



2015 Texas 4-H IMPACT REPORT

DISTRICT 8 4-H LEADERSHIP LAB

The Problem

Young people need to gain the leadership life skills necessary for them to grow into successful, contributing members of society in adulthood. They are looking for adults to teach them these valuable skills.

The Plan

Youth need opportunities to develop and practice these critical skills so they can carry these abilities with them throughout life. Providing teens a safe environment to learn and role play is important to reinforce these skills in a positive manner.

The Response

District Leadership Lab is a tool to further teach and develop the leadership and life skills of our teenage members. Youth rotate through workshops – some even led by their peers – to learn about skills such as team building, public speaking, parliamentary procedure, and dressing for success.



The Results

Behavior Changes

Participants indicated the following results because of what they experienced and learned while at D8 4-H Leadership Lab:

- **113 of 121 (93.4%)** respondents indicated they are more confident in their etiquette and professionalism skills.
- **112 of 120 (93.3%)** respondents indicated they feel more comfortable working in a team.
- **112 of 121 (92.6%)** respondents indicated they feel more confident in servicing in a leadership role in their county.
- **110 of 120 (91.7%)** respondents indicated they feel more confident in making decisions.
- **108 of 120 (90.0%)** respondents indicated they feel more confident in their abilities as a leader.
- **107 of 120 (89.2%)** respondents indicated they are more confident in recognizing leadership qualities in others.
- **98 of 120 (81.7%)** respondents indicated they feel more comfortable speaking with others.
- **91 of 120 (75.8%)** respondents indicated they feel more confident with public speaking.

Knowledge Gained

Below are the top ten results from a retrospective post on-site evaluation completed by attendees on their changes in knowledge during the 2015 District 8 4-H Leadership Lab (n=121).

	Before	After	Change	% Change
My understanding of <u>proper table etiquette</u> .	2.88	3.74	0.86	22.9%
My understanding of <u>basic parliamentary procedure</u> .	2.85	3.58	0.73	20.3%
My understanding of <u>my strengths and things I need to work on to be a better leader</u> .	3.09	3.80	0.71	18.7%
My knowledge of what makes a <u>good public speaker</u> .	2.93	3.57	0.64	18.1%
My understanding of the importance of <u>dressing for success</u> .	3.26	3.88	0.62	15.9%
My knowledge of <u>teamwork</u> .	3.30	3.87	0.57	14.7%
My understanding of the role of <u>communication in a team setting</u> .	3.23	3.78	0.54	14.3%
My understanding of the <u>responsibilities of being a leader</u> .	3.31	3.86	0.55	14.3%
My understanding of the strategies to <u>work with others</u> .	3.24	3.73	0.49	13.2%
My understanding of the importance of <u>goal setting</u> .	3.34	3.80	0.46	12.2%
My understanding of the importance of <u>cooperation with others</u> when working on a team.	3.41	3.86	0.45	11.7%
My understanding of the <u>lasting effects of social media use</u> .	3.34	3.76	0.42	11.2%

Likert scale was defined as 1=Poor, 2=Average, 3=Good, and 4=Excellent.

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