As noted, youth centered leadership development theory and conventional ‘adult’ leadership theory can differ vastly in focus. Bass (1995) defines leadership as focusing on group processes, personality, induction of compliance, particular behaviors, persuasion, power relation, an instrument for achieving goals, initiation of structure, and combinations of such definitions (p. 38). However, Bass also notes that leadership changes meaning depending on the context and the institution in which it is being reviewed.

Mortensen, et al.’s definition of youth leadership rings true to aspects of citizen leadership, as highlighted by Couto (1995), who defines citizen leadership as including follower-leader relationships, collaboration, exchange, and interchange. The citizen leaders that Couto is referencing “engage others in efforts to reach higher levels of human awareness and relationships” (p. 13). Couto goes on to say that, citizen leaders often do not seek leadership positions, but take on the role when the changes they want to see are

not taking place. Youth leaders, especially when acting as citizen leaders, can be well served in their leadership development through involvement in youth-adult partnerships.

Leadership Development Through Youth-Adult Partnerships

Andersen & Sandmann (2009) define youth-adult partnerships (YAPs) as including “allow[ing] for guidance and coaching by the adults while enabling [youth] individuals to be innovative and determine how the tasks get done.” Culp & Cox (2002) offer guidelines for leadership development in the third millennium: consider societal trend implications, understand and use principles of effective youth leadership development in the 21st century, and develop meaningful adult and adolescent partnerships. YAPs, such as those within the 4-H program, adhere to such guidelines, increasing the potential for leadership development in youth.

Flage, Vettern, Schmidt, & Eighmy (2010), conducted a study with the 4-H program in North Dakota and sought to find out the impact YAPs had on adult participants. Within the program, adults and youth must take part in two programs: Study Circles – looking at conversations on community poverty, and LeadershipPLENTY® - which seeks to develop local leaders. Both programs seek to have youth and adults not only take on leadership roles, but also work in partnership on projects. The programs offer both parties insight into the power that youth involvement holds with community development.

Flage, et al. (2010), through a retrospective pre-test and post-test methodology, sought to identify adult attitudes and opinions concerning YAPs and behaviors regarding YAPs. Their results demonstrated statistically significant change in both areas. Adults who participated found that inclusion of youth ideas and engagement in community

capacity building and the inclusion of YAPs creates a larger pool of contributors and assistance (2010). The researchers identified interest in furthering this data by conducting a similar survey with a sample of youth who were involved in such programming. This research would offer the insight of youth attitudes to working with adults on community development issues and allow 4-H and other youth leadership development programs to see if YAPs serve the needs of both groups.

In their research on the importance of YAPS in youth leadership development Culp & Cox (2002) incorporated several principles that effective youth leadership programs should include. These principles include having purpose and goal statements, demonstrating respect, emphasis on experiential learning and genuine leadership opportunities and developing leadership skills, and individual strengths and characteristics. They also review the importance of creating an understanding in youth about their society's history and values, creating understanding and tolerance of others, collaboration with peers and mentors both youth and adult, and the idea of serving rather than controlling their society. The 4-H program encompasses these principles within program design and program implementation.

Youth Leadership Development Through a 4-H Lens

4-H works with federal and local organizations to provide educational content to youth while giving access to the latest technology, learning about current local and national issues, and involving youth in innovative thought-leadership. The 109 land-grant universities and the Cooperative Extension System bring together community volunteers to provide youth with advanced educational, hands-on learning. (National 4-H Council, Retrieved from: <http://www.4-h.org/about/leadership>)

Kress (2006), in addressing the role of 4-H in after-school learning, points to America's need for youth to be prepared to become leaders and active citizens in their communities with the traits of understanding, compassion, and value for life. Each of these ideals is addressed within the 4-H pledge: "I pledge... my head to clearer thinking... my heart to greater loyalty... my health to better living... my hands to larger service" (p. 137-139), (Appendix I). Both youth and adult participants take the 4-H pledge when joining the program and operate under its guidance within club activities, work conducted through 4-H YAPs, and organizational decision-making.

Mitra, Sanders, and Perkins (2010) studied the importance of YAP involvement in decision-making processes. Their study showed that use of YAPs in this area allows for the promotion of change and peer group work within school settings. These YAPs are part of the 4-H curriculum, both with community and afterschool based clubs.

In addition to use within 4-H clubs, YAPs also play an important role within 4-H camps. Annually, 4-H of Ohio hosts a Leadership Camp, allowing youth to gain and practice leadership skills to be brought back to their club peers and their communities. This includes providing campers with the opportunity to realize the potential for leadership that they each possess (Culp & Kohlhagen, 2000). This leadership potential goes beyond the time spent within 4-H and can impact leadership development after becoming 4-H alumni and more aware and involved citizens.

The youth members of 4-H do not solely rely on 4-H programming for the development of leadership skills, but it offers a solid base for continuing development. Radhakrishna & Doamekpor (2009) surveyed 156 4-H alumni in Pennsylvania who also participated as members of other youth organizations outside of school and looked at

their perceptions of leadership, communication skills, and responsibilities learned within 4-H programming. The former members also reported their experiences with other youth organizations in which they were involved, including church groups, YMCA, youth groups, Boy and Girl Scouts, and others.

Overall, responses to Radhakrishna and Doamekpor's (2009) survey demonstrated that 4-H was the most helpful in allowing the members to gain leadership knowledge and practice. The researchers concluded that the findings identify that amongst other needs, 4-H alumni should market the program to youth, in their community. Regarding future research, the authors identify the need to replicate the study including data from the National Future Farmers of America (FFA) Program, and other youth organizations and states. The study demonstrates that the intentional structure of YAPs and youth leadership development in 4-H offers youth a tool-kit that allows for leadership skill development to take place in other venues. The goal of this study is to determine if youth involved in one club type or another in Southern Maine report a higher level of leadership skill development.

Chapter 3: Method

The Data Needed and the Treatment of Data

Introduction. In designing this study, the researcher decided to utilize a five-level Likert scale and Likert-type questionnaire to survey 4-H club youth in Southern Maine. This decision was made through conversation with Cooperative Extension Educators and based on research methods already utilized within the 4-H program. This offers an easily replicable study for future research within 4-H clubs.

The survey asked club youth to rate their agreement with statements regarding

their leadership exposure within 4-H and their leadership development from 1 (Strongly Disagree) to 5 (Strongly Agree). The survey also asked club youth to rate statements regarding the frequency of certain leadership experiences in their 4-H club from 1 (Never) to 5 (Very Often). This section focused on leadership exposure within 4-H clubs and also included three short answer questions that asked for youth to include examples of their leadership experiences during their club participation.

In addition to the youth survey, the researcher created a second survey to be completed by trained 4-H volunteers/leaders of participating clubs. The purpose of this survey was to identify the inclusion of principles identified by Culp and Cox (2002) as necessary for the development of strong and effective youth leadership development programs. Club leaders were asked to provide one or two examples of how each principle was included in the club, if included.

Research Design and Methodology

Sample. The sample population was identified as any youth 4-H member, age 12-19, participating in a community or school/afterschool 4-H club in Androscoggin, Sagadahoc, or Cumberland County. An introduction to the project was presented to those present at 4-H Leaders Association meetings in each county, with an email introduction sent to all club leaders following the meeting. As club leaders responded with their interest, each received parental permission and youth assent forms, the research process was reviewed through email and/or phone, and a time for the researcher to administer the survey at a club meeting was determined.

Data Collection. During the months of January – March 2015, a total of 35 youth members (29 community club youth and 6 school/afterschool club youth) completed the

youth member survey. A total of 9 club leaders (7 community club leaders and 2 school/afterschool club leaders) completed leader surveys. At each meeting, club youth that were 12-19 years old, had parental permission, and had signed their youth assent forms completed the survey. Prior to these youth signing their assent forms, the study was reviewed with all members and any questions were addressed. Youth who were unable to complete the survey due to being under 12 years old or not having parental permission were given a separate activity sheet to complete.

All completed surveys were collected by the researcher and secured at the University of Maine Cooperative Extension Office of Androscoggin/Sagadahoc Counties in a locked drawer and office. At this office, the data was uploaded into NVivo software and Microsoft Excel for analysis on a secured computer. The completed surveys were collected and stored separately from the club leader and parental permission forms and youth assent forms in order to insure anonymity of all participants.

Data Analysis. Through data analysis, the researcher sought to determine if youth members of community or school/afterschool 4-H clubs report a higher level of leadership development or experience. If the analysis demonstrated that members from one club type reported higher levels of development or experience, the club leader surveys would be reviewed to see if variances occurred in the inclusion of the principles identified by Culp and Cox (2002) as necessary for strong and effective youth leadership development programs.

Research Methodology

The researcher developed the youth survey with input from 4-H educators with a focus on the following themes:

Table 1.
Youth Survey: Leadership Themes Assessed.

Leadership Exposure Within 4-H	Youth were asked to rate their agreement with three statements, using a five-level Likert scale, and to provide three short answer examples of each type of leadership exposure.
Leadership Experiences in 4-H Club	Youth were asked to rate how often they had certain experiences, using a five-level Likert-type scale.
Leadership Development	Youth were asked to rate their agreement with seven statements regarding their leadership development, using a five-level Likert scale.

Chapter 4: Results

Club Youth Survey Results: by Club Type

The results of the youth surveys were reviewed through the three focus areas described above (Table 1). These responses were viewed in three sections: all youth participants, community club participants, and school/afterschool club participants. The responses were then viewed based on the number of years that youth had participated with 4-H programming.

Leadership Exposure Within 4-H.

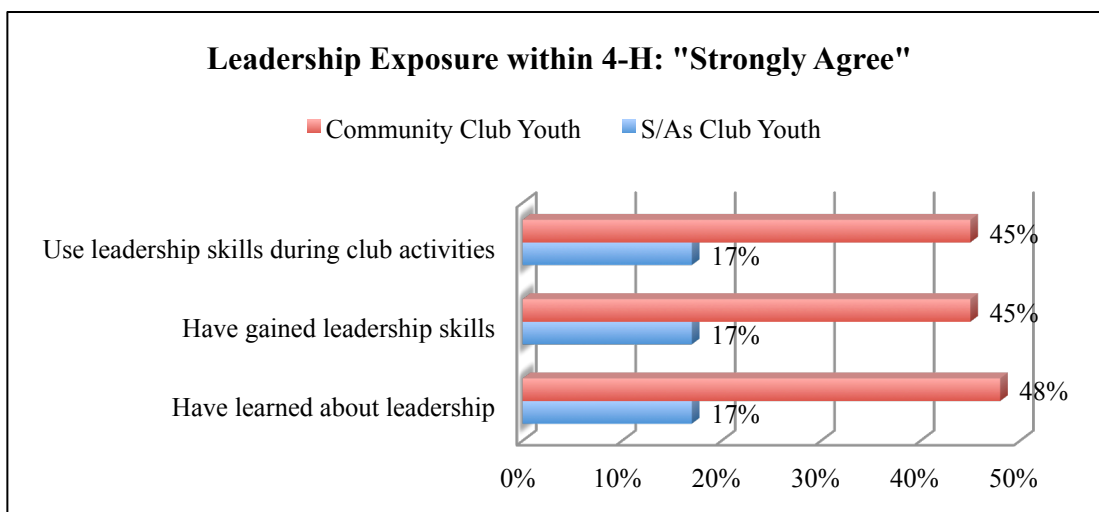


Figure 1. Leadership exposure within 4-H: "Strongly Agree". This figure illustrates the percentage of community and school/afterschool club youth that "strongly agreed" with each statement.

In review of this data section, it was demonstrated that almost half (45% - 48%) of all community club youth surveyed responded that they “strongly agree” with the statements that they use leadership skills during club activities, have gained leadership skills, and have learned about leadership through their involvement with their 4-H club. In comparison, only 17% of school/afterschool Club youth “strongly agree” with these statements (Figure 1).

When asked to rank their agreement with the statement “I have learned about leadership”: the majority of youth who had participated with 4-H for 0-3 years “strongly agree” (64%). The majority of club youth who had participated for 5-8 years “agree” (76%) and the majority of club youth who had participated for 9-12 years “agree” (50%).

Leadership Experiences Within My Club.

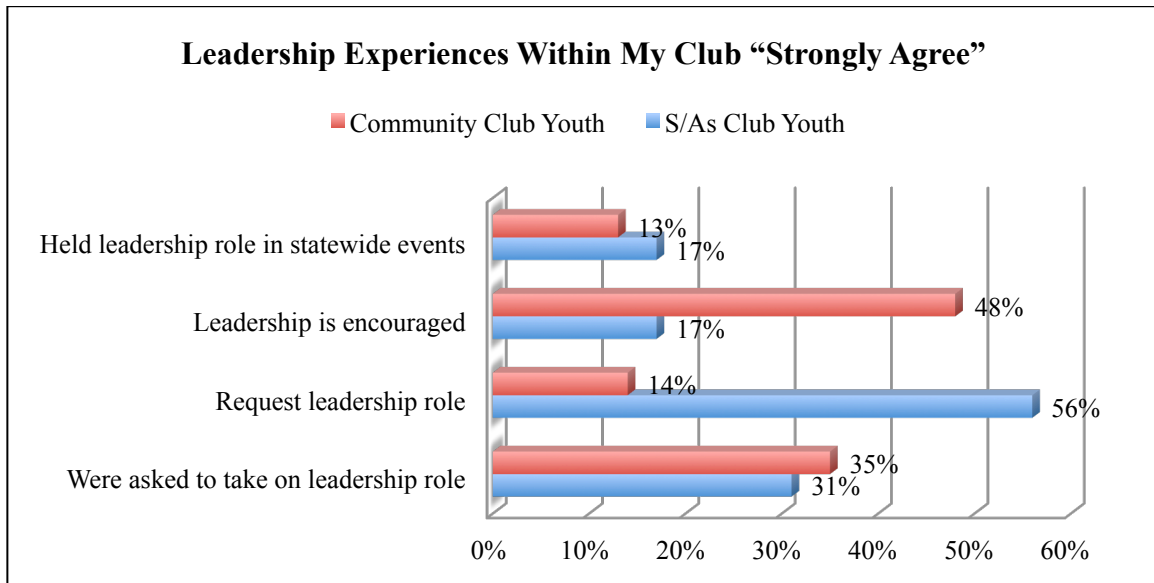


Figure 2. Leadership experiences within my club: “Strongly Agree”. This figure illustrates the percentage of community and school/afterschool club youth that “strongly agreed” with each statement.

Data review within this section of the study demonstrated that while more community club youth “strongly agree” that leadership is encouraged within their club, a higher percentage of school/afterschool Club youth report requesting a leadership role

(Figure 2). This section of the survey also demonstrated that almost the same percentage of community club youth (13%) and school/afterschool Club youth (17%) have held leadership roles in statewide events. Additionally, the section presented that almost the same percentage of youth from both club types “strongly agree” with the statement that club leaders ask them to take on leadership roles within club activities: 35% of Community Club youth and 31% of School/Afterschool Club youth.

Perceived Leadership Development.

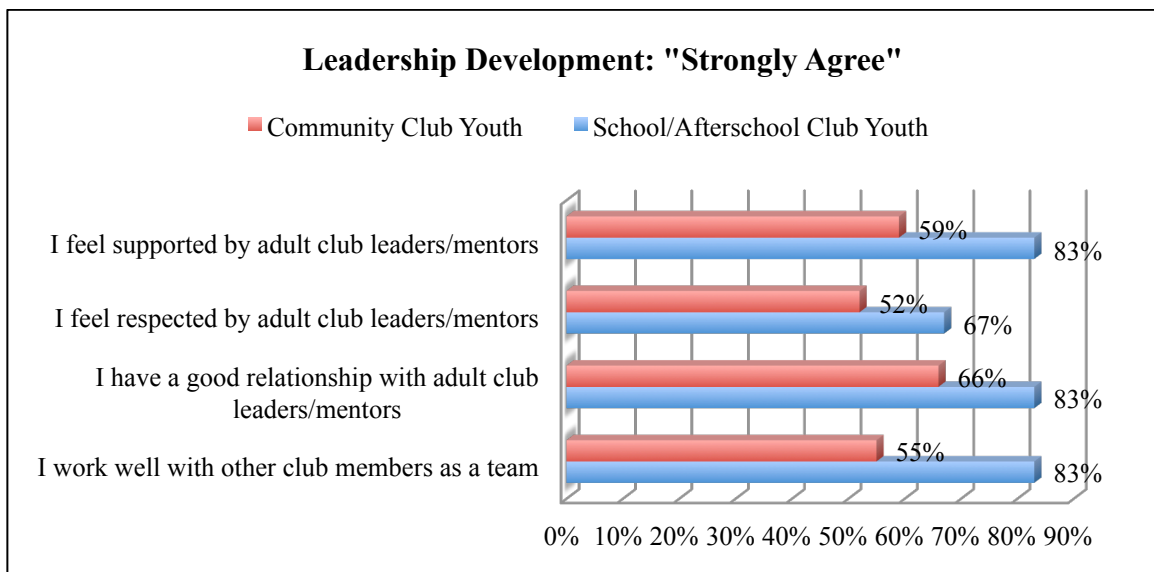


Figure 3. Leadership development: “Strongly Agree”. This figure illustrates the percentage of community and school/afterschool club youth that “strongly agreed” with each statement.

In review of this section of the club youth survey, the data shows that the majority of both club types “strongly agree” with the statements regarding leadership development that were presented. Across the board on the statements showed in Figure 3 also present that a higher majority of school/afterschool club youth “agrees” with the statements. 83% of school/afterschool club youth report they “strongly agree” with the statement that they feel supported by adult club leaders/mentors, while 59% of community club youth

responded the same. More school/afterschool club youth also “strongly agree” that they feel respected by club leaders/mentors (67%) than their community club peers (52%).

This trend continues in regards to youth reporting that they have a good relationship with club leaders/mentors: 83% of school/afterschool club and 66% of community club youth “strongly agree” with the statement. While these three statements have a lower percentage of community club youth “strongly agreeing” than school/afterschool club youth, the statement that youth have a good relationship with club leaders/mentors was the statement most highly ranked “strongly agree” by community club youth.

When asked to rate agreement with the statement that they work well with other club members as a team 83% of school/afterschool club youth and 55% of community club youth “strongly agreed”. While a lesser percentage of community club youth strongly agreed with each of these statements, this was the ranking that received the majority of responses from members of both club types.

Club Youth Survey Results: by Years of Participation with 4-H

Leadership Exposure Within 4-H.

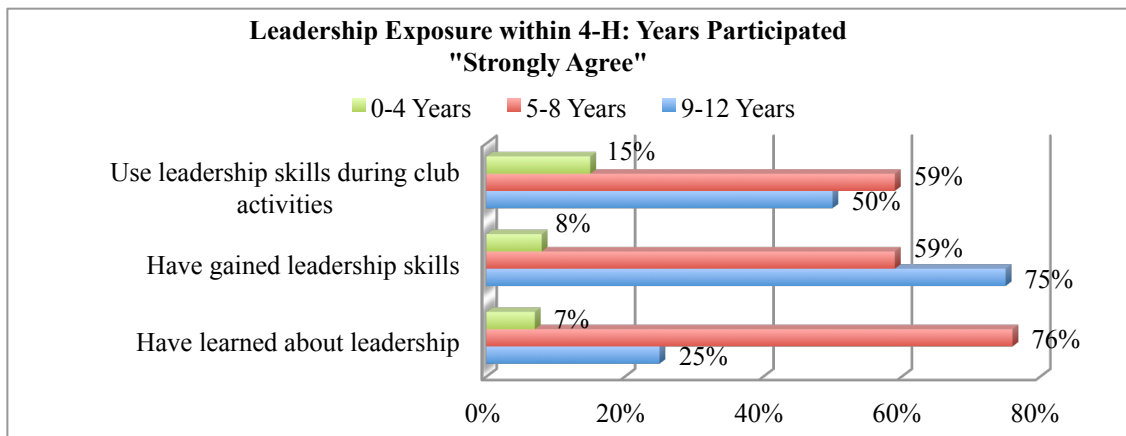


Figure 4. Leadership exposure within 4-H: Years participated: “Strongly Agree”. This figure illustrates the percentage of youth that “strongly agreed” with each statement, based on the number of years participated with 4-H (community and school/afterschool clubs combined).

After reviewing data based on club type, the data was reviewed based on the number of years that youth members had participated, regardless of club type. Figure 4 illustrates the percentage of youth who “strongly agree” with the statements presented regarding their leadership exposure through 4-H club participation. Of the 35 youth participants, 14 had participated with 4-H for 0-4 years, 17 youth for 5-9 years, and 4 youth for 9-12 years.

Across the three statements, it was youth who had participated for 0-4 years that “strongly agreed” the least. The majority of youth in the 0-4 year group “agree” with the statements that they have learned about leadership (64%) and have gained leadership skills through their participation with 4-H (61%). The majority of this group (46%) responded “neutral” to the statement that they use leadership skills during club activities.

All six of the school/afterschool club youth surveyed had participated with 4-H for 1-2 years and their results are included in the 0-4 years of participation demographic. The data from the Leadership Exposure within 4-H statements, when calculated with responses of community club youth members only, demonstrate some change in scoring.

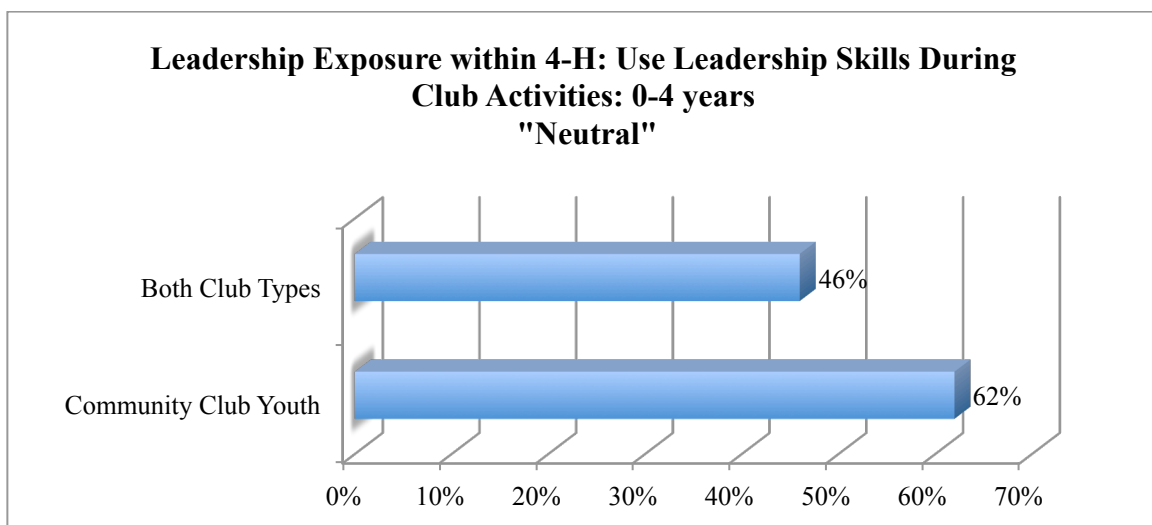


Figure 5. Leadership exposure within 4-H: Use leadership skills during club activities: 0-4 years: “Neutral”. This figure illustrates that the majority of youth who had participated with 4-H for 0-4 years responded “neutral” to the statement that they used leadership skills during club activities.

In the Leadership Exposure within 4-H section of the survey, the majority of youth responded that they “agree” that they had learned about leadership (64%) and gained leadership skills (61%). The majority of youth responded “neutral” to the statement that they use leadership skills during club activities (46%). Since all school/afterschool youth fell into the 0-4 year demographic, the researcher looked at the responses of the community club youth in order to see if there was a large difference between the two. The majority of community club youth also gave the response of “neutral”, but with a larger majority (62% - up from 46%).

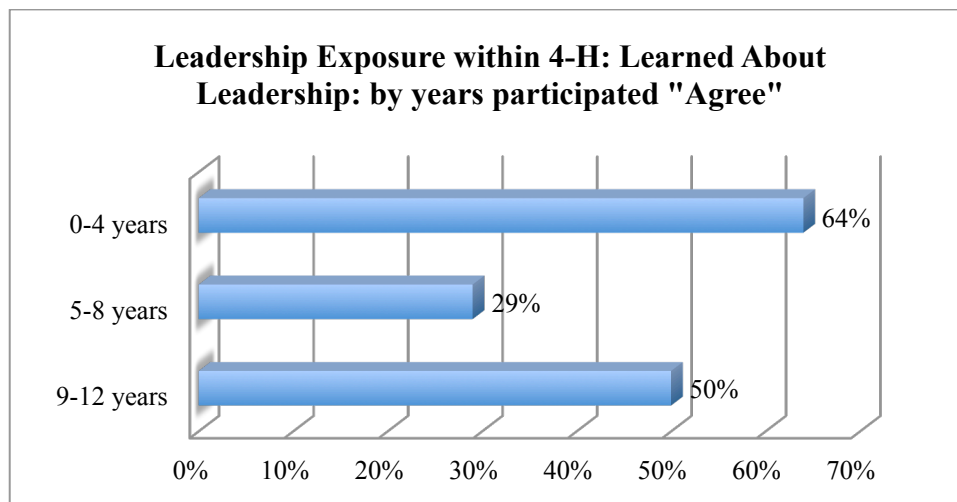


Figure 6. Leadership exposure within 4-H: Learned About Leadership: by years participated: “Agree”. This figure illustrates the percentage of all youth that “agreed” with the statement, based on the number of years participated with 4-H.

The majority of youth surveyed who had participated with 4-H for 0-4 years “agree” with the statement that they learned about leadership through their club (64%). The majority of youth surveyed who had participated for 9-12 years also “agree” (50%). Of the youth who had participated in their 4-H club for 5-8 years 29% “agree” with the statement, while the majority “strongly agree” with the statement (76%).

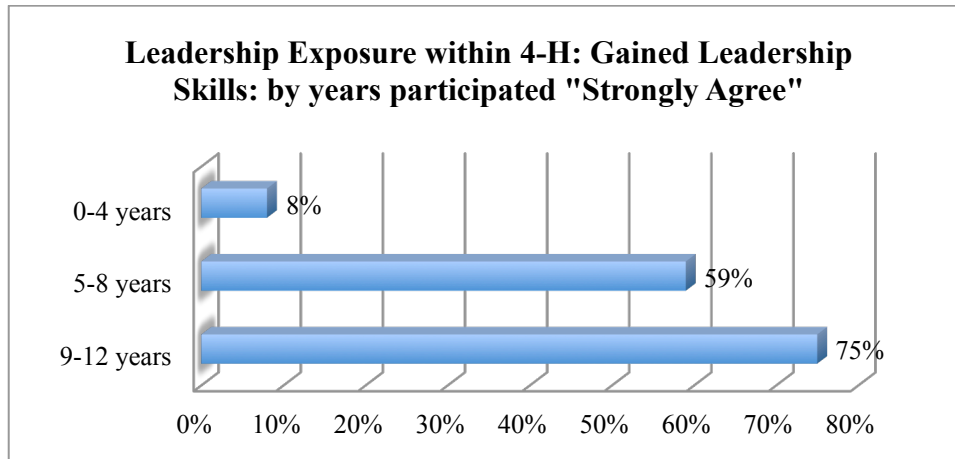


Figure 7. Leadership exposure within 4-H: Gained Leadership Skills: by years participated: “Strongly Agree”. This figure illustrates the percentage of all youth that “strongly agreed” with the statement, based on the number of years participated with 4-H.

The majority of youth surveyed who had participated with 4-H for 9-12 years “strongly agree” that they had gained leadership skills through their 4-H club (75%). A slightly lower majority of youth who had participated with 4-H for 5-8 years also “strongly agree” with the statement (59%). In the category of youth who had participated with a 4-H club for 0-4 years, 8% “strongly agree” that they gained leadership skills. The majority of the 0-4 youth respondents “agree” with the statement (61%).

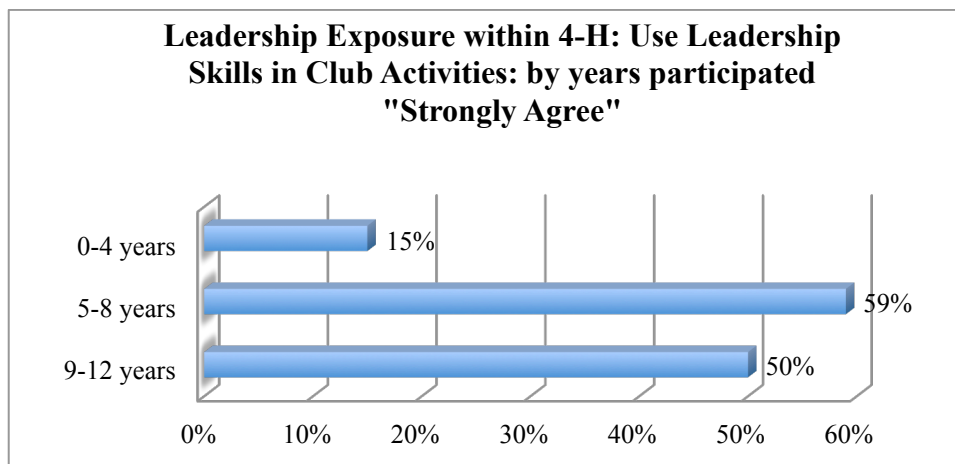


Figure 8. Leadership exposure within 4-H: Use leadership skills in club activities: by years participated: “Strongly Agree”. This figure illustrates the percentage of all youth that “strongly agreed” with the statement, based on the number of years participated with 4-H.

The majority of youth survey respondents who had participated in their 4-H club for 9-12 years reported that they “strongly agree” that they use the leadership skills

gained through their participation in their 4-H club (50%). The same applied to youth who had participated for 5-8 years (59%). Of the youth that had participated in their club for 0-4 years, 15% “strongly agree” that they had use leadership skills gained in their club. In this population of survey respondents the majority responded “neutral” (46%).

Leadership Experiences Within My Club.

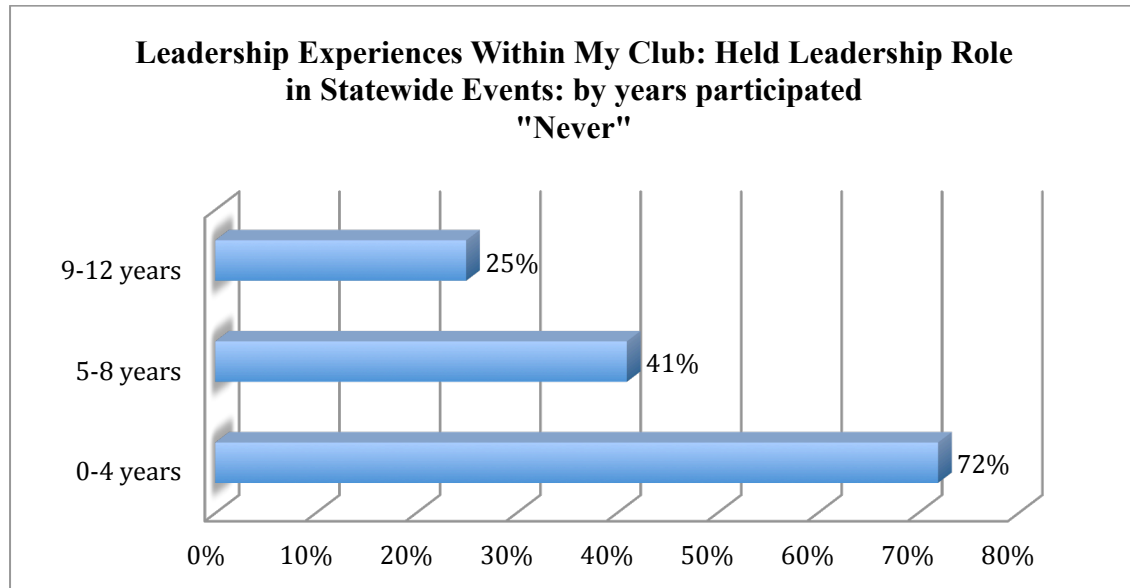


Figure 9. Leadership experiences within my club: Held leadership role in statewide events: by years participated: “Never”. This figure illustrates the percentage of all youth that reported “never” holding a leadership role in statewide events, based on the number of years participated with 4-H.

The majority of youth participants who had been 4-H members for 0-4 years reported “never” holding a leadership role in statewide events (72%). The majority of youth participants who had been 4-H members for 5-8 years also responded “never” (41%). The majority of youth who had been members of 4-H for the longest amount of time (9-12 years) reported holding leadership roles in statewide events “very often” (50%).

All school/afterschool study participants had been involved with 4-H for 0-4 years. When community club and school/afterschool youth results were separated both groups answered with a majority of “never” holding a leadership role in statewide events.

100% of community club youth responded “never”, while a smaller majority (33%) of school/afterschool club youth responded the same way.

Perceived Leadership Development.

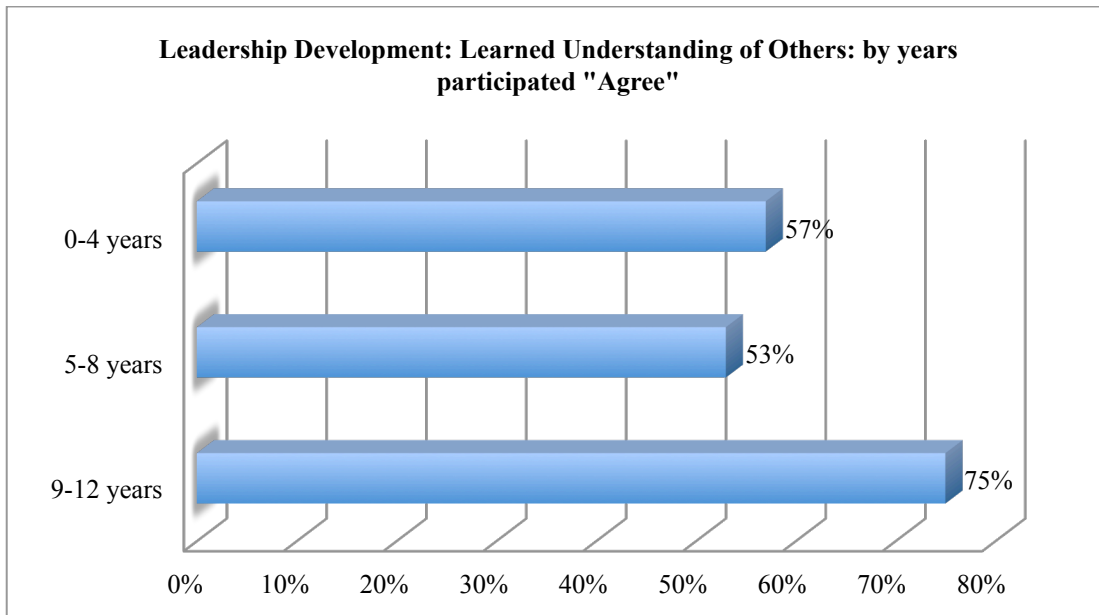


Figure 10. Leadership development: Learned understanding of others: by years participated “Agree”. This figure illustrates the percentage of all youth that “agree” with the statement, based on the number of years participated with 4-H.

The majority of all youth surveyed “agreed” with the statement that they had learned understanding of others through their 4-H participation. Youth who had participated for 9-12 years responded with the highest majority (75%), while youth who had participated for 5-8 years and 0-4 years responded with smaller majorities: 53% and 57%, respectively.

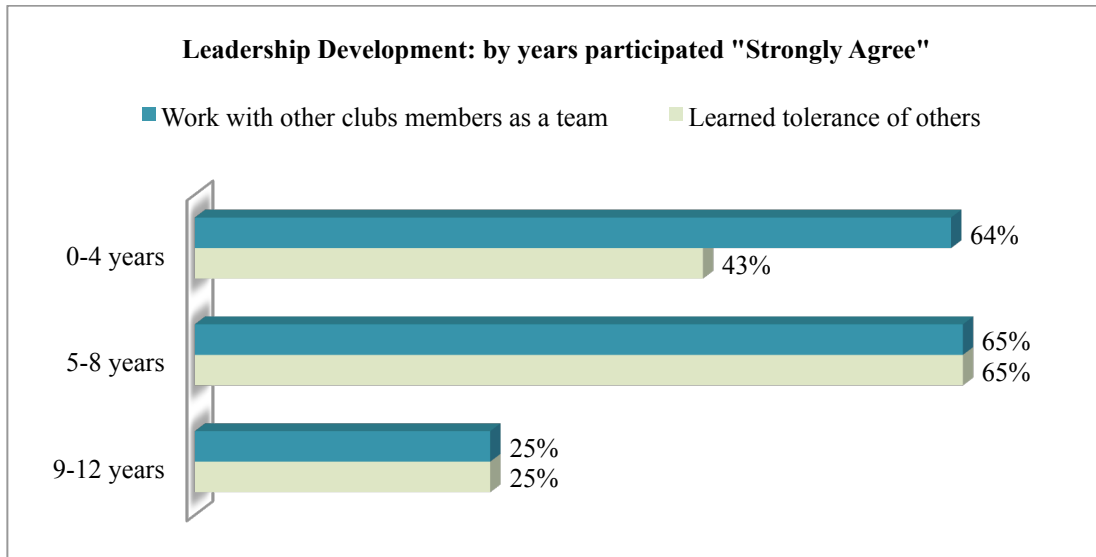


Figure 11. Leadership development: by years participated “Strongly Agree”. This figure illustrates the percentage of all youth that “strongly” with the statements, based on the number of years participated with 4-H.

When responding to the statements that they learned tolerance of others through 4-H participation and that they worked with other club members as a team, the majority of youth who had participated for 0-4 and 5-8 years “strongly agreed” (Figure 11).

In response to the statement that they had learned tolerance of others, the majority of youth who had participated in 4-H for 9-12 years responded that they “agree” with the statement (50%). The majority of this same population responded “neutral” to the statement that they work with other club members as a team (50%).

Chapter 5: Discussion

It was the hypothesis of the researcher that due to the more formal design of community clubs, members of these clubs would demonstrate higher levels of understanding regarding leadership and their personal leadership development. Culp and Cox (2002), whose principles for effective youth leadership development were used as the basis for the club leader survey, present that “youth should be involved in exercising real leadership by designing, conducting and evaluating programs and activities in real

life situations” (p. 48). It was the opinion of the researcher that the real leadership described by Culp and Cox was part of the basis for the teen leader team and youth officer positions included within the formal design of community clubs.

Data collected in the Leadership Exposure section of the study supports the researcher’s first hypothesis that youth members of community clubs receive increased leadership exposure and leadership development. Across the board, only 17% of school/afterschool club youth surveyed “strongly agreed” that they learned about leadership, gained leadership skills, and use leadership skills gained through activities with their clubs. In comparison, almost half of community club youth “strongly agreed” with these statements.

In line with the researcher’s second hypothesis, youth survey results revealed that a higher percentage of community club youth strongly agree that leadership is encouraged within their club (48%, compared to just 17% of school/afterschool youth). The survey completed by club leaders offers some insight into the various methods of how leadership is encouraged within the two club types. Community club leaders report that genuine leadership opportunities are provided through each member having a specific role or officer position within the club, a youth member leading each meeting, and having older/more experienced members teaching younger/less experienced members. One community club leader identified that “parliamentary procedure [is] taught and used in meetings”. The use of parliamentary procedure was not referenced by school/afterschool club leaders, but they did report that members are encouraged to do club work without parental involvement – the youth are provided a space to work with more autonomy than specifically described club roles. The researcher feels that both

approaches hold merit, but that the school/afterschool club member's leadership development could be more highly supported through the inclusion of specific leadership roles.

Upon the review of related literature, there was not a widely accepted definition of leadership from youth, as pointed out by Mortensen, et al. (2006). The definitions of leadership from the 4-H club youth surveyed also varied, but there were definite similarities across both club types. Most frequently, youth identified the need for leaders to work with and guide others. In response to the prompt, "I define leadership as..." participants demonstrated varying definitions of leadership (Table 2). The varying definitions of leadership provided by youth club members corresponds with Klau's (2006) discussion on the necessity for youth-adult partnerships to create a definition of leadership for their program participants.

Table 2.

Youth Survey: "I define leadership as..."

"Serving others and teaching through example."
"An action, not a position."
"Taking charge of a situation, guiding and helping people."
"Social influences which a person uses to support others and complete tasks."
"Being able to lead or direct a group and to effectively get work done."

The leadership experience section of the survey revealed that the youth members of school/afterschool clubs were more likely to request a leadership role as part of their participation (56%), compared to 14% of community club youth. This demonstrates that the desire for leadership roles and experience is very much present within school/afterschool club members. This desire to hold leadership roles offers great support for the creation of official positions of leadership within school/afterschool clubs, such as a teen leader team or club officers.

When youth were asked to rate their agreement with statements that the youth felt supported and respected by club leaders/mentors, and that they have a good relationship with leaders/mentors, the majority of youth, regardless of club type, strongly agreed with the statements (Figure 3). The researcher was interested to see that while the majority of youth involved in both club types strongly agreed with the statements, a higher percentage of the school/afterschool club youth strongly agreed. The researcher cannot provide reasoning as to why this outcome occurred. The surveys utilized do not offer insight into this outcome, but the results may be skewed due to a lower response rate from school/afterschool club youth.

Of the 35 youth that completed the survey, six were members of school/afterschool clubs. It is necessary to note that all six youth were members of the same school/afterschool club. These outcomes demonstrate how youth responded to one club's leader and mentors. The community club youth that participated in the survey were members of over six clubs; therefore youth responses were based on interactions with several different club leaders/mentors. The researcher thinks that the results from both club types may have been more similar, in regards to the statements in Figure 3, if results from several school/afterschool clubs had been able to be collected. While this hypothesis cannot be investigated through the data from this survey, it warrants a deeper look in future research.

After review of survey responses by club type, the researcher was interested to determine if the length of time that youth had been involved with 4-H had an impact on the responses provided. 35 youth members completed the survey and the majority (17) had participated for 5-8 years. Four youth had been 4-H members for 9-12 years and 14

had been members for 0-4 years. It is necessary to note that all of the school/afterschool club youth who participated in the survey fell into the 0-4 year demographic. Upon review of the responses, it is apparent to the researcher that the longer a member is involved with the program, the more leadership development they have experienced and are able to demonstrate.

Figure 4 (p. 22) illustrates that a higher percentage of youth who had been involved in 4-H for 5-8 years and 9-12 years strongly agreed with the statements that they use leadership skills during club activities and have learned about leadership and developed leadership skills. 15% of youth who had participated for 0-4 years strongly agree that they use leadership skills during club activities. When looking at responses from youth who had participated 5-8 and 9-12 years, the percentage of youth that strongly agree are 59% and 50%, respectively. The trend of a higher majority of youth who had participated for a longer amount of time in their club strongly agreeing with the statements was seen across the board in the leadership exposure section of the survey (Figure 4).

It was of interest to the researcher that a higher percentage of youth who had participated for 9-12 years agreed with the leadership exposure statements of having learned about leadership and using leadership skills during their club activities. This outcome was not expected due to the researcher anticipating a higher percentage of 9-12 year youth strongly agreeing with the statement. This outcome may be due to the smaller sample size of youth in the 9-12 year demographic.

Looking more deeply at the statement that youth have learned about leadership through their 4-H club participation, the majority of youth who had participated for 0-4

and 9-12 years agreed with the statement (Figure 6). 20% of youth who had participated for 5-8 years agreed, but the majority (76%) strongly agreed with the statement. The outcome that the majority of the 9-12 year demographic did not strongly agree was also surprising to the researcher and again may have been caused by the unequal sample size.

The results based on years of participation for youth strongly agreeing that they had gained leadership skills and used leadership skills in club activities were more in line with what the researcher expected to find. Figures 7 and 8 show that significantly higher percentages of youth who had participated for 5-8 and 9-12 years strongly agreed with these statements.

When asked to report how often club youth had held a leadership role in a statewide 4-H event, youth in the 0-4 year demographic overwhelmingly responded that they never had (72%). This percentage decreased in youth who had participated for 5-8 years (41%), and decreased again in youth in the 9-12 year demographic (25%). The majority of youth in the 9-12 year demographic reported having held leadership roles in statewide events very often (50%). This indicates to the researcher that as youth participate for a longer period of time they are able to gain more leadership skills and are offered increased opportunities to utilize these skills in larger events and with increased levels of responsibility.

The majority of community and school/afterschool club youth who had participated for 0-4 years responded to having never participated in a leadership role at statewide events. When broken down by club type 100% of community club youth responded to never holding a position, while a smaller majority of 33% of school/afterschool club youth responded the same way. Initially this was surprising to the

researcher, but after reflection on experiences with 4-H, the researcher has two hypotheses as to the reason for this outcome. The first hypothesis is that in community clubs the statewide leadership opportunities may be offered to members of teen leader teams first. If these teens participate in the event, there may not be a position available for youth who are not part of the teen leader team. The second hypothesis of the researcher is that the youth may feel that they do not have to volunteer for the position, since there are other teens willing to work on the project. In regards to the smaller majority of school/afterschool club youth stating that they never participate in statewide leadership opportunities, the researcher thinks that this may be due to a recent push in involving school/afterschool club youth with community club youth on large projects. This hypothesis is solely based on the researcher's observations during their own participation with 4-H events in Maine.

In responding to the last section of the survey, Perceived Leadership Development, youth across the demographics of years participated agreed that they had learned understanding of others. The majority of all members agreed that they had learned understanding of others, with the percentage of youth in the 9-12 year group showing the highest majority (Figure 10). This demonstrates that through longevity of involvement, more youth learn understanding of others, which will continue to support leadership development.

Cody Stone, an Assistant Professor and 4-H volunteer and Leadership Development Specialist with the Montana State University Cooperative Extension office addresses this idea in a brief article. He poses this question and response: "How does the practitioner assist youth program participants in enhancing their leadership

competencies? The answer, I believe, resides within a program's ability to provide experiences that afford youth the opportunity to grow and develop" (p. 14). All club leaders surveyed responded that they promote the awareness, understanding and tolerance of others in their clubs. One club leader stated, "different members have different ways of learning, processing, and doing things, but we acknowledge the value of everyone's contributions." Two leaders responded that their groups are religiously, racially, and ethnically diverse and that they have included bullying prevention in their club work and that they hold a no tolerance policy for youth members teasing others.

Lastly, as Figure 11 illustrates, the majority of club youth, regardless of the number of years they had participated, report agreeing or strongly agreeing with the statements that they work with other club members as a team and that they have learned tolerance of others. When asked how they define leadership, one youth member included that leadership is "being able to listen to other teammates and communicating in a better way". Another responded that leadership is "being with people that you can trust and [who] can work with others". Both of these responses demonstrate the inclusive nature of the leadership development that youth receive through their 4-H club involvement.

Suggestions for Further Study

This study can serve as a pilot study for future research regarding youth leadership development through 4-H involvement in community and school/afterschool clubs. If higher numbers of school/afterschool club member responses were to be collected, the results might vary from those presented here. The school/afterschool club youth that participated were also members of the same club. In order to gain a more

accurate picture of the leadership development experiences of youth, it would be beneficial for more than one club to participate.

While this study offers a snapshot of youth responses at a single point a longitudinal study would offer increased insight into the leadership development of club members as they participated for longer periods of time. All school/afterschool youth surveyed had been working with 4-H for 0-4 years. Following up with youth after they had participated for more than four years would also add additional insight into the leadership development of school/afterschool club members.

Conclusion

This study demonstrates that, in line with the researcher's first hypothesis, youth members of Southern Maine community clubs demonstrate higher levels of leadership development than their school/afterschool club peers. Due to the lower number of school/afterschool survey participants, the researcher suggests that the study be used as a pilot for further research across the State of Maine. Leadership development is highly evident in all clubs surveyed, serving as a testament to the support that 4-H clubs lend to the leadership skill development of participants, regardless of club type.

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Appendixes

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Appendix I: Club Youth Survey**Youth Leadership Development in 4-H:
Community Clubs and Afterschool Clubs in Southern Maine****A Thesis Study**

Dear 4-H Member,

Thank you for being part of this survey!

I hope to find out if the experiences within leadership development differ between youth involved in community clubs or afterschool clubs. Your responses will allow 4-H programmers to continue creating high-quality leadership development experiences for all members.

I am glad you will be part of this project and part of the future of 4-H programming!

Sincerely,

Laura Personette
University of Southern Maine
Graduate Student, Leadership Studies

Definitions for this study:

Southern Maine. The counties of Androscoggin, Sagadahoc, Cumberland, and York counties will be the focus of this study.

Youth. A 4-H participant between the ages of 12 to 19 years old at the time of study.

Community club. A 4-H club that meets outside of school/after-school programs and operates under the regulations set forth by Cooperative Extension: 4-H Youth Development.

School/after-school club. A 4-H club attended by youth participants who meet with 4-H Cooperative Extension Educators as part of pre-existing school or after-school programming.

Leadership Experiences in My 4-H Club

Please read each statement and rate according to the following scale:

5 = Very Often
 4 = Often
 3 = Sometimes
 2 = Once or Twice
 1 = Never

9) I am asked to take on a leadership role in my club.	5	4	3	2	1
10) I request leadership role(s) in my club.	5	4	3	2	1
11) My club leaders encourage my leadership.	5	4	3	2	1
12) I have held a leadership role in statewide 4-H events.	5	4	3	2	1

Leadership Development

Please read each statement and rate according to the following scale:

5 = Strongly Agree
 4 = Agree
 3 = Neutral
 2 = Disagree
 1 = Strongly Disagree

In my 4-H club...

13) I have learned understanding of others.	5	4	3	2	1
14) I have learned tolerance of others.	5	4	3	2	1
15) I work with other club members as a team.	5	4	3	2	1
16) I have a good relationship with adult club leaders/mentors.	5	4	3	2	1
17) I feel respected by adult club leaders/mentors.	5	4	3	2	1
18) I feel supported by adult club leaders/mentors.	5	4	3	2	1
19) I am encouraged to serve my club, community, and society.	5	4	3	2	1

Appendix II: Club Leader Survey

**Youth Leadership Development Experiences in 4-H:
Community Clubs and Afterschool Clubs in Southern Maine**

A Thesis Study

Dear 4-H Club Leader,

Thank you for being part of this survey.

Your responses are a very important part of this research study. The hope of the researcher is to determine if there are significant differences in leadership development experiences for youth in community clubs and school/afterschool clubs. This information will allow 4-H programmers to continue creating high-quality leadership development experiences for all 4-H members.

I appreciate the time you have taken to participate in the survey and I hope you will benefit from the results of the study!

Sincerely,

Laura Personette
University of Southern Maine
Graduate Student, Leadership Studies

Instructions:

The following chart lists principles identified by Culp and Cox (2002) as important for inclusion in effective youth leadership development programs.

Please identify if the principle is incorporated into your club activities. If so, please identify one or two examples of how this is done.

Please complete each section, even if *not applicable* (N/A) is necessary.

Definitions for this study:

Southern Maine. The counties of Androscoggin, Sagadahoc, Cumberland, and York counties will be the focus of this study.

Youth. A 4-H participant between the ages of 12 to 19 years old at the time of study.

Community club. A 4-H club that meets outside of school/after-school programs and operates under the regulations set forth by Cooperative Extension: 4-H Youth Development.

School/after-school club. A 4-H club attended by youth participants who meet with 4-H Cooperative Extension Educators as part of pre-existing school or after-school programming.

Please indicate Club Type (check one):

Community 4-H Club *School/Afterschool 4-H Club*

Principle	Included? Yes/No	Example 1	Example 2
Club has stated purpose and goals			
Respect demonstrated while encouraging high expectations in youth			
Respect demonstrated while encouraging confidence in youth			
Emphasis put on experiential learning			
Emphasis put on provision of genuine leadership opportunities			
Help given to youth in understanding their society's history, values and beliefs			
Promotion of awareness, understanding, and tolerance of others			
Involvement of youth in collaboration, teamwork and networking with peers			
Development of leadership related skills and individual youth strengths and characteristics			
Development of individual youth strengths and characteristics			
Involvement of youth in positive relationships with mentors and other significant adults			
Encouragement for youth to serve individuals, communities, and the larger society (service rather than control)			

Appendix III: Club Youth Permission**University of Southern Maine
PARENTAL PERMISSION FOR PARTICIPATION IN RESEARCH****Project Title:**

4-H Leadership Development in Southern Maine:
Community Clubs vs. School/Afterschool Clubs

Principal Investigator(s):

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Introduction:

- Please read this form, you may also request that the form is read to you. The purpose of this form is to provide you with information about this research study, and if you choose to give permission for your child to participate, document your decision.
- Your child will be provided with information about this study if permission for your child to participate is received. If your child does not wish to participate they will not be included in the study.
- You are encouraged to ask any questions that you may have about this study, now, during, or after the project is complete. You can take as much time as you need to decide whether or not you want your child to participate. Your participation and your child's participation are voluntary.
- Please share this information with any other parent or legal guardian with caregiving responsibility for your child.

Why is this study being done?

- The principal investigator is seeking to determine if youth participants of either community or school/afterschool 4-H clubs report a higher level of leadership skill development.
- This knowledge has the potential of creating a further informed program design that will include a more complete level of leadership development to all youth participants.

Who will be in this study?

- 4-H Club Leaders and 4-H members (currently 12 through 19 years of age) in the Androscoggin, Sagadahoc, Cumberland, and York counties of Maine.
- Youth: parent/legal guardian must give written consent for participation and those youth must give written ascent to participate in youth survey.

- Club leaders who willingly consent to take part in the research and sign a form of understanding will complete the club leader survey.
- The data will be collected in one survey disbursement; youth and club leaders will not be part of follow-up data collection.
- The investigator hopes to gather 400-600 youth surveys and club leader surveys from each club surveyed.

What will I be asked to do?

- Read Parental Permission for Participation in Research form.
- Ask principal investigator all questions, at any time, and sign permission form, if desired.
- Review study information with youth participant; let them know that they do not have to participate in the study.
- Return completed permission form to club leader.

What are the possible risks of taking part in this study?

- There are no foreseeable risks associated with participation in this study.
- The only concern seen at this time is the amount of time taken out of a club meeting for survey completion.
- Any questions, problems, or discomforts should be addressed to the principal investigator or the investigator's faculty advisor.

What are the possible benefits of taking part in this study?

- The results of this study will benefit the community and school-afterschool 4-H clubs by identifying best practices in creating youth leadership development opportunities within 4-H programming.

What will it cost me?

- It is not expected for participants to incur any costs as a result of participation in the research.

How will my privacy be protected?

- All consent forms and survey responses will be kept in a locked drawer within a secure office at the Cooperative Extension of Androscoggin/Sagadahoc counties.

How will my data be kept confidential?

- This study is designed to be anonymous, this means that no one can link the data you provide to you, or identify you as a participant.
 - *NOTE: anonymous means that no one (including the researcher) can link data to an individual. Researchers should not promise complete anonymity, especially in the case of research conducted via the internet.*
- Research records will be kept in a locked file in the locked office of the Androscoggin/Sagadahoc Cooperative Extension office.
- A copy of your signed consent form will be maintained by the principal investigator for at least 3 years after the project is complete before it is destroyed.

The consent forms will be stored in a secure location that only members of the research team will have access to.

- Research results will be shared in the principal investigator's thesis paper. The results may be published in the *Journal of Extension* after acceptance of thesis by the University of Southern Maine and presentation to the Cooperative Extension of Maine.
- Participants may request research findings after completion of thesis by contacting the principal investigator or the Androscoggin/Sagadahoc Cooperative Extension office.

What are my rights as a research participant?

General requirement language:

- Your child's participation is voluntary. Your decision for your child to participate will have no impact on your or your child's current or future relations with the University or Cooperative Extension.
- Your child may skip or refuse to answer any question for any reason.
- If you or your child chooses not to participate there is no penalty to you and you will not lose any benefits that you are otherwise entitled to receive. You and your child are free to withdraw from this research study at any time, for any reason. If you or your child choose to withdraw from the research there will be no penalty to you and you will not lose any benefits that you are otherwise entitled to receive.

What other options do I have?

- Survey questions can be read aloud to youth and adult participants as requested. This will be orchestrated by the principal researcher and take place in confidential space.
- You may choose for your child not to participate.

Whom may I contact with questions?

- The principal investigator conducting this study is Laura Personette, Leadership and Organizational Studies Graduate Student, University of Southern Maine. laura.personette@maine.edu, (413) 636-1876.
- The faculty advisor for the principal investigator is Elizabeth Fisher Turesky, Ph.D., Associate Professor, Leadership and Organizational Studies, University of Southern Maine. eturesky@usm.maine.edu, (207) 831-0506.
- If you choose to participate in this research study and believe you may have suffered a research related injury, please contact Elizabeth Fisher Turesky at (207) 831-0506 or eturesky@usm.maine.edu.
- If you have any questions or concerns about your rights as a research subject, you may call the USM Human Protections Administrator at (207) 228-8434 and/or email usmirb@usm.maine.edu.

Will I receive a copy of this consent form?

- You will be given a copy of this permission form.
-

Participant's Statement

I understand the above description of this research and the risks and benefits associated with my child's participation as a research subject. I agree to take part in the research and give my permission for my child to participate, and do so voluntarily.

Parent(s) signature or
Legally authorized representative

Date

Printed name

Researcher's Statement

The parent(s) or legally authorized representative named above had sufficient time to consider the information, had an opportunity to ask questions, and voluntarily agreed to be in this study.

Researcher's signature

Date

Printed name

Appendix IV: Club Youth Assent Form

University of Southern Maine YOUTH ASSENT FOR PARTICIPATION IN RESEARCH

Dear 4-H member,

I am working with 4-H to do a research project to learn about Youth Leadership within Maine 4-H members.

You are being given this survey because you are part of a 4-H club and we are surveying young people like you to learn about your experiences.

This survey is voluntary. If you do not want to fill out the survey, you do not need to. However, we hope you will take twenty minutes to fill it out because your answers are important.

This survey is private. No one at your school, home, or 4-H club or project will see your answers. Please answer the questions as honestly as you can. You may skip any question you do not wish to answer.

This is not a test. There are no right or wrong answers, and your answers will not affect your participation or place in the program in any way. Thank you for your help!

Youth signature

Date

Printed name

Researcher's Statement

The youth participant above had sufficient time to consider the information, had an opportunity to ask questions, and voluntarily agreed to be in this study.

Researcher's signature

Date

Printed name

Appendix V: Club Leader Participation Agreement**University of Southern Maine
CONSENT FOR PARTICIPATION IN RESEARCH****Project Title:**

4-H Leadership Development in Southern Maine:
Community Clubs vs. School/Afterschool Clubs

Principal Investigator(s):

Laura Personette, Leadership and Organizational Studies Graduate Student, University of Southern Maine

laura.personette@maine.edu, (413) 636-1876

Elizabeth Fisher Turesky, Ph.D., Associate Professor, Leadership and Organizational Studies, University of Southern Maine, Faculty Advisor

eturesky@usm.maine.edu, (207) 831-0506

Introduction:**General requirement language:**

- Please read this form, you may also request that the form is read to you. The purpose of this form is to provide you with information about this research study, and if you choose to participate, document your decision.
- You are encouraged to ask any questions that you may have about this study now, during, or after the project is complete. You can take as much time as you need to decide whether or not you want to participate. Your participation is voluntary.

Why is this study being done?

- The principal investigator is seeking to determine if youth participants of either community or school/afterschool 4-H clubs report a higher level of leadership skill development.
- This knowledge has the potential of creating a further informed program design that will include a more complete level of leadership development to all youth participants.

Who will be in this study?

- 4-H Club Leaders and 4-H members (currently 12 through 19 years of age) in the Androscoggin, Sagadahoc, Cumberland, and York counties of Maine.
- Youth: parent/legal guardian must give written consent for participation and those youth must give written ascent to participate in youth survey.
- Club leaders who willingly consent to take part in the research and sign a form of understanding will complete the club leader survey.
- The data will be collected in one survey disbursement; youth and club leaders will not be part of follow-up data collection.

- The investigator hopes to gather 400-600 youth surveys and club leader surveys from each club surveyed.

What will I be asked to do?

- Read Consent for Participation in Research Form.
- Ask principal investigator all questions, at any time, and sign Consent Form if you choose to participate.
- Distribute Parental Permission form to club parents, collect signed forms.
- Host principal investigator at a club meeting, allowing time for youth to complete youth survey (approximately 30 minutes).
- Complete Club Leader survey.

What are the possible risks of taking part in this study?

- There are no foreseeable risks associated with participation in this study.
- The only concern seen at this time is the amount of time taken out of a club meeting for survey completion.
- Any questions, problems, or discomforts should be addressed to the principal investigator or the investigator's faculty advisor.

What are the possible benefits of taking part in this study?

- The results of this study will benefit the community and school-afterschool 4-H clubs by identifying best practices in creating youth leadership development opportunities within 4-H programming.

What will it cost me?

- It is not expected for participants to incur any costs as a result of participation in the research.

How will my privacy be protected?

- All consent forms and survey responses will be kept in a locked drawer within a secure office at the Cooperative Extension of Androscoggin/Sagadahoc counties.

How will my data be kept confidential?

- This study is designed to be anonymous, this means that no one can link the data you provide to you, or identify you as a participant.
 - *NOTE: anonymous means that no one (including the researcher) can link data to an individual. Researchers should not promise complete anonymity, especially in the case of research conducted via the internet.*
- Research records will be kept in a locked file in the locked office of the Androscoggin/Sagadahoc Cooperative Extension office.
- A copy of your signed consent form will be maintained by the principal investigator for at least 3 years after the project is complete before it is destroyed. The consent forms will be stored in a secure location that only members of the research team will have access to and will not be affiliated
- Research results will be shared in the principal investigator's thesis paper. The results may be published in the *Journal of Extension* after acceptance of thesis by

the University of Southern Maine and presentation to the University of Maine Cooperative Extension.

- Participants may request research findings after completion of thesis by contacting the principal investigator or the Androscoggin/Sagadahoc Cooperative Extension office.

What are my rights as a research participant?

- Your participation is voluntary. Your decision to participate will have no impact on your current or future relations with the University of Southern Maine or University of Maine Cooperative Extension.
- You may skip or refuse to answer any question for any reason.
- If you choose not to participate there is no penalty to you and you will not lose any benefits that you are otherwise entitled to receive. You are free to withdraw from this research study at any time, for any reason. If you choose to withdraw from the research there will be no penalty to you and you will not lose any benefits that you are otherwise entitled to receive.

What other options do I have?

- Survey questions can be read aloud to youth and adult participants as requested. This will be orchestrated by the principal researcher and take place in a confidential space.
- You may choose not to participate.

Whom may I contact with questions?

- The principal investigator conducting this study is Laura Personette, Leadership and Organizational Studies Graduate Student, University of Southern Maine. laura.personette@maine.edu, (413) 636-1876.
- The faculty advisor for the principal investigator is Elizabeth Fisher Turesky, Ph.D., Associate Professor, Leadership and Organizational Studies, University of Southern Maine. eturesky@usm.maine.edu, (207) 831-0506.
- If you choose to participate in this research study and believe you may have suffered a research related injury, please contact Elizabeth Fisher Turesky at (207) 831-0506 or eturesky@usm.maine.edu.
- If you have any questions or concerns about your rights as a research subject, you may call the USM Human Protections Administrator at (207) 228-8434 and/or email usmirb@usm.maine.edu.

Will I receive a copy of this consent form?

- You will be given a copy of this consent form.
-

Participant's Statement

I understand the above description of this research and the risks and benefits associated with my participation as a research subject. I agree to take part in the research and do so voluntarily.

Participant's signature or
Legally authorized representative

Date

Printed name

Researcher's Statement

The participant named above had sufficient time to consider the information, had an opportunity to ask questions, and voluntarily agreed to be in this study.

Researcher's signature

Date

Printed name