

MISSOURI'S GUIDE TO

4-H

LEADERSHIP

DEVELOPMENT



UNIVERSITY OF MISSOURI
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MISSOURI'S GUIDE TO 4-H LEADERSHIP DEVELOPMENT

Never has leadership been more important than it is today. This is dramatized as world-wide news on television, radio, and in the newspapers. Just as leadership is vital to nations, it is also vital to communities and groups within a community.

The Cooperative Extension Service is well-known for its contribution to community leadership development and is continuing to place emphasis in this area by defining it as one of the major program areas. The 1959 Scope Report, published as A Guide To Extension Programs For The Future, states, "No task is more important today than the creation or cultivation of responsible men and women who are ready to accept the challenge and responsibility of leadership".

The success of the 4-H program is a splendid example of the unselfish efforts of thousands of adult leaders. Adult leadership is not only vital but essential to the continued growth for the 4-H program. If the 4-H program continues to meet the needs of youth in a rapidly expanding and changing society, efforts must be intensified to develop greater understanding, knowledge and skill in the area of leadership development. This is the number one goal for extension personnel working with the 4-H program. The accomplishment of this goal requires two kinds of action. First, extension personnel must make a concentrated effort to acquire a high level of leadership competency and must function effectively as teachers in order to pass leadership skills to others. Second, extension personnel must comprehend the total job of leadership development as it relates to 4-H, then develop a logical plan which will effectively help people recognize their leadership potential and to develop and use their leadership skills.

With this in mind, Missouri's Guide to 4-H Leadership Development was prepared by the University of Missouri Extension Division personnel with youth responsibilities. A special thanks goes to Mr. V. Joseph McAuliffe of the 4-H and Youth Development Division, Federal Extension Service, whose counsel and guidance was quite valuable through all stages of preparation.

DEFINITION OF 4-H LEADERSHIP DEVELOPMENT

Leadership Development means more than just training. It includes identifying, recruiting, challenging, teaching, counseling and giving recognition to people. It includes clarifying objectives of the 4-H program and keeping these uppermost in mind when preparing volunteer leaders for the job ahead.

Just how effective extension personnel can be in establishing a comprehensive program for 4-H Leadership Development will depend on the scope of the job to be done, the acceptance of some basic beliefs, and the time and energy spent on preparing themselves and volunteer leaders for the job to be done.

BASIC BELIEFS ABOUT LEADERSHIP DEVELOPMENT IN 4-H

Some fundamental beliefs about Leadership Development are necessary to group effort if unified progress is to be made. The following statements will serve as a basis for the growth of 4-H Leadership Development:

- People are benefited by serving in Leadership roles
- People are available for Leadership jobs and will devote adequate time to receive knowledge and develop necessary skills
- People are capable of performing Leadership functions
- Leadership skills and roles are specific to the job or group where Leadership is needed

- Experience received in positions of Leadership in 4-H will help to prepare a person for other Leadership roles in Extension and the community
- Leadership Development is a continuous and gradual process. The best learning comes through doing
- Leadership Development is dependent on and contributes to other phases of extension programming such as program development and staff training
- The effectiveness of extension personnel is expanded and multiplied through the help of volunteer leadership

PROCEDURE FOR DEVELOPING MISSOURI'S GUIDE TO LEADERSHIP DEVELOPMENT

The following subjects were considered and developed as a logical procedure for planning Missouri's Guide to Leadership Development:

1. Objectives of the 4-H Leadership Development Program
2. The 4-H Club Structure
3. Leadership Roles for 4-H Clubs
4. How to Recruit, Teach, and Give Recognition to Leaders
5. Knowledge and Skills Needed by Extension Personnel for a 4-H Leadership Development Program
6. Plan to Establish and Promote Missouri's Leadership Development Program.

OBJECTIVES OF THE 4-H LEADERSHIP DEVELOPMENT PROGRAM

In terms of 4-H Club work:

Help extension workers secure the knowledge, understanding, and skills they will need in order to plan and carry out a Leadership Development Program.

Increase the knowledge and skills of leaders working with youth so they will more effectively provide opportunities for the development of young people. More specifically, help leaders: know and understand the philosophy and objectives of 4-H Club work and how it operates; understand and know how to work with young people and adults; accept responsibilities for carrying out certain phases of the 4-H Club program; develop skills in carrying out 4-H Club work; feel personal satisfaction from a job well done; become capable of filling new leadership positions as they arise.

In terms of the Leadership Development Program:

Have all counties participate in the 4-H Leadership Development Program

Have an adequate number of trained volunteer adult leaders guide Missouri's 4-H Club Program

Provide opportunities for leaders to develop skills useful in community and civic responsibilities beyond the 4-H program.

THE 4-H CLUB STRUCTURE

Missouri's club structure must have flexibility to meet the needs of boys and girls; therefore, club organization must conform to only the four following criteria:

1. Five or more members between the ages of 10 and 21 (19 as of 1965)
2. Elected officers
3. Adult leader or leaders
4. One or more project groups with five in one project.

4-H Club - Single Project

Advantages

1. Requires fewer leaders
2. Program is less complex for leaders
3. Leaders require less training orientation
4. Fewer communication problems
5. Requires less time with fewer meetings per year
6. Fewer problems on meeting places
7. Club can be formed where multi-project club cannot.

Disadvantages

1. Lacks depth and variety in program
 - a. Fewer committee experiences
 - b. Less program planning experiences
 - c. Less parliamentary practice
 - d. Less chance for junior leader experiences outside of the project
 - e. Usually lacks a recreation program
2. Members have fewer opportunities to earn scholarships or awards
3. Limited to one project
4. Less parental involvement
5. Less permanent type of club
6. Less opportunity for boy-girl associations.

4-H Club - Multi-Project

Advantages

1. Has greater depth in program
 - a. Variety of projects offered
 - b. Can carry more than one project
 - c. Activities, recreation, health
 - d. Parliamentary procedure practice
 - e. Committee membership experiences
 - f. Program planning experiences
2. Involves more parents
3. Provides boy-girl associations
4. More permanent type of club
5. Older members have more opportunity to practice junior leadership
6. More likely to be involved in community life
7. Members have better chance to earn scholarships.

Disadvantages

1. Requires more leadership per member enrolled
2. More difficult to find meeting place
3. More difficult to find satisfactory meeting date.

LEADERSHIP ROLES IN 4-H

Leadership roles vary within county 4-H programs and with the size and type of local clubs organized. For example, a one project club may require only one adult leader. A multi-

project club may need several leaders; therefore, it is important that leaders be recruited for a specific job and that these jobs are well-defined.

People accept a leadership role more readily if the job is well defined and if the job is not overly demanding. New leadership roles have been emerging to support the assumption that people will do what they think they can. Shared leadership broadens the leadership program by giving more people an opportunity to develop and use their leadership skills.

Job descriptions for the following leadership roles may be found in the appendix.

1. 4-H Club Leader
2. Assistant Club Leader
3. Project Leader
4. Junior Leader
5. Adult Advisor (committee, Junior Leader, club)
6. County Project Chairman (area, activity, organization)
7. Resource People.

RECRUITING, TEACHING, AND GIVING RECOGNITION TO 4-H CLUB LEADERS

I. The Extension Staff's Role in Recruiting 4-H Leaders

A. Indirect Recruiting

One of the most important functions that the extension worker performs is the indirect recruiting of new 4-H leaders. In using this approach, the extension worker does not personally make recruiting contacts. Responsibility for securing adult leadership for the 4-H club should be assumed by the people in the community. The professional youth worker may best offer support to recruitment by:

1. Stimulating people in the community to do the actual recruiting
2. Helping the local people define the type of leadership needed for specific jobs
3. Serving as organizer and coordinator in the indirect recruiting process
4. Helping local people think through desirable characteristics of a leader. There is no one list of characteristics that will insure success. In general, a person who is respected, liked, congenial, interested, willing, mature, intelligent and cooperative is more likely to succeed than one who is weak in one or more of these traits
5. Carrying on a good public relations program which provides the community with information about the 4-H program and 4-H leadership
6. Maintaining good relationship with groups and institutions having an interest in the community.

The extension worker is in a position to view the over-all county 4-H organizational framework; he is also in a favorable position to identify potential leaders to fill jobs in which leadership is needed. As he notes potential leaders, the extension worker should encourage existing 4-H leaders to approach them and ask them to assume positions of 4-H leadership.

B. Direct Recruiting

In instances when it is difficult to secure acceptable and capable leaders for certain kinds of leadership, it may be necessary for the agent to make personal contacts with potential leaders. Since the extension worker's job is primarily one of organization and coordination, direct recruiting should be minimal.

C. Role of Others

1. County 4-H Councils, Extension Clubs, Extension Club Councils, and Extension Councils should be active in recruiting and providing resource people, adult advisors, club leaders and project leaders
2. It might be helpful to select a County Recruitment Committee to directly and indirectly recruit adults for the various 4-H leadership positions. One person should be selected as chairman and he and his committee should play a major role in the county-wide 4-H leader recruitment program
3. Existing 4-H leaders should be encourage to accept positions as club leaders, assistant club leaders and project leaders
4. Since parents are one of the best sources of 4-H leadership, it may be advisable to establish a parent committee to make recommendations for new leader recruitment. Such a committee is especially helpful to new clubs
5. Other community organizations which may be helpful in recruiting and in securing resource people are:
 - a. Parent-Teacher Association
 - b. Church groups
 - c. Service clubs
 - d. Special interest groups
 1. Breed associations
 2. Garden clubs
 3. Photography clubs
 4. Saddle clubs

II. Teaching 4-H Leaders

In order to insure that leaders increase their knowledge and skills in working with boys and girls, extension personnel should develop a long range teaching plan based on the need of leaders. To determine leader needs, the extension worker should be guided by suggestions and opinions of the leaders themselves, and he should also exercise his own judgement regarding subject matter selection.

The teaching plan should contain the following characteristics:

- A. Clearly defined objectives such as those listed in Section I of this manual
- B. Flexibility - provisions which allow for changes in regard to individual differences of leaders
- C. Teaching plan should be devised with the assistance of the leaders who are to receive the training
- D. Teaching plan should contain provisions for continuous evaluation of the leaders and the Extension workers
- E. Teaching plan should include suggestions for the use of various teaching opportunities in:
 1. Individual conferences
 2. Workshops
 3. Short courses
 4. Use of mass media
 - a. Radio
 - b. Television
 - c. Newspapers
 - d. Magazines

5. Mimeographed and printed materials including circular letters.
- F. Extension personnel and the leaders should share in the use of the following teaching techniques:
1. Demonstrations
 2. Role playing
 3. Exhibits and Judging
 4. Quizzes
 5. Audio visual aids
 6. Panels
 7. Symposiums
 8. Tours
 9. Forums
 10. Discussion techniques
 11. Lectures.

III. Giving Recognition to 4-H Leaders

- A. Recognition is usually most meaningful to 4-H leaders when received in the presence of close friends and local people. The Extension worker can contribute to this by encouraging local clubs and groups to plan for leader recognition within the local community

The mass media which are available in almost all communities offer many excellent opportunities for leader recognition. Suggested techniques include:

1. Weekly, monthly and yearly 4-H leader of the week presentation in newspapers and on radio and television
 2. Personal interviews by local newspaper reporters and radio and television personnel
 3. Circular letters for leader recognition
 4. Recognition of adult 4-H leaders by 4-H members.
- B. Recognition is also accomplished through the use of awards such as pins, trips, etc. The following procedures should be considered in the administration of a leader awards program:
1. Keep good record of leader's service and give clover pins for 1-5, 10, 15, 20, 25 and 30 years (Certificates are available for 5, 10, 15, 20, 25 and 30 years. The presentation of awards should be a top notch affair)
 2. Trips such as those to the Citizenship Short Course, Leaders Forum, and State 4-H Club Week should be used as a form of recognition to leaders. (It is imperative that high standards of selection be maintained. Consideration should be given to specific accomplishments as well as to tenure)
 3. Leader recognition is often best achieved when the leader is asked to accept new positions of responsibility such as:
 - a. County Project Chairman
 - b. Advisor to new clubs
 - c. Member of special committee
 - d. Teacher of new 4-H leaders

- e. Planner for new developments in the County 4-H program.
 - f. Adult counselor for 4-H trips.
4. Other methods of recognition:
- a. Extension personnel should use every opportunity to praise leaders both orally and in print
 - b. Use of gate signs "A 4-H Leader Lives Here"
 - c. Present leaders with a subscription to "National 4-H News"
 - d. Encourage members and parents to recognize leaders in the community
 - e. Hold leader recognition banquets.

KNOWLEDGE AND SKILLS NEEDED BY EXTENSION PERSONNEL FOR A 4-H LEADERSHIP PROGRAM:

A. Fundamentals of Leadership Development

- 1. Knowledge of group organization and leadership development
- 2. Understanding of human relations and group dynamics
- 3. Sound philosophy and understanding of adult education
- 4. Understanding of needs and interest of boys and girls
- 5. Understanding needs and interest of leaders
- 6. How to communicate effectively
- 7. Effective principles and techniques of motivation

B. Leadership Development in the 4-H Program

- 1. Objectives of the 4-H program
- 2. Structure of the 4-H club program
- 3. How to recruit, teach, and give recognition to leaders
- 4. Job description of leaders
- 5. Organizational methods and procedures for developing a County 4-H program
- 6. Organizational methods and procedures for establishing 4-H clubs
- 7. Program planning in the local club
- 8. How to teach leaders effective methods of teaching youth
- 9. How to find and use available resources (people, facilities, materials)
- 10. How to evaluate the 4-H County Leadership Development Program

C. Background Information

- 1. Job description and responsibility of Extension Youth Agents and co-workers
- 2. Responsibilities of State Staff Specialists to County 4-H programs
- 3. Knowledge of the history and philosophy of the Cooperative Extension Service
- 4. Knowledge of program objectives of other youth groups.

PLANS TO ESTABLISH AND PROMOTE MISSOURI'S LEADERSHIP DEVELOPMENT PROGRAM

As previously stated, there are two major areas of consideration in Leadership Development. First, the professional Extension worker needs a leadership competencies to function effectively as a leader and teacher in order to pass leadership abilities on to others. The State Extension Staff have an obligation to support, encourage and teach County Extension personnel so they can carry out the responsibilities of developing local leadership.

Second, since local leadership is essential to the 4-H program, it is imperative that leadership development be one of the major concerns. The County Extension worker is responsible for seeing that leaders are developed in the county.... recruited, trained, and given recognition....but not necessarily doing all of it himself.

Audience - New Extension Youth Agents

WHAT	HOW	WHO	WHEN
1. Fundamentals of Leadership Development: Knowledge of group organization and leadership development. Understanding of needs and interests of boys and girls. Understanding needs and interests of leaders. Effective principles and techniques of motivation. How to communicate effectively.	Induction Training-3 months Communications Short Course	Extension Youth Specialists County Trainer Agents	First 3 months of employment When offered during first year
2. Leadership Development in the 4-H Program: Objectives of the 4-H program. Structure of the 4-H club program. How to recruit, teach, and give recognition to leaders. Job description of leaders. Organizational methods and procedures for developing a County 4-H Program. Program planning in the local club. How to teach leaders effective methods of teaching youth. How to find and use available resources (people, facilities, materials). How to evaluate the 4-H County Leadership Development Program.	Induction Training-3 months Office Conference Follow-Up	Extension Youth Specialists County Trainer Agents	

WHAT	HOW	WHO	WHEN
3. Background Information: Job description and responsibility of Extension youth agents and co-workers. Responsibilities of State Staff Specialists to County 4-H Programs. Knowledge of the history and philosophy of the Cooperative Extension Service. Knowledge of program objectives of other youth groups.	Induction Training and Office Conference Follow-Ups	Extension Youth Specialists District Directors	Within first year of employment

Audience - County Director and Home Economist with 4-H Responsibilities and Extension Youth Agent

Selected items from page	District Conferences Office Conferences University Course Work	Extension Youth Specialists Resident Staff	During entire year Regular semester
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Audience - New 4-H Club Leaders and Assistant Leaders

1. What is 4-H History, philosophy, objectives and program.	A series of leader training meetings specifically designed for the new club leaders	County Youth Agent Other County Staff members and experienced leaders	Early in club year
2. How to manage a 4-H club Club organization Project selection Records and reports Requirements Helps available			
3. How to plan the year's program.			
4. How to hold a club meeting.			
5. How to train club officers.			
6. Understanding boys and girls.			

WHAT

HOW

WHO

WHEN

Audience - Experienced Club Leaders and Assistant Leaders

- | | | | |
|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|------------------------|-------------|
| 1. Fundamentals of leadership. | A continuous leader training program. | County Youth Agent and | Year Around |
| 2. Securing parental cooperation. | | | |
| 3. Understanding various maturity levels of boys and girls. | Clearly defined objectives | | |
| 4. How to work with Junior Leaders. | Teach according to needs of leaders | | |
| 5. How to delegate responsibility and secure cooperation: | Evaluate at regular intervals | | |
| Use of committees | Involve leaders in planning training program. | | |
| Use of resource leaders | | | |
| 6. The use of awards in the 4-H program. | Include competent leaders as teachers. | | |
| 7. Recognition of members and leaders. | Use well organized and informative leader's aids (organizational and informational kits, packets, notebooks) and keep up to date. | | |
| 8. Operational procedures of University Extension Centers as it applies to leaders. | Supply leaders with visual aids that are available. | | |
| | Make use of established events for training such as: | | |
| | Annual Youth Leaders Conferences | | |
| | Council Meetings, etc. | | |
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Audience - New Project Leaders

WHAT	HOW	WHO	WHEN
Items 2-3 might best be taught to specific project leaders. Items 1-4-5-6-7-8-9 can be taught to all new project leaders meeting together in one or more meetings.			
1. Their responsibilities	Meetings, home visits, letters, etc. #Read Manual 57	*Youth agent and/or a member of county staff	October - April
2. Project requirements	Meetings, home visits, letters, etc. #Read circular and leader's guide	*Youth agent and/or a member of county staff	October - April All Year
3. Subject matter and helps available	Meetings, home visits, letters, etc. #Read circular and leader's guide	*Youth agent and/or a member of county staff	Year Around
4. How to organize and hold project meetings	Meetings, home visits, letters, etc. #Read Manual 57. #Read Leader's Guide	*Youth agent and/or a member of county staff	October - April
5. How to teach including demonstrations and judging.	Meetings, home visits, letters, etc.	*Youth agent and/or a member of county staff	Year Around
6. Philosophy and objectives of 4-H Club program	Meetings, home visits, letters, etc.	*Youth agent and/or a member of county staff	October - April
7. Understanding interests and needs of boys and girls at different age levels.	Meetings, home visits, letters, etc.	*Youth agent and/or a member of county staff and other resource people	October - April
8. Opportunities for members including Awards programs	#Events and Awards Handbook Meetings, home visits, letters, etc.	*Youth agent and/or a member of county staff	Year Around
9. Recognition of members	Meetings, home visits, letters, etc.	*Youth agent and/or a member of county staff	Year Around

*Where County Project Chairmen are functioning, they will have responsibility for assisting the youth agent. Experienced project leaders may be called upon.

#Literature or reference material including National 4-H News.

Audience - ~~**~~Experienced Project Leaders

WHAT	HOW	WHO	WHEN
1. Subject matter	County meetings District Meetings #Project circulars	*Youth agent and/or a Member of county staff Specialists	October - April
2. Teach members to demonstrate and judge	County Meetings #Circular 100-"Teaching by Demonstration". #Circular 142-"Sharpen Your Judgement".	*Youth agent and/or a member of county staff	October - April
3. motivate 4-H members Tours, exhibits, Awards program	County meetings #National Awards Leaflets #Events and Awards Handbook #Exhibit Handbook	*Youth agent and/or a member of county staff	November - June
4. Work with Junior Leaders	County Meetings #Project circular	*Youth agent and/or a member of county staff	Year Around
5. Identifying and using resources	County meetings	*Youth agent and/or a member of county staff	October - April
6. Understanding needs and interests of boys and girls at various age levels.	County Meetings	*Youth agent and/or a member of county staff	October - April

** In some situations it may be desirable to include new project leaders for parts of this training.
* County Project Chairmen will be used where they are functioning.
Literature or reference material.

Audience - County Project Chairman

1. Status of project in the county	County Extension personnel	November - April
2. Job description of Project Chairman		
3. Reference and visual material available		
4. Awards and trips available in area office conference (s)		
5. Methods to teach local project leaders		
6. Making use of publicity		
7. How to conduct county events		

WHAT	HOW	WHO	WHEN
8. Project requirements, records required and basic subject matter.			
9. Advanced subject matter, latest research information, teaching methods and idea exchange., Extension and research bulletins.	District or State Conferences	Youth Specialists and other specialists	Year Around
10. General procedures and methods of conducting 4-H club work.	County meetings for 4-H members	County staff and youth specialists	January - April
11. Understanding boys and girls	" " " " "		
12. How to work with adults	" " " " "		
13. Unexpected emergencies and individual problems	Telephone, home visits or letter	County staff	Year Around
<u>Audience - Adult Advisors for New Clubs</u>			
1. Role of advisors to 4-H clubs.	Special meetings or individual conferences	Youth agent and/or county staff	As needed
2. Information listed under club leaders.	Follow plan suggested for club leaders		
3. New developments in 4-H.	Special meetings or individual conferences	Youth agent and/or county staff	As needed
<u>Audience - Adult Advisors for Committees</u>			
1. Role of advisors to committees	Special meetings or individual conferences	Extension youth agent and/or member of county staff	As needed
2. How committees function and contribute to 4-H.	" " " " "	" " "	As needed
3. How to motivate action.	Individual conference or county meetings	" " "	October - March
4. 4-H events and activities.	Special conference or visit	Club leader	October - March
5. Resources available	Letter	Youth agent	As needed

Audience - Adult Advisors to Junior Leaders

WHAT	HOW	WHO	WHEN
1. Understanding the Junior Leadership Project a. What is a Junior Leader? b. What is Leadership? c. What personal improvement will the Junior Leader make? d. Why be a Junior Leader?	County meetings	Youth agent and/or a member of county staff or an experienced adult advisor	October - February
2. Prerequisites and requirements of Junior Leader Project.	Meetings and individual conferences	Youth agent and/or a member of county staff or an experienced adult advisor.	October - February
3. How to develop Junior Leader Plan	Meetings and individual conferences	Youth agent and/or a member of county staff or an experienced adult advisor.	October - February
4. Identifying and using resources	District Junior Leader conference County meetings Individual conferences	Extension youth specialists Youth agents and experienced Junior Leaders Youth agents	June October - February As needed

Audience - Junior Leaders

1. What is Leadership? a. What is a leader? b. Why be a Junior Leader? c. What personal improvement will I make?	County meetings	Youth agent and/or a member of county staff or an experienced adult advisor	October - February
2. Prerequisites and requirements of Junior Leader Project.	County meetings and individual conferences	Youth agent and/or a member of county staff or an experienced adult advisor.	October - February
3. How to develop a Junior Leader Plan	County meetings and individual conferences	Youth agent and/or a member of county staff or an experienced adult advisor.	October - February
4. Role of adult advisors-working with adult advisors, other adults and peers.	County meetings	Youth agent and/or a member of county staff or an experienced adult advisor.	October - February

WHAT	HOW	WHO	WHEN
5. How to speak effectively	District Jr. leader conferences	Public Speech Instructors Other resource people	June
	County meetings	Agents Experienced Jr. leaders	January - March
6. Use of committees and other group techniques	District Jr. Leader conferences	Extension youth specialists, resource people	June
	County meetings	Agents Experienced Jr. leaders	October - February
7. Identifying and using resources	District Jr. leader conference	Extension youth specialists & youth agents	June
	County meetings	Youth agents & experienced Jr. leaders	October - February
	Individual conferences	Youth agents & adult advisors	As needed
8. Working with younger boys and girls	County meetings	Youth agents & adult advisors	October - February
9. What is discussion and how to participate	County meetings	Youth agents	January - March

Audience - Resource Leaders

1. Aims and purposes of 4-H club work (dependent on present knowledge)	Office conference or personal visit	Agents, leaders, junior leaders	As needed
2. How resource leaders contribute to 4-H work.	Office conference or personal visit	Agents, leaders, junior leaders	As needed
3. Scope of subject matter to be presented including: a. subject to be discussed b. Length of time on program c. Audience, age, interest	Office conference or personal visit	Agents, leaders, junior leaders	As needed

APPENDIX

JOB DESCRIPTION FOR LEADERSHIP ROLES IN 4-H

. . . CLUB LEADERS

- A. Understand aims and purpose of 4-H.
- B. Understand the needs and interests of boys and girls at the different age levels.
- C. Have basic understanding of club organization and management.
- D. Attend all community club meetings.
- E. Be responsible for total club program.
- F. Help organize strong project groups and assist members with activity phase of club work.
- G. Be responsible for club literature.
- H. Train new club officers.
- I. Delegate responsibility to Assistant Community Leader.
- J. Attend county training meetings that apply to his/her job.
- K. Have understanding of operational procedure of University Extension Center as it applies to his/her job.
- L. See that a good set of records and reports are kept.
- M. See that those enrolled in Jr. Leadership have an adult advisor.
- N. Encourage members to participate in County 4-H Events.
- O. Develop a file of community and county resource leaders and a methods of using their skills and knowledge to strengthen the club program.
- P. Understand how to work with committees.
- Q. Understand awards programs (county, state, and national)
- R. Secure cooperation of parents and community.
- S. Recognize local leaders and members.
- T. Encourage members to keep a good record of their club work.
- U. Acquaint new families with 4-H club program.
- V. Evaluate club program.

. . . ASSISTANT CLUB LEADERS

- A. The job description for the Community Club Leader applies to the assistant.
- B. It is desirable that they attend all community meetings observing, learning, and making themselves ready to take over in the leaders absence.
- C. They will assume responsibilities that they and the club leader mutually agree upon. For example: Program Chairman - work with Jr. Leaders; responsible for records and reports; responsible for club literature, club activities, etc.
- D. Attend County Training meetings with club leader.

. . . A PROJECT LEADER

Relating to Project Group

- A. Organize and hold project meetings.
- B. Teach them approved practices - How to demonstrate, judge, keep records, exhibit and show if applicable.
- C. Secure and distribute literature.
- D. Attend appropriate leader training meetings.
- E. Inform them, their parents, and other leaders in club of the requirements in your project.
- F. Inform them of all awards, scholarships, and events related to your project.
- G. Help them complete their projects.
- H. Help them take part in achievement days, fairs, and other events that will contribute toward their development.
- I. Turn in all project records to community leader or club secretary on time.
- J. Recognize achievements of project members.

Relating to Junior Leaders in Your Project Phase

- A. Understand their responsibilities.
- B. Help them plan and execute their work so that they may take advantage of all opportunities in the 4-H program designed to help them develop good qualities in leadership, citizenship and personality.

Relating to the Club

- A. Close cooperation with the leader.
- B. Abilities and ideas in helping members prepare talks and demonstrations for club meetings and other events.
- C. Knowledge and experience in helping your Junior Project Chairman with his or her job.

. . . A JUNIOR LEADER

- A. Need to learn about leadership in groups.
- B. Select a phase of work.
- C. Select an Adult Advisor.
- D. Counsel with Adult Advisor.
- E. Develop a written plan including goals.
- F. Learn to speak effectively before groups.
- G. Carry the written plan to completion.
- H. Complete and turn in the required record.
- I. Influence club members to meet club goals.
- J. Assume specific responsibilities in the selected phase of work.
- K. Train other members on methods and procedures related to the selected phase of work.
- L. Secure need resources (people and things)
- M. Serve on committees.
- N. Volunteer personal assistance in areas of 4-H Club work where such will make a contribution.

. . . ADULT ADVISOR TO JUNIOR LEADER

- A. Plan with 4-H club and individual Junior Leader.
- B. Challenge the Junior Leader to assume responsibility.
- C. Check the Junior Leader Plan and offer suggestions.
- D. Counsel with the Junior Leader monthly on progress.
- E. Plan with Junior Leader for completion of jobs undertaken.
- F. Recognize the Junior Leader for accomplishments.

. . . ADULT ADVISOR FOR COMMITTEES

- A. Meet with committee for the purpose of:
 - 1. Giving guidance (if needed) to keep committee on the job.
 - 2. Helping to evaluate alternatives and consequences.
 - 3. Relating committee action to welfare of entire club.
 - 4. Act as resource and liason person if needed.
 - 5. Help members grow in the decision making process.
 - 6. Train committee in process of participation.

. . . ADULT ADVISOR FOR NEW 4-H CLUBS

- A. Advise new club leaders on all phases of 4-H.
- B. Interpret and relate 4-H activities and events to new club.
- C. Visit new 4-H club frequently.
- D. Encourage new club leaders.
- E. Help new club have satisfying experiences.

. . . COUNTY 4-H PROJECT, ACTIVITY, OR ORGANIZATIONAL CHAIRMAN

- A. Become informed on all aspects of the project or activity area in which you are assuming leadership.
 - 1. You need to counsel on status of project or activity in county
 - a. How many members are enrolled?
 - b. Where are project groups located?
 - c. Who are project leaders or committee advisors and how well are they functioning?
 - 2. You need to find out what reference material is available in your project or activity area.
 - a. 4-H project manuals, leaders guides and activity circular.
 - b. Resource pamphlets on judging, demonstrations, exhibits and awards.
 - c. University and USDA publications in the field.
 - d. Other resource books from a library or commercial source.
 - 3. Attend county, district and state conferences related to your job as County Project Chairman.
- B. Develop local 4-H project leaders and committee advisors.
 - 1. Conduct one or more meetings for local project leaders on the latest subject matter, teaching methods and techniques, planning project meetings, demonstrations, judging, and records required.

2. Make yourself available to local project leaders when they have individual project leaders when they have individual problems.
 - a. They should know your telephone number.
 - b. You may want to visit each project leader once during the year.
 3. You should inform project leaders about all teaching aids available.
 - a. Project literature and leaders guides.
 - b. List of suitable visual aids, posters, films, demonstration material, etc.
 4. Provide opportunities for local 4-H project leaders to grow.
 - a. Assign them leadership responsibilities at judging events and county shows.
 - b. Build up their confidence with a "pat on the back" or other appropriate recognition.
- C. Promote 4-H project you are leading.
1. Interest more boys and girls to enroll.
 2. Help secure necessary local leadership.
 3. Use newspaper, radio, TV, and circular letters to get message across to general public.
- D. Work with, take lead in county-wide events and activities relating to your project area.
1. If your county has project developmental committees, assume a leadership role on the committee relating to your subject.
 2. See that appropriate county events are carried out in your area of responsibility.
 - a. Judging contest
 - b. County Fair
 - c. Achievement Day

. . . RESOURCE LEADERS

- A. Needs to understand aims and purpose of 4-H club work.
- B. Should understand needs and interests of boys and girls.
- C. Should have a sincere interest in boys and girls and a desire to work with them.
- D. Should be able to communicate effectively.
- E. Needs to be competent in his subject matter area.
- F. Needs to know how to organize and present his subject matter.
- G. Should have the ability to inspire boys and girls -- this applies to him personally and as he presents his subject matter.



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Unit I

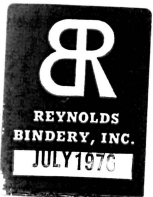
1. Collect, mount, or preserve at least 25 insects. Include at least five pest insects.
2. Identify all insects in your collection to their common names or to the common name of their family.
3. Prepare life history charts on at least two of the insects collected. Use the available life history records.
4. Complete the necessary insect control practices on at least one insect encountered in a 4-H project (production). If this is your first 4-H project, select an area, through the guidance and direction of your club leader, that should prove both interesting and beneficial (such areas are: household insects, lawn insects, insects affecting man, pets, etc.) Keep an accurate account of these activities on the "Record of Insect Control".
5. Beginning with either the egg or immature insect, rear it through to the adult stage. Keep an accurate record on the page entitled "Record of Insect Rearing".
6. Make or purchase the following equipment:
 - a. One killing bottle
 - b. One pinning block
 - c. Two cigar boxes prepared for pinned specimens or one insect case
 - d. One package of No. 2 or No. 3 insect pins, (can be obtained from Youth Agent in your county)
 - e. A rearing cage
 - f. One insect collecting net

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