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A CONSTRUCTED TYPOLOGY OF TRAINING
PROGRAMS FOR 4-H COMMUNITY CLUB LEADERS

Thesis for the Degree of M. S.
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Edgar C. Sobers

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ABSTRACT

A CONSTRUCTED TYPOLOGY OF TRAINING PROGRAMS FOR 4-H COMMUNITY CLUB LEADERS

by Edgar C. Sobers

The objective of this study was to analyze the more desirable types of leader training programs for 4-H community club leaders now existing among the various state extension services according to: (1) who does the training, (2) how the training is given, (3) what kind of training is given, and (4) to whom the training is given (first year leaders or leaders with two or more years of tenure). From this analysis and review of research studies a typology of training programs was to be constructed which would serve as bases for further research and testing.

From the results of the analysis and review of research studies, a typology consisting of four leader training programs was constructed.

Type A consists of a pre-service training program for new leaders and a specific training program for leaders with two or more years of tenure. The method by which the training is to be given in both programs consists of a series of leader training meetings, county basis, followed by supplementary training of the leaders by individual

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contact between the club leaders and the county 4-H club agents.

The personnel to present the training in both programs are extension subject matter specialists, members of the state 4-H staff, county 4-H club agents, trained 4-H club leaders, and personnel other than those directly connected with the extension "family."

New leaders are to receive training in the following areas: philosophy and objectives of 4-H club work; how to organize a club; understanding the needs and interests of youth; teaching methods; how to hold a club meeting; program planning; evaluation; 4-H project requirements; subject matter training; county and state 4-H activities and events; community and county responsibilities and opportunities; how to secure parent cooperation; 4-H leader responsibilities; how to train 4-H officers; achievement and awards in the 4-H club program; and how to work with junior leaders.

The leaders with two or more years of tenure are to receive training on these areas: understanding the needs and interests of youth; teaching methods; program planning; evaluation; 4-H project requirements; subject matter training; county and state 4-H activities and events; community and county responsibilities and opportunities; achievement and awards in the 4-H club program; and how to work with junior leaders.

Type B consists of a specific training program for new leaders to be completed before the end of one year of tenure and a specific training program for leaders with two or more years of tenure. Both the new leaders and the leaders with two or more years of tenure are to be given the same method of training, the same personnel to present the training, and the same kind of training as used under their respective programs in Type A.

Type C consists of a combined training program for both new leaders and leaders with two or more years of tenure. The method of training and the personnel to present the training are the same as those given to leaders with two or more years of tenure under Type A. The kind of training to be given is the same as that given to the new leaders under Type A.

Type D consists of a specific training program for new leaders and a specific training program for leaders with two or more years of tenure. The method by which the training is to be given is by individual contact between the county 4-H club agents and the club leaders only. The kind of training given to the new leaders and the leaders with two or more years of tenure is the same as that given to them under their respective programs in Type A.

It is hoped by the author that the constructed training programs may be tested out among the counties and serve as bases for further research and testing, so that eventually they may lead the way toward better training programs for 4-H community club leaders.

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By

Edgar C. Sobers

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CHAPTER I

INTRODUCTION

Background Situation

The need for good training programs for voluntary local 4-H club leaders has long been recognized by extension workers to be of utmost importance in carrying out a good 4-H club program. As Kelsy and Hearne point out, "The position of the leader is an essential mechanism of effective group organization. Groups are dependent on leaders and without them are helpless; leadership is associated with responsibility. What the leader does or fails to do directly affects the welfare of the group."¹

The Smith-Lever Act of 1914, which authorized the establishment of the Cooperative Extension Service, set forth the major function of extension as being, "To aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics and to encourage the application of the same. . . ." ²

¹L. Kelsy and C. Hearne, Cooperative Extension Work (New York: Comstock Publishing Associates, 1955), p. 199.

²The Cooperative Extension Service Today, U.S.D.A. Federal Extension Service (Washington, D.C.: July, 1958), p. 3.

This act clearly defines extension's function as education. It is not formal education, but education of an informal and distinct type. To be more specific, Kelsey and Hearne define extension work as being, "a job designed to bring education and service to a community through leaders who are discovered and trained in the process. Through those leaders programs are planned and executed."³

Also to be considered is that "in this Act, Congress designated 4-H club work as the youth phase of agricultural extension, and assigned to the 4-H club leadership the responsibility of providing instruction in agriculture, home economics, and related subjects for boys and girls 10 to 20 years of age."⁴

The leadership of this youth program is provided by the county extension agents and local leaders. The county extension agents and county home agents of the United States are devoting an average of about one-third of their total time to 4-H Club work. In view of their responsibilities, this probably is as much time as they will be able to give to 4-H Club work in the foreseeable future. Consequently, any additional 4-H Club service for reaching more boys and girls must come probably either from additional county personnel or through improved methods of work with voluntary leaders who are under the agents' general guidance.⁵

³Kelsey and Hearne, op. cit., p. 199.

⁴Bardin H. Nelson and Gerald M. York, 4-H Club Training: An Analysis, Texas Agricultural Extension Service (College Station, Texas: October, 1959), p. 3.

⁵A Statement of Scope and Responsibility: Youth Development, U.S.D.A., Federal Extension Service (Washington, D.C.: July, 1958), pp. 3-4. (Mimeographed.)

With this in mind, we are forced to recognize that "without the corps of dedicated 4-H leaders there wouldn't be any program, and that unless there is continuing growth and development on the part of leaders, expansion and enrichment of the program will be seriously limited, and that 4-H will not achieve its high purpose in service to youth."⁶

Thus we might say that the day of the "untrained" local 4-H leader is about over. Not only must extension continue to obtain new leaders to allow for greater expansion and development of the 4-H club program, but both the "new" and the "old" leaders must be adequately trained. The spread of influence in the 4-H club program of our limited number of extension employees is multiplied or blocked by the way we work with our local volunteer 4-H club leaders.

It must also be pointed out that "the problem of leadership in 4-H Club work, and in all organizational and community activity for that matter, have become more demanding and more challenging as:

1. Size and complexity of organizations have increased.
2. Change has accelerated.
3. Programs and services have become broader and more inclusive.
4. Specialization and professionalization have increased.
5. People became better educated and more demanding.
6. Program and service standards rise.
7. Imagination and creativity become more important.⁷

⁶Edward O. Moe, "What Are Our Leader Training Objectives?" A talk by Edward O. Moe at a 4-H Agents Conference, South Central District, Marshall, Feb. 9, 1961. (Mimeographed.)

⁷Ibid.

It has been said, and correctly, that "We all do our work well if: (1) We have the personal satisfaction of doing a good job. (2) We feel personal security in the job. This . . . is true for volunteer 4-H Club local leaders."⁸

In a program such as 4-H club work, the personal satisfaction of the volunteer adult leader is considered as paramount to his continuation in his role. A chief source of this satisfaction comes in knowing that he or she has performed well as a leader in the eyes of club members, parents, other leaders and extension agents. Satisfactory performance and confidence in his role as a leader depends largely upon knowing what is expected of him.⁹

Several terms are necessary in order to adequately describe the role of the 4-H club leader. First of all, the 4-H leader must be an educator.

Unless the 4-H club local leader teaches others and assists them and helps provide them with learning experiences which will lead them toward broad educational objectives, the Cooperative Extension Service has little justification in promoting the 4-H Club program through the use of federal, state and county funds.¹⁰

As an information educator, the essential role of the leader is one of guiding rather than directing and

⁸Laurel K. Sabrosky and Fern S. Kelley, Let's Strengthen Our Local 4-H Leader Training, A booklet based primarily on a study in 10 Western States involving 3,307 local leaders in 33 counties (U.S.D.A., Federal Extension Service, 1959), p. 1.

⁹C. Dean Allen, "A Comparison of Two Types of 4-H Electric Publications Used by First Year Leaders in Michigan," (unpublished Master's thesis, Michigan State University, 1960), p. 2.

¹⁰Ralph E. Kirch, "An Exploratory Study Setting a 'Benchmark' of Present Levels of Local 4-H Club Leadership in Twenty-Two Counties of Michigan," (unpublished Master's thesis, Michigan State University, 1961), p. 5.

ordering. He works with people rather than for them and strives to be identified with the group rather than above the group. He is trying "to help people to help themselves."

One of the main responsibilities of the professional 4-H club worker is that of providing by example the desire on the part of the local leader to have a conscious knowledge of what to do how to do it and why it is important and desirable.¹¹

What areas of training do 4-H leaders need in order to successfully carry out their role? As a result of the Western 4-H Leaders Study and findings of the exploratory committee of state 4-H leaders at the 1956 National 4-H Conference, ten areas may be considered as comprising a total curriculum for leader training.

These areas are:

1. The needs and interest of young people.
2. The objectives and philosophy of 4-H club work.
3. Project work.
4. Club activities.
5. Program development.
6. Teaching procedures.
7. County events.
8. Community responsibilities and opportunities.
9. County responsibilities and opportunities.

¹¹Ibid.

10. Measurement and evaluation.¹²

Professional extension workers are then faced with the problem of how to teach or train the leader in the many areas of competencies needed for effective club leadership, and in such a way that the club leader gains the most satisfaction from his work and continues to remain in the 4-H club program.

There are a variety of methods used by the professional 4-H club worker to train leaders. There are booklets, leaflets, home and club visits, 4-H events, leader training meetings, and various other methods being used, in various combinations and/or separate entities. However, indications show that there is still definite need for improvement.

Sabrosky and Kelly in the Western Region 4-H Leaders Study, report that

. . . one-half of the local 4-H Club leaders in the study were first-year leaders. This means a 50 per cent turnover in local leaders that year. There is a strong possibility that a trained local leader will stay with the program.¹³

Many studies have pointed up these ideas: (1) that leaders recognize the need for more training, and (2) that they actually want more training.¹⁴

¹²Suggested Content for a 4-H Leaders' Training Program, U.S.D.A. Extension Service (prepared by a committee of Professional 4-H Club leaders in the Northeast Region, 1946), p. 1. (Mimeographed.)

¹³Sabrosky and Kelley, op. cit., p. 3.

¹⁴Moe, op. cit., p. 1.

Therefore, not only do club leaders need training, but research also indicates that the training requirements differ among leaders according to their tenure. Kirch, in his study of 22 Michigan counties, found a direct correlation between training needs of community club leaders and tenure. His research shows that:

- A. 1st year leaders need:
 - (1) History of 4-H work
 - (2) Philosophy and objectives
 - (3) Subject matter
 - (4) How to teach boys and girls
- B. 2nd year and over leaders:
 - (1) Subject matter review of requirements, etc.
 - (2) Teaching methods
 - (3) Understanding needs of young people.¹⁵

It therefore appears that there is a definite need for leader training programs that will not only fulfill the areas of competencies required by all community club leaders, but the specific needs of first-year leaders and leaders with two or more years of tenure.

Objectives

It is the objective of this study to analyze the more desirable types of 4-H leader training programs for local 4-H community club leaders now existing among the various state extension services according to: (1) who does the training; (2) how the training is given; (3) what kind of training is given; and (4) to whom the training is given

¹⁵Kirch, op. cit., pp. 3-4.

(first year leaders or leaders with two or more years of tenure).

From this analysis, a typology of 4-H leader training programs will be constructed which will serve as bases for further research and testing.

CHAPTER II

Review of Literature

The most important areas of research pertinent to this study are those that pertain to leadership in the 4-H club program and local leader training.

The "Guide Report" states that "leadership development suggests several intermediate objectives aimed at individual progress toward improving:

1. Understanding of the nature of leadership and group membership.
2. Understanding of group processes, group goals, resources within the group, and membership goals of the group.
3. Awareness of the nature of an organization and of its demands upon the individual.
4. Ability to follow successfully the problem-solving process.
5. Sensitivity to one's behavior and its effects on others and on the group.
6. Skill in communications, including the skill of listening.
7. Skill in such group techniques as discussion, organization, programming, and arriving at consensus.¹

Warren states that "to succeed with young people, the 4-H leader must be patient, tolerant, and sympathetic

¹Extension Committee on Organization and Policy--1959, A Guide to Extension Programs for the Future, The Agricultural Extension Service, North Carolina State College, Raleigh, 1959, p. 36.

toward their shortcomings, and confident that, in time they may be overcome. He or she must also be of the type that takes pleasure in helping other people. It is doubtful if anyone can become a really successful leader without this capacity for friendship, understanding and faith."²

Martin defines the qualifications of a community club leader as being:

1. A resident of the same community as the club members whom he will serve.
2. His ideas and objectives are similar to those of the group, and with this similarity of background, he can make acceptable contacts with the untrained members of the club, who need his judgment, advice, and guidance.
3. He is interested in and has an understanding of the group, and voluntarily helps the members in thinking through their problems until they make a decision. He is one who stays in the background of club situations and encourages the members of the group to assume progressively larger responsibilities in self-help activities, which tend to develop their own initiative and other leadership traits.³

Joy presents twelve qualifications a leader must have before he is likely to be successful. They are: to be liked and respected by parents and the community; have a sincere liking for boys and girls, have a strict standard for sportsmanship and honesty; be enthusiastic about 4-H

²Gertrude L. Warren, Organization of 4-H Club Work, U. S. Department of Agriculture, Agricultural Handbook No. 33, (Washington: U. S. Government Printing Office, February, 1952), p. 10.

³T. T. Martin, The 4-H Club Leader's Handbook (New York: Harper and Brothers, 1956), p. 56.

club work, be liked by boys and girls; be unselfish; enjoy working with others; be interested in better community and rural life; be able to plan ahead; know the subject matter to be taught; perseverance; the ability to get others to assume responsibility.⁴

The Wisconsin 4-H club staff defines the duties of a community club leader as being:

1. Guiding the over-all organization of the club.
2. Helping the club to function smoothly and reach its objectives.
3. Serving as a general contact person between the club and the county extension office.⁵

Clark and Skelton, in their studies of 4-H club leaders, found that leaders presented the following account, ranked in order of importance, of duties they considered important in carrying out their job:

To help members with projects--selecting, developing and completing them; to develop character traits in young people; to teach young people practical skills; to interest members in 4-H club work; to keep the 4-H club functioning smoothly; to supervise constructive activities for young people in the community; to assist members in planning and developing 4-H club activities; to take an interest in club members, gaining their confidence and cooperation; and to advance 4-H club work in the community.⁶

⁴Bernard Joy, et al., Volunteer Leaders Are Essential to the 4-H Program, Cooperative Extension Work in Agriculture and Home Economics, Extension Service Circular 347, February, 1941, pp. 21-22.

⁵The Wisconsin 4-H Club Staff, 4-H Leader's Handbook, The University of Wisconsin Extension Service, Circular 4-H-77, July, 1960, p. 7.

⁶Robert C. Clark, Jr. and William E. Skelton, The 4-H Club Leader, New York State College of Agriculture, Bulletin 94 (Ithaca: Cornell University, December, 1950), p. 8.

Lantrip and Word state that there are three kinds of leaders in 4-H club work. They are:

1. Autocratic Leaders--They determine all the policies, activities and goals for the club. Methods and ways of working are dictated by the leader. Members are uncertain as to what action will be taken next by the leader. They assign work for members and set up committees. No choice is available to members. They give "personal" praise and criticism of the work of each member.
2. Laissez-Faire Leaders--This kind of leadership is in the extreme of autocratic. The club has complete freedom with no rules, no clear goals, or no objectives. The leader operates as an observer only. They supply materials and furnish information when asked for. They take no part in the discussion of plans and never express an opinion or participate with the members. Sometimes they will make comments on the work of the club, but they are not concerned with helping members with meetings or activities.
3. Democratic Leaders--They encourage and help the club through discussions to set up its own goals, objectives, and policies. They help the club through discussions on steps in working toward their goals. They give advice and suggestions when needed by the club. Members are free to make choices and decide. Members are free to work with whomever they choose. Job and committee assignments are decided on by the club. They stick to facts and do not praise or criticize individuals directly. The leaders often participate in the club activities.⁷

Recent studies in various organizations portray the feelings of voluntary leaders as to why they accept leadership positions. Some of the responses are:

. . . because my child belongs; because I have a previous experience and believe strongly in the program; because I believe that the movement is the best of the

⁷ D. S. Lantrip and U. G. Word, Jr., Ideas for Extension Agents on Community 4-H Clubs and Adult 4-H Leadership, Agricultural Extension Service, University of Arkansas, February, 1959, p. 12.

youth movements; because I feel that a job had to be done; because I have an obligation to the community; I enjoy working with young people; it is an opportunity to serve youth; a man whom I respected asked me to help; this seemed to be an opportunity to advance my name in the community; I joined because I thought I could improve the operation.⁸

Professional extension workers are constantly trying to find ways of improving 4-H club leadership. The Tennessee 4-H club staff states that in relation to leaders "the primary objective is to train the leader so that he will be able to effectively guide the activities of a local 4-H club on his own on a year-round basis."⁹

Wadleigh finds that it is desirable and necessary for extension agents to be able and willing to analyze a local leader's needs and to prescribe the essential assistance, rather than to depend upon the leader recognizing his own needs and asking for assistance.¹⁰

Monosmith presents the following objectives of a training program for community club leaders:

1. To familiarize leaders with the over-all 4-H Program --local, county, state, and national organization, history, philosophy.

⁸Edward O. Moe, Let's Listen to the Voluntary Leader, Cooperative Extension Service, Michigan State University, January 1961, pp. 1-2. (Mimeographed.)

⁹The Tennessee 4-H Club staff, Tennessee 4-H Club Leadership in Depth, Cooperative Extension Service, The University of Tennessee, June, 1960, p. 2.

¹⁰C. B. Wadleigh, A Study of 4-H Local Leadership in New Hampshire, 1937, Cooperative Extension Work in Agriculture and Home Economics, Extension Service Circular 291 (Washington, D.C.: September, 1938), pp. 16-17.

2. To help leaders learn duties and responsibilities, giving them confidence, security, and satisfaction in their work.
3. To help leaders learn how to understand and work with boys and girls.
4. To meet needs of leaders for information, teaching skills, and competence in these areas:
 - (a) Projects--requirements, teaching methods, keeping records
 - (b) Organizing new clubs
 - (c) Planning a club program
 - (d) Use of awards--local, county, state, national
 - (e) Use of promotional material
 - (f) Getting parent cooperation
 - (g) Exhibits and displays
 - (h) Public presentations
 - (i) Judging
 - (j) Officer training--how to conduct a meeting
 - (k) Use of activities and events--recreation.¹¹

Studies on why people resign from voluntary leadership positions show that leaders resign because:

Too many meetings of insignificant nature; you didn't tell me the whole story when I was recruited; the organization's structure is too poor; the organization is too big and demanding of volunteers; staffman or professional made commitments without consulting me; failure to recognize the right people; responsibilities were not defined thoroughly; set up was dictatorship from the top; too much manpower wasted; the organization no longer wanted my services; the professional leadership was weak; lack of cooperation from other leaders of the organization itself.¹²

Sabrosky in her review of 4-H studies shows that the local leader is one of the successful keys to successful

¹¹ R. O. Monosmith, Development of Professional and Lay Leadership for Effective Extension Youth Programs, Cooperative Extension Service, University of California (Berkeley: University of California Press, 1959), p. 1.

¹² Moe, op. cit., p. 3.

4-H club work; local leaders with several years' experience have more successful 4-H clubs than the first year leader; leaders who are adequately trained stay in 4-H club work longer than those who are not; those leaders who attend leader training meetings have more successful 4-H clubs than those who do not.¹³

Sabrosky and Kelley give several reasons why training meetings should be considered as essential parts of the local leader training program. These are:

1. No county extension staff is large enough to give individual training to each leader.
2. Experienced 4-H leaders want to hear experiences from other 4-H leaders and discuss them. These "old hands," knowingly or not, are expressing one of the important reasons for training in groups. In group training all of us can see how other people do things and exchange experiences with them. Also, an experienced local leader often times carries more authority than a professional extension worker.
3. The group situation provides for different points of view and ideas among group members. These differences provide stimulation to change. If you try to train a local leader individually, he is not challenged as much to change. Change is the essence of education.
4. Groups offer support and encouragement for a person to think or feel as he does.
5. It is important to the morale of a person to get group recognition and approval.¹⁴

Evidence from the Western Region 4-H Study indicates that present leader training meetings may be inadequate.

¹³Laurel K. Sabrosky, Here Are Some 4-H Facts About Getting More Effective Results from Local Leaders, U.S.D.A. Extension Service, PA 116 (Washington, D.C.: July, 1950), p. 3.

¹⁴Laurel K. Sabrosky and Fern S. Kelley, Let's Strengthen Our Local 4-H Leader Training, U.S.D.A. Extension Service, PA-395 (Washington, D.C.: August, 1959), pp. 3-4.

because: (1) attendance was low; (2) not all the available qualified personnel were used to train leaders; (3) too few leaders received training in each area of training need; (4) the training did not always allow for differences in requirements between first year leaders and leaders with two or more years of tenure; and (5) the training was not held at areas convenient to leaders.¹⁵

Kirch, in his study of 22 Michigan counties, found a correlation between tenure and the specific training needs of the leaders.

Local leader training meetings need to be specialized to fulfill specific needs of local leaders at the various stages of tenure.

A. 1st year leaders need:

- (1) History of 4-H work
- (2) Philosophy and objectives
- (3) Subject matter
- (4) How to teach boys and girls

B. 2nd year and over leaders:

- (1) Subject matter review of requirements, etc.
- (2) Teaching methods
- (3) Understanding needs of young people.¹⁶

The above review of research shows the responsibility of leadership undertaken by local club leaders and the need for professional extension workers to continue to find improved ways of training leaders for their role.

¹⁵Ibid., pp. 3-10.

¹⁶Ralph E. Kirch, "An Exploratory Study Setting A 'Benchmark' of Present Levels of Local 4-H Club Leadership in Twenty-Two Counties of Michigan," (Master's thesis, Michigan State University, 1961), pp. 3-4.

CHAPTER III

ANALYSIS OF THE EXISTING PROGRAMS

Selection of the Programs

In order to secure descriptions of the best training programs for community 4-H club leaders now existing among the various extension services throughout the United States, initial contact was made with Mrs. Laurel Sabrosky, Extension Analyst, Program Research Branch, Division of Extension Research and Training, Federal Extension Service, Washington, D.C.; with further reference to Mr. V. Joseph McAuliffe, Program Leader, Leadership Development, 4-H Club and YMW Programs, Federal Extension Service, Washington, D.C.

From these contacts the following states and/or counties were suggested as those having the most desirable types of 4-H leader training programs at the present time. These are: California; Onondaga County, New York; Wisconsin; Michigan; Lawrence County, Pennsylvania; North Carolina; Missouri; New Hampshire; Arkansas; Ohio; Minnesota; and Tennessee. Following further contact with state and county extension offices, descriptions of the leader training programs were obtained.

Procedure

The initial contact with Mrs. Laurel Sabrosky was made by telephone call to her office. Upon further reference by her, a letter was sent to Mr. V. Joseph McAuliffe asking him for a list of states and/or counties who appear at the present time to have the best training programs for 4-H community club leaders. After receiving his commendations, a request was sent by letter to the state 4-H club leader or county 4-H club agent in the states or counties mentioned in his suggestions, asking for the complete training program used to include; who does the training, to whom the training is given, how the training is given, and what kind of training is given.

Major Categories Used in Making the Analysis

The training programs were analyzed under four major categories:

1. Who gives the training to the leaders?
2. To whom is the training given (new leaders, leaders with two or more years of tenure, etc.).
3. How is the training given?
4. What kind of training is given (philosophy and objectives of 4-H club work, understanding the needs and interests of youth, etc.)?

Definition of Terms Used in the Analysis

In order to more adequately communicate the results of the analysis, the following terms will be operationally defined as to their use in this study:

1. Community--A body of people living reasonably close together within a certain area of a county and having common rights, interests, opportunities, and responsibilities.
2. 4-H Club Leader--An adult male or female who is given and assumes, the responsibility of holding and conducting 4-H club meetings.
3. 4-H Club--A group of boys and/or girls between the ages of 10-21 years of age sanctioned by the Agricultural Extension Service and under the direction and supervision of a professional agricultural extension worker and local 4-H club leader.
4. County 4-H Club Agent--Any professional county agricultural or home economics extension worker who is given and/or assumes part or all of the responsibility of the county 4-H club program.
5. State 4-H Staff Member--Any professional agricultural or home economics extension worker within a given state who is given and assumes responsibility for part or all of that particular state's 4-H club program.
6. Extension Subject Matter Specialist--Any professional agricultural or home economics extension worker who is given and assumes responsibility for disseminating specific subject matter related to agriculture or home economics within a given state. (Extension dairy specialist, extension clothing specialist, etc.).
7. Personnel not Directly Connected with the Extension "Family"--All persons, lay or professional, who are not either 4-H club leaders, professional extension workers, or 4-H club members, but do assist in providing part of the training program to 4-H club leaders.
8. Leader Training Meeting--Any group of 4-H leaders gathered together for the specific purpose of receiving training in any or all areas of competencies required by them to effectively carry out their role as a 4-H club leader.

Results of the Analysis

Who Gives the Training

Table 1 - Categories of Personnel Used in the Training Program

Personnel	Conducts the Entire Program Alone No. of States	Used in Combination with Other Personnel No. of States	Total No. of States
Extension subject matter specialists		3	12
Member of the State 4-H Staff		10	12
County 4-H Club Agents	2	10	12
Trained 4-H Club Leaders		5	12
Personnel other than those directly connected with the extension "family"		2	12

Table 2 - Combinations of Personnel Used in the Training Process

Combination	No. of States Using the Combination	Total No. of States Using Combinations of Personnel
Extension subject matter specialist and county 4-H club agents	1	10
Extension subject matter specialists, members of the state 4-H club staff and county 4-H club agents	1	10
Extension subject matter specialists, members of the state 4-H club staff, county 4-H club agents, trained 4-H club leaders, and personnel not directly connected with the extension family	2	10
Members of the state 4-H club staff and county 4-H agents	4	10
Members of the state 4-H club staff, county 4-H club agents and trained 4-H club leaders	2	10

To Whom is the Training Given

Table 3 - General Types of Training Programs Given to Leaders

Type of Program	No. of States Using the Program	Total No. of States
A pre-service training program for new leaders, a training program for leaders with two or more years of tenure, and a combined training program for new leaders and leaders with two or more years of tenure covering certain topics	2	12
A specific training program for new leaders to be completed before one year of tenure, a specific training program for leaders with two or more years of tenure, and a combined training program for both new leaders and leaders with two or more years of tenure covering certain topics	4	12
A specific training program for new leaders to be completed before one year of tenure, and a specific training program for leaders with two or more years of tenure	3	12
No specific training program for new leaders or leaders with two or more years of tenure, all leaders receive the same kind and amount of training	3	12

How is the Training Given

Table 4 - Methods Used in Presenting the Material

Type of Method	Used Alone to Present All of the Train- ing Program No. of States	Used in Com- bination with Other Methods No. of States	Total No. of States
Leader training meet- ings--county basis only	0	8	12
Leader training meet- ings--district basis only	0	1	12
Leader training meet- ings--county district and statewide basis	0	3	12
Visual aids (movies, slides, demonstrations, etc.)	0	12	12
Radio	0	12	12
Television	0	12	12
Printed Material (bulletins, magazines, mimeos, etc.)	0	12	12
Telephone	0	12	12
Personal letter	0	12	12
Farm or home visit	0	12	12

Table 5 - Combinations of Methods Used in Presenting the Program

Combination Used	No. of States	Total No. of States
Leader training meetings, county basis, topics covered at the meetings supplemented by the use of visual aids and printed material, followed by further training of the leader through individual contacts be- tween professional 4-H club agents and leaders by use of telephone, personal letter, radio, etc.	8	12
Leader training meetings, district basis, topics covered at the meetings supplemented by the use of visual aids and printed ma- terial, followed by further train- ing of the leader through individual contacts between professional 4-H club agents and leaders by use of telephone, personal letter, radio, etc.	1	12
Leader training meetings, county, district and statewide basis, topics covered at the meetings supplemented by the use of visual aids and printed material, followed by individual contacts be- tween professional 4-H club agents and leaders by use of telephone, personal letter, radio, etc.	3	12

Table 6 - Range in Amounts of Training Meetings Held

Type of Training Meeting	Range in Amounts Held per Year	Total States Using the Practice	Total No. of States
Pre-service training meetings for new leaders, county basis	1-6	2	12
Specific training meetings for new leaders only, to be completed before one year of tenure, county basis	3-6	9	12
Specific training meetings for leaders with two or more years of tenure, county basis	3-12	7	12
District training meetings for new leaders only	7	1	12
District training meetings involving both new leaders and leaders with two or more years of tenure	1-4	4	12
District training meetings for leaders with two more years of tenure only	1	2	12
Statewide training meetings for either new leaders or leaders with two or more years of tenure	1-2	2	12
County training meetings for both new leaders and leaders with two or more years of tenure	1-4	8	12

What Kind of Training is Given to the Leaders

Table 7 - Kinds of Training Given to the Leaders
(Number of States)

Kind of Training	Given to New Leaders Only	Given to Leaders With 2 or More Years of Tenure	Given to Both New Leaders and Leaders with 2 or More Years of Tenure	Total No. of States
Philosophy and objectives of 4-H club work	10	0	2	12
How to organize a club	10	0	2	12
Understanding the needs and interests of youth			12	12
Teaching methods	7	0	5	12
How to hold a club meeting	11	0	1	12
Program planning	0	0	12	12
Evaluation	0	0	12	12
4-H project requirements	7	0	5	12
Subject matter training	0	0	12	12
County and state 4-H activities and events	0	0	12	12
Community and county responsibilities and opportunities	8	0	4	12
How to secure parent cooperation	8	0	4	12

Table 7 - Continued

Kind of Training	Given to New Leaders Only	Given to Leaders With 2 or More Years of Tenure	Given to Both New Leaders and Leaders With 2 or More Years of Tenure	Total No. of States
4-H leader responsibilities	10	0	2	12
How to train 4-H club officers	7	0	0	12
Achievement and awards in the 4-H club program	0	0	12	12
How to work with junior leaders	7	0	5	12
A topic of interest chosen by agents and leaders	0	1	2	12

From the results of the analysis, it can be seen that there are a great many variations among the training programs chosen for the study in; who does the training, to whom the training is given, how the training is given, and in what kinds of training are given to the leaders.

It is also important to point out the fact that while the analysis of the training programs represent the ideal level of training to be carried on within the states chosen for the study, it does not mean that this is the

actual level of training being carried on at the present time. It must be considered that the professional 4-H extension workers in the many counties within each state will differ in interests and abilities. This will undoubtedly have an effect on what is actually being carried out.

Another point to be considered is that in the selection of the training programs themselves, final judgment was made by only two people, Mrs. Sabrosky and Mr. McAuliffe. While these people are very well qualified and versed in the field of 4-H leader training and extension research, narrowing judgment down to these two people does not completely remove the possibility of error in judgment that some or all of these programs may not necessarily be representative of the best available.

CHAPTER IV

CONSTRUCTION OF THE TYPOLOGY

Objectives

It is from the preceeding analysis and review of research studies that the constructed typology of training programs for 4-H community club leaders will be made.

The basic purpose in mind in the construction of this typology, is to provide the 4-H community club leader sufficient training to enable him to increase the depth and impact of 4-H club experience in the life of every young person who participates in his or her club's program.

The specific objectives of these constructed training programs are to help leaders to:

1. Better understand young people, their hopes, their aspirations, their fears, their problems.
2. Understand the 4-H club program, its philosophy, its approach, and its procedures.
3. Understand the club as a unit and to become more effective in their management of a club.
4. Better understand specific types of subject matter related to projects and activities.
5. Increase their skill as teachers and counsellors of young people.
6. Gain greater satisfaction from leadership and to have the rewarding feeling of a job well done.¹

¹ Edward O. Moe, What Are Our Leader Training Objectives? Cooperative Extension Service, Michigan State University, February, 1961, p. 2. (Mimeographed.)

The resultant objectives from the application of these constructed training programs are:

1. To enable the leader to provide greater impact and depth of 4-H club experience on club members.
2. To enable the leader to provide greater impact and depth to the county, state, and national 4-H club program.
3. By virtue of having these experiences the leader will gain more satisfaction from his job and remain longer as a leader in the 4-H club program.

Instruments for Measuring the Effects

Each of the resultant objectives could be measured by the following means:

1. Greater impact and depth of 4-H experience on the member. This measurement could be obtained by measuring the number of project completions per member and the tenure per member in each club where the leaders have received one of the training programs, over an established period of time, and a comparison made.
2. Greater impact by the leader to the county, state and national 4-H club program. This measurement could be indirectly obtained by comparing the increase (or decrease) in member tenure and project completions per club and comparing clubs where the leaders have received one of the training programs. The greater the increase in member tenure and project completions, the greater the impact of the club to the county program, and thus to the state and national program as well, thereby indirectly measuring the club leaders' impact to the county, state, and national club program. This measurement could also be directly obtained by measuring the increase (or decrease) of the leaders' participation in county and state 4-H activities and events and a comparison made.
3. Greater satisfaction from the job and remain longer as a leader in the 4-H club program. This measurement could be obtained by comparing the increase (or decrease) of tenure among the leaders

receiving the training programs, over an established period of time, plus a questionnaire on job satisfaction sent all leaders receiving the program.

The efficiency of each of the training programs could be measured by the following formula:

$$E \text{ (Efficiency)} = \frac{R \text{ (Results)}}{C \text{ (Costs)}}$$

Results = The accomplishment of the resultant objectives.

Cost = The cost in time, labor, and materials involved in giving the training, plus the cost in the time spent by the leaders in receiving the training.

Constructed Typology

Type A

1. A pre-service training program for new leaders:

A. Method--A series of leader training meetings, county basis, to be held within specified areas of the county deemed convenient to the leaders who will be taking the training. The time the training is to be given, the amount of meetings to be given, and the geographic areas in which the training is to be given to be pre-determined by the county 4-H club agents and 4-H club leaders. All topics covered at the meetings to be supplemented by visual aids and printed material. Further additional supplementary training to be given to the leaders by individual contacts between the 4-H club agents and club leaders by use of any

or all of the following means: radio, television, telephone, personal letter, written material, farm or home visit, and printed material, as often as deemed necessary the 4-H club agents and/or club leaders.

B. Personnel to Present the Training--Any or all of the following personnel; extension subject matter specialists, members of the state 4-H staff, county 4-H club agents, trained 4-H club leaders, and personnel other than those directly connected with the extension "family." The selection of these personnel to be made by the county 4-H club agents on the basis of those most qualified to present training in one or more of the topics covered at the training meetings.

C. Kind of Training to be Given--The leaders are to receive training in each of the following areas: philosophy and objectives of 4-H club work; how to organize a club; understanding the needs and interests of youth; teaching methods; how to hold a club meeting; program planning; evaluation; 4-H project requirements; subject matter training; county and state 4-H activities and events; community and county responsibilities and opportunities; how to secure parent cooperation; 4-H leader responsibilities, how to train 4-H club officers; achievement and awards in the 4-H club program; and how to work with junior leaders.

2. A training program for leaders with 2 or more years of tenure.

A. Method--A series of leader training meetings, county basis, to be held within specified areas of the county deemed convenient to the leaders who will be taking the training. The time the training is to be given, the amount of meetings to be given, and the geographic areas in which the training is to be given to be pre-determined by the county 4-H club agents and 4-H club leaders. All topics covered at the meetings to be supplemented by visual aids and printed material. Further additional supplementary training to be given to the leaders by individual contact between the 4-H club agents and club leaders by the use of any or all of the following means: radio, television, telephone, personal letter, written material, and farm or home visit, as often as deemed necessary by the 4-H club agents and/or club leaders.

B. Personnel to Present the Training--Any or all of the following personnel; extension subject matter specialists, members of the state 4-H staff, county 4-H club agents, trained 4-H club leaders, and personnel other than those directly connected with the extension "family." The selection of these personnel to be made by the county 4-H club agents on the basis of those most qualified to present training in one or more of the topics covered at the training meetings.

C. Kind of Training to be Given--The leaders are to receive training in each of the following areas: understanding the needs and interests of youth; teaching methods; program planning; evaluation; 4-H project requirements; subject matter training; county and state 4-H activities and events, community and county responsibilities and opportunities; achievement and awards in the 4-H club program; and how to work with junior leaders.

Type B

1. A specific training program for new leaders, county basis, to be completed before the end of one year of tenure.

A. Method--Same as Type A for leaders with 2 or more years of tenure.

B. Personnel Used to Present the Training--The same as Type A.

C. Kind of Training Given--The same as Type A for new leaders.

2. A specific training program for leaders with 2 or more years of tenure, county basis.

A. Method--Same as used in Type A for leaders with 2 or more years of tenure.

B. Personnel to Present the Training - Same as Type A.

C. Kind of Training Given - Same as Type A for leaders with 2 or more years of tenure.

Type C

1. No specific training program for either new leaders or leaders with 2 or more years of tenure. All leaders to receive the same kind and amount of training, county basis.

A. Method--Same as Type A for leaders with 2 or more years of tenure.

B. Personnel to Present the Training--The same as Type A.

C. Kind of Training to be Given--The same as used in Type A for new leaders.

Type D

1. A specific training program for new leaders, county basis, to be completed before 1 year of tenure.

A. Method--No leader training meetings to be held. All training to be presented by individual contact between the 4-H club agents and club leaders by the use of one or more of the following means: radio, television, telephone, written materials, personal letter, and farm or home visit, as often as deemed necessary by the 4-H club agents and/or club leaders.

B. Personnel to Present the Training--The county 4-H club agents.

C. Kind of Training to be Given--The same as used in Type A for new leaders.

2. A specific training program for leaders with 2 or more years of tenure, county basis.

A. Method--No leader training meetings to be held.

All training to be presented by individual contact between the 4-H club agents and club leaders by the use of one or more of the following means: radio, television, telephone, written materials, personal letter, and farm or home visit, as often as deemed necessary by the 4-H club agents and/or club leaders.

B. Personnel to present the Training--The county 4-H club agents.

C. Kind of Training to be Given--The same as used in Type A for leaders with 2 or more years of tenure.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

From this series of constructed types, it is hoped that the training programs may serve as bases for further research and testing, and lead the way toward the ultimate objective, that of finding the "ideal" training program for 4-H community club leaders.

In conclusion the author offers the following hypotheses for further research and testing.

General Hypotheses

1. The efficiency resulting from the application of Type A will be greater than the efficiency obtained from the application of either Type B, Type C, or Type D.

Type $A_E > \text{Type } B_E, \text{ Type } C_E, \text{ or Type } D_E$

2. The total results from the application of Type A will be greater than the total results obtained from the application of either Type B, Type C, or Type D.

Type $A_R > \text{Type } B_R, \text{ Type } C_R, \text{ or Type } D_R$

3. The total cost from the application of Type A will be equal to those resulting from the application of Type B, but greater than those resulting from the application of either Type C or Type D.

$$\text{Type } A_C = \text{Type } B_C$$

$$\text{Type } A_C > \text{Type } C_C \text{ or Type } D_C$$

4. The efficiency resulting from the application of Type B will be less than the efficiency obtained from the application of Type A, but greater than the efficiency obtained from the application of either Type C or Type D.

$$\text{Type } B_E < \text{Type } A_E$$

$$\text{Type } B_E > \text{Type } C_E \text{ or Type } D_E$$

5. The total results from the application of Type B will be less than the total results from the application of Type A, but greater than the total results obtained from the application of either Type C or Type D.

$$\text{Type } B_R < \text{Type } A_R$$

$$\text{Type } B_R > \text{Type } C_R \text{ or Type } D_R$$

6. The total costs resulting from the application of Type B will be equal to those resulting from the application of Type A, but greater than the total costs resulting from the application of either Type C or Type D.

$$\text{Type } B_C = \text{Type } A_C$$

$$\text{Type } B_C > \text{Type } C_C \text{ or Type } D_C$$

7. The efficiency resulting from the application of Type C will be less than the efficiency obtained from the application of either Type A or Type B, but greater than the efficiency obtained from the application of Type D.

$$\text{Type } C_E < \text{Type } A_E \text{ or Type } B_E$$

$$\text{Type } C_E > \text{Type } D_E$$

8. The total results from the application of Type C will be less than the total results from the application of either Type A or Type B, but greater than the total results obtained from the application of Type D.

$$\text{Type } C_R < \text{Type } A_R \text{ or Type } B_R$$

$$\text{Type } C_R > \text{Type } D_R$$

9. The total costs from the application of Type C will be less than the total costs obtained from the application of either Type A or Type B, but greater than the total costs obtained from the application of Type D.

$$\text{Type } C_C < \text{Type } A_C \text{ or Type } B_C$$

$$\text{Type } C_C > \text{Type } D_C$$

10. The efficiency resulting from the application of Type D will be less than the efficiency obtained from the application of either Type A, Type B, or Type C.

$$\text{Type } D_E < \text{Type } A_E, \text{ Type } B_E \text{ or Type } C_E$$

11. The total results from the application of Type D will be less than the total results obtained from the application of either Type A, Type B, or Type C.

$$\text{Type } D_R < \text{Type } A_R, \text{ Type } B_R \text{ or Type } C_R$$

12. The total costs from the application of Type D will be less than the total costs obtained from the application of either Type A, Type B, or Type C.

Type D_C < Type A_C, Type B_C or Type C_C

The purpose of this study was to construct a typology of training programs for 4-H community club leaders; and to offer hypotheses to be tested out among the counties, so that together the two may serve as bases for further research and testing and eventually lead the way toward better training programs.

APPENDIX
Procurement Instrument

C O P Y

Institute for Extension
Personnel Development
Room 113, Agricultural Hall
Michigan State University
April 4, 1961

Dear Sir:

I am a graduate student in the Institute for Extension Personnel Development at Michigan State University as a candidate for a Master of Science Degree. My thesis topic is "A Constructed Typology of Training Programs for 4-H Community Club Leaders." Briefly, what I intend to do is analyze the more desirable types of training programs now existing among the various extension services, and from this analysis construct a typology of training programs which may serve as a bases for further research and testing, and eventually lead the way toward better training programs.

I would appreciate it very much if you would send to me the complete leader training program for 4-H community club leaders used in your state, to include: (1) who does the training, (2) how the training is given, (3) what kind of training is given, and (4) to whom the training is given (new leaders or leaders with two or more years of tenure). Your cooperation would be most helpful in the construction of this typology.

Very truly yours,

Edgar C. Sobers
Graduate Student

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