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Leadership and its Impact on Young People Attending
American Red Cross Youth Leadership
Development Conference

By

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Richmond, VA
April, 1997
Introduction

My involvement with the American Red Cross began in the fall of 1996. After many phone calls and meetings to talk about responsibilities and requirements as a volunteer, I decided to do my Jepson Internship as the Youth Coordinator for the Red Cross. During my semester downtown on Main Street, I learned a great deal about non-profit organizations in general and the Red Cross specifically. The employees there became both my role models and my friends. As the fall semester came to a close, we talked about the possibility of my continuing my association with the Red Cross by finding a task that could become my Senior Project. One area of Youth Services that especially interested me was the annual Youth Leadership Development Conference. In talking with some Human Resources employees, I learned that the program had never been revised since its creation in 1989. It contained some basic leadership concepts, but there was no in-depth research to explain why the ideas needed to be taught to youth. In the back of my mind, a Senior Project began to emerge from this information.

My next step to begin this project was to meet with Jane Wells, my internship supervisor. When I broached the idea of a revision of the conference as my Senior Project, she became very excited and encouraged me in this direction. The Red Cross is constantly under budget constraints, and often Youth Services is one of the first areas to be cut. Jane felt that if I could explain
and emphasize the importance of youth leadership to the Red Cross, it would help to ensure adequate funding for the Youth Leadership Development Conference for the coming year and future years as well. My reason for choosing this project was that I, too, feel that youth leadership development is an important step in training the leaders of tomorrow. In junior high and high school, I benefited as a leader by attending student council camps and retreats for youth leaders. By focusing my Senior Project on one such program, the benefits I received will be felt by the generation following behind me.

**Methodology**

Since my Senior Project is mostly action research-based, I performed an extensive literature review. Materials relating to the topics of leadership and how young people can be developed into effective leaders were important areas to investigate. According to the readings on methodology, my approach can be considered action research. Action research is "a process for generating research knowledge about organizations and performance" (Margulies and Raia). I collected information regarding the Red Cross's Youth Leadership Development Conference. More specifically, my research can be considered diagnostic, because I have identified a problem (the course curriculum) and then I needed to study that curriculum. My role is to "provide workable variables," or practical solutions and changes, for the Red Cross (Margulies and Raia). The four steps for action research as suggested by the
The authors of *Conceptual Foundations of Organizational Development* are: problem awareness, development of models and hypotheses, hypothesis-oriented data gathering, and the use of research results. I followed these guidelines while finding my information for my Senior Project.

The first step I took to begin my research was to go to Boatwright Library and use such resources as UR Online, First Search, and Info Trak to collect a list of possible books and articles. I searched under such topics as youth leadership, youth conferences, community leadership, and leadership seminars. My old leadership texts and notes were also useful in providing background information. My next step was to explore these sources to determine which references would be most relevant for my Senior Project. Next, I took notes and photocopyed information that followed with the general ideas as outlined in my proposal. I wanted to look at the general notion of what youth feel and understand about leadership, not just the best and most effective ways to create a leadership conference curriculum. It is important to provide a broad base of information about leadership studies to the students participating in the conference. In my preliminary review, I have decided that adolescent psychology will also be an important area to research. In order to best teach middle- and high-school students for and about leadership, I will need to understand what they think about the subject and who they are developmentally.

Another method I used to gain information was through informal interviews. I spoke to Jane Wells and Kim Kee, both employees at the Greater
Richmond Chapter of the American Red Cross. The two have been instrumental in the planning and organizing of the previous Youth Development Leadership Conferences. Their expertise and knowledge in the specific area of youth conferences was invaluable when I redesigned the curriculum. I talked to them to find out what leadership topics and issues have been most popular and beneficial to the young people. They were able to provide me with materials about the format and context of the conference. They also had other information regarding youth seminars conducted by other organizations. I compiled all of this data to create my revised curriculum for the American Red Cross.

There were some limitations to my methodology. I had originally planned to survey past attendees of the Youth Leadership Development Conference to quantitatively analyze their experience, but, due to time constraints, this was not possible. Because of this, I was able to include the primary perspectives of young people. I did not have any actual feedback from youth on their ideas of leadership studies. I did not see any possible bias or ethical dilemma develop during my research, except for my subjective choice of which leadership topics to include in the curriculum. My choices are based on a combination of educated reasons for inclusion in the conference. First of all, I kept in mind the curriculum used by the Jepson School; this program has been carefully developed and revised over the years. The topics I included in the conference curriculum are subjects that are extremely well researched and explained in leadership literature. By looking at child psychology and youth leadership, I
was also able to determine which topics are most relevant for students learning for and about leadership.

**Literature Review**

The first step I took to begin my literature review was to explore the definition of leadership; I wanted to try to explain what leadership is in a variety of contexts. So many researchers have come up with so many definitions, I wanted to narrow it down and present a sampling of ideas. I believe that it is important for each person to develop their own concept of leadership. One of the best exercises used in a variety of leadership classes in the Jepson School is to draw and explain your personal definition of leadership. In the curriculum for the Red Cross Youth Leadership Development Conference, I am planning for each student to depict their own version of leadership. Hollander (1978, p. 1) defines leadership as "a process of influence between a leader and those who are followers." This influence is related to the idea of persuasion rather than coercion; it is a two-way influential relationship. General leadership, as defined by House (Howard, 1995, p. 413), is:

"behavior of individuals that gives purpose, meaning, and guidance to collectivities by articulating a collective vision that appeals to ideological values, motives, and self-perceptions of followers resulting in (1) the infusion of values into organizations and work, (2) unusual levels of effort on the part of the followers above and beyond their normal role or position requirements, and (3) follower willingness to forgo self-interest and make significant personal sacrifices in the interest of a collective vision."
According to Gray and Pfeiffer (1987, p. 2), leadership is "taking the initiative to marshal resources toward end results." This is a more traditional approach to the leadership process. A final definition offered by Bernard Bass, one of the earliest leadership scholars, is that leadership plays a role as:

"the focus of group processes, as a personality attribute, as the art of by inducing compliance, as an exercise of influence, as a particular kind of act, as a form of persuasion, as a power relation, as an instrument in the attainment of goals, as an effect of interaction, as a differentiated role, and as the initiation of structure" (Pierce and Newstrom, 1995, p. 3).

As is evident by the diversity among these selected definitions, there is no one "right" or "correct" way to view leadership. As the context in which the leaders and followers interact changes, so, too, does the role of these individuals. For the purpose of the Red Cross conference, the traditional definition provided by Gray and Pfeiffer will be most practical, since for most students this will be their first exposure to leadership studies. The teens need to focus on both motivation ("initiative") and achievement of goals ("end results"). (Gray and Pfeiffer, 1987, p.2).

An important element that I need to explore in my literature review is the psychology of adolescents. In order for me to design the most effective leadership conference, I need to explore the previous materials and data collected regarding youth attitudes about leaders and leadership. Where does the motivation to become a youth leader derive? What are some common characteristics of youth leaders - how are they different from adults? All of this will be examined. A study conducted by Terman in 1925 concluded that gifted
students were more likely to be leaders in school. The "gifted" group was defined as students with an IQ between 115 and 130. Further research by Schakel in 1984 showed that these gifted students tended to be "intuitive rather than sensing, more abstract in their learning, less directing, less desirous of being controlled by others, less likely to include others, more delegating, more desirous of affection, and less likely to express affection" (Bireley and Genshaft, 1991, p. 124). Depending on the type of students who participate in the Youth Leadership Development Conference, the curriculum will need to be developed to address these issues. For example, if students are selected based on their "gifted" status, the counselors will not need to provide great quantities of direction but will need to show large amounts of affection to these young people.

Research done around this time by other social scientists helped to develop a list of characteristics of a typical youth leader. These traits included: the desire to be challenged, creative problem-solving ability, critical reasoning ability, initiative, persistence, sensitivity, self-sufficiency, the ability to tolerate ambiguity, the ability to see new relationships, and enthusiasm (Bireley and Genshaft, 1991, p. 125). These are all characteristics of adult leaders as well. I believe that if these characteristics can be developed at an early age in youth, it will have a direct and positive effect on the leaders of the future. If youth leaders are selected for participation in the conference, they will be bringing many positive leadership traits to the event. I feel that if Red Cross invites a mix of
youth leaders and at-risk students, there will be great benefits for both groups of students.

Many at-risk young people have the potential to develop into great leaders, and often all they lack is the opportunity to learn these skills. In the past, the Red Cross has attempted to target these types of students at a young age to harness their potential into positive avenues of behavior. By providing opportunities for growth and development in leadership and service roles, these at-risk teens can have a beneficial impact on their peers and the community. By conducting a leadership conference with both youth leaders and at-risk students, both groups could learn from each other in new and different ways. A study conducted by Brenda Freeman addressed the needs theory and its effects on both troubled students and student leaders. McClelland’s ideas of the need for achievement, the need for affiliation, and the need for power were tested on students using the Thematic Apperception Test (TAT) (Freeman, 1994, p. 661). The only statistically significant result was that student leaders had a strong need for power, whereas troubled teens had a low need for power (Freeman, 1994, p. 661). Empowerment and group development will be important topics to address at the conference in order to help at-risk students realize their potential as leaders within a group; their self-esteem and self-confidence will be raised through these activities. This should have a direct, positive correlation on their need for power in a group situation.

For young people, a great amount of emphasis should be placed on their development as creative leaders. At such an early stage of education, these
students should try to strive and let their individual talents and traits contribute to their sense of themselves as leaders. As agents of change, leaders need to be able to create new and unique visions and goals. There are five important steps to becoming a creative leader; the first is to put more effort into preparation. This can be achieved by reading journals and magazines and talking to others. The second way is to withhold judgment, especially during brainstorming sessions. By building in periods of incubation and isolation, followers can think creatively on their own. It is important to reward both yourself and others when a creative solution or goal has been developed. Finally, creative leaders should practice lateral thinking, which means applying this creativity in a variety of directions (Hackman and Johnson, 1991, p. 202). Creative leadership is needed at the Red Cross, since often youth leaders are presenting programs that are based on role-playing and spontaneous responses. Young people need to be able to generate ideas and goals both on their own and in a group setting.

When young people are asked to comment on youth leadership, a multitude of answers results. Students say that leaders are energetic, determined, friendly, hard-working, and outgoing. A survey conducted at a private junior college identified three areas that students associate with a youth leader. First, a leader tended to express positive emotions, like joy, pleasure, satisfaction, humor, and happiness. Leaders had specific goals attached to their activities. Finally, the leaders gave others a sense of security (Cole, 1965, p. 375). These three abilities of a young leader will be important for me to
consider when I redesign the Youth Leadership Development Conference. I will attempt to include sessions where students can focus on motivation of others, goal-setting, and group development. These topics are elements of leadership where the students can best focus their abilities.

It is important to look at whether male or female leaders tend to be more effective as leaders. A study was conducted by Karnes and McGinnis (1996, p. 1235) to detect if there were differences regarding leadership skills, locus of control, and self-actualization for students in various grades and of both genders. While the authors were able to conclude that there were some statistical differences between grades six and ten, there was no significant difference in gender. This will be important to keep in mind and explain to counselors in case the students bring up gender issues during the course of the conference.

Leaders emerge in a variety of ways and for many different reasons. There are many factors that may help to decide who will take on the role of a leader in a group. These qualities include: physical characteristics, gender, intelligence, personality traits, task abilities, and participation rates (Forsyth, 1983, p. 222). Once a leader is identified in a group setting, it becomes necessary to decide what part the leader will play in the group. In other words, what is it that a leader actually does? Again, the list is practically endless, considering the followers, the situation, the resources available to the group, and the goals established (either by the leader or follower or as a group). By putting such broad ideas into practical, applicable situations, the young people
will be able to more easily relate to the leadership concepts presented during
the conference. Group leaders typically play an important role in
communication, motivation, goal setting, problem solving, managing conflict,
and evaluating the group's performance (Lawson, Donant, and Lawson, 1982).

Leadership styles are a necessary part of discovering more about
leaders in general. An important distinction between transactional and
transformational leadership was made by Burns. A transactional leader is one
most concerned with "the satisfaction of physiological, safety, and social needs"
of the followers (Hackman and Johnson, 1991, p. 62). However, the more
effective leader in situations involving emotion, inspiration, and intellectual
stimulation is one who is transformational, resulting in "a relationship of mutual
stimulation and elevation that converts followers into leaders and may convert
leaders into moral agents" (Hackman and Johnson, 1991, p. 63). Both
transactional and transformational leaders will be addressed in the Youth
Leadership Development Conference. Students will identify different
leadership styles by choosing leaders in their life who exhibit these two types of
leadership.

Transformational leaders traditionally exhibit five main characteristics
that make them extraordinary leaders. These people are creative, interactive,
visionary, empowering, and passionate (Hackman and Johnson, 1991, p. 64).
The major difference between transactional and transformational leadership,
according to Burns, is that transformational leaders try to satisfy basic human
needs, whereas transformational leaders go beyond this to try to satisfy a
follower's higher level needs (Hackman and Johnson, 1991, p. 60). In a community service setting like the Red Cross where people are volunteering their time, they need a leader to provide both basic and higher level needs.

Leadership in a community setting needs several factors to make it work well. According to Gardner, these "ingredients" include: wholeness incorporating diversity, shared culture, good internal communication, caring, trust and team work, group maintenance and government, participation and the sharing of leadership tasks, development of young people, and links with the outside world (Pierce and Newstrom, 1995, p. 304). This idea of the development of young people to enhance community leadership is pivotal in my redesign of the Youth Leadership Development Conference.

According to Marilyn Blake, there are eight different types of leadership that can emerge: authoritarian (autocratic), participative (democratic), laissez-faire, appointed, emergent, legal, traditional, and charismatic (Blake, 1992). In each example, the leader has power for a specific reason and interacts with followers in a certain way. Authoritarian leaders hold much responsibility and often give orders to the followers, whereas participative leaders tend to share decision making responsibilities with the followers. The participative leader acts as a catalyst to his or her followers, and these followers are usually more independent than the followers of an authoritarian leader. Laissez-faire leaders pass decision-making on to the followers and give little or no direction to the group. Appointed leaders have legal sanction and authority; emergent leaders gain power through knowledge, expertise and charisma and are the informal
leaders of a group. Legal leadership occurs when there is adherence to the rules and regulations, but not the followers. A legal leader is either elected or appointed. Traditional leaders rule based on personal whims and choices; the position is held by privilege, but not legally. Finally, charismatic leaders gain their authority through personal motivation, personality, and rousing speaking abilities. These different styles will be used in the Red Cross conference to help students recognize the diversity of leaders present in society. The lesson will also help to explain the many possible leadership roles they could aspire to in the future.

No group can be successful in achieving its goals without group development and team building. In general, people join a group to satisfy a need. These needs could be recognition, money, social contacts, power, or entertainment (Gray and Pfeiffer, 1987, p.17). Group development occurs in four phases: forming, storming, norming and performing (Hughes et al., 1993, p. 234). A forming group has low levels of trust and superficial conversations. When intragroup conflict develops, the group has moved to the storming phase. Norming occurs when there is a clear emergence of a leader and coherence among group members reaches a high level. Performing takes place when "group members play functional, interdependent roles that are focused on the performance of group tasks" (Hughes et al., 1993, p. 234). By building a group into a team, members feel a commitment to both the other members and the established mutual goals of the group. There are four major advantages to joining a group. They encourage meaningful relationships, assist in learning
problem-solving techniques, motivate members to develop commitment, and give the advantage of numbers (Gray and Pfeiffer, 1987, p. 20). These meaningful relationships will be important to develop at the Red Cross conference. Youth leaders need to learn how to create group commitment to the established goals of the team.

Group motivation is an important element to look at in reference to leadership. Leaders must be able to successfully motivate their followers to accomplish group tasks. Motivation, satisfaction, and performance are all closely related. Motivation, according to Kanfer, is anything that "provides direction, intensity, and persistence to behavior." Satisfaction is not how hard or well a person works, but how much that person likes their work. Performance is the behavior exhibited by the person doing the work (Hughes et al., 1987, p. 258). A key factor in motivation is whether the desire is intrinsic or extrinsic. Intrinsic motivation "is vital in initiating and maintaining action" (Hollander, 1978, p. 10). Extrinsic motivation comes from outside sources, whereas internal motivation starts with self. Hollander explains that "Rewards which are important to an individual are determined by personal inclinations that can be more significant to the person than external dictates" (Hollander, 1978, p. 10). Young people need to learn how to motivate both themselves and their peers; this will be covered in the curriculum of the Youth Leadership development Conference. Students will begin to understand both internal and external personal motivation.
As we approach the 21st century, ethnic and cultural diversity continues to be an important issue, especially for young people. The previous Red Cross Youth Development Conferences have always addressed issues of cultural diversity, and I strongly believe that this practice should be continued. From a leadership perspective, diversity allows for an increased opportunity for suggestions, ideas, and solutions. By combining a variety of backgrounds and personal experiences, "the whole will be greater than the sum of its parts," and the result will be more creative and unique than previously imagined. There are many steps that leaders can take to help improve awareness of differences. One way is to provide a historical perspective of cultural differences within the organization. Discussing contemporary racial and cultural issues in a sensitive way, avoiding stereotypes and clichés, is another technique to increase awareness of differences. Before you form a cultural opinion or statement, make sure you have the facts straight. Try not to become defensive when speaking about racial and cultural issues. Finally, take some risks and explore events, classes, and workshops dealing with diversity issues (Lawson et al., 1982, p. 23). By practicing these suggestions, both leaders and followers will develop a better and more positive understanding of diversity issues.

Conflict can be a healthy part of any group process. Often, ideas held by various group members differ, and these differences need to be resolved if the group is to achieve its goals. As leaders, these young people will have to face both external conflict and intragroup conflict. There are five main ways that
conflict can be resolved; some result in win-win situations, whereas others result in win-lose or even lose-lose circumstances. These five ways are: avoidance, accommodation, compromise, competition, and collaboration (Lawson et al., 1982, p.116). Through a role-play at the conference, the teens will be able to determine the key elements of successful negotiation and how they can best utilize these skills in everyday life.

A concept that follows closely with conflict resolution is problem solving and decision making. These ideas are an inevitable part of the leader-follower group relationship. Some of the key ways to focus on these two issues are:

* realization, recognition, analysis and definition of the problem
* gathering data, validation of data, processing of information, planned proposals and various approaches to the problem
* selection of a plan, organizing it, delegating responsibilities, scheduling people/ places/ events/ deadlines, proposing improvements
* constant improvement of member abilities throughout the problem solving experience
* not all problems can be solved, but leadership requires that you keep trying
* learning the most effective procedures to make decisions
* keeping the problems separate from the people involved (Reum, 1979, 5b).
The important thing that will be addressed at the conference is for both leaders and followers to realize that almost all problems can be solved successfully and have the greatest benefit for all involved.

Problem solving, both within a group and exterior to the group, needs to occur on a regular basis. No group runs smoothly all the time; conflicts arise that need to be dealt with in order for the group to achieve its goals. Youth leaders are faced with problems and obstacles all the time from superiors and other students. The Youth Leadership Development Conference will teach the teens some of the basic ways to resolve dilemmas. The steps for solving problems are:

1) defining the problem,
2) taking inventory of resources and talents already available,
3) search for relevant facts and possible external resources,
4) involve others in finding a quality solution,
5) generate all possible alternatives for action,
6) discuss and debate regarding the worth of each alternative,
7) make a decision regarding the most promising alternative,
8) develop and implement a concrete action plan,
9) evaluate results, and
10) close shop when the desired results are achieved (Lawson et al., 1982, p. 75).

Communication between leaders and followers and among followers is an important skill to develop in students. Without good communication skills, a
Senior Project

History of the Leadership Development Conference

The Greater Richmond Chapter of the American Red Cross held its first Leadership Development Conference from October 21-22, 1989 at the chapter headquarters. The original target group for participation was students in grades eight through twelve who exhibited leadership potential. Over the years, the focus has shifted to middle school students; the conference is now held over a period of three days. One possible consideration for the future has been to consider including at-risk teens as well in providing them with leadership skills to give them positive outlets for their time and energy. By getting these students involved in youth leadership, they can have a beneficial impact on both their peers and the community.

The Committee of the American Red Cross Leadership Development Conference has created a Mission Statement that reads:

"To help in the development of skills that will enable youth to be responsible and capable young leaders who promote service, learning, leadership and unity in the community through their commitment of service with the American Red Cross."

Over the years, the conference location switched from chapter headquarters to local campsites and retreat areas. In the years 1994 and 1995, the Committee also generated a purpose statement for the Leadership Development Conference:
"The purpose of the conference is to promote leadership in volunteerism and service within the family, community, and the American Red Cross. It does this by providing middle school students with the opportunity to gain leadership skills and experience through training which stimulates lifelong learning and skills."

In this same year, the program grew to include Red Cross certification courses in First Aid/ CPR and baby-sitting. A Ropes Course was added at the end of the conference to "give the attendees an opportunity to practice their newly acquired skills."

Outline of the Curriculum

My tentative outline for the revised curriculum of the Red Cross Youth Leadership Development Conference does not greatly differ in structure from the curricula of past years. I would continue to hold the conference on a weekend, beginning Friday evening and ending Sunday afternoon. This time is usually most conducive to both students and presenters, since there is no school or "official" work on those days. Each student will receive a detailed packet of handouts about each lesson throughout the course of the conference. This booklet will contain suggestions, lists, and helpful hints for the student leader. As for the location of the Leadership Development Conference, I would suggest having the event at a campground or similar retreat location. By removing students from the familiar setting of the chapter headquarters, they will feel as if they are embarking on a new and unique experience. Hopefully, this fresh site will have a positive impact on the group's participation and
cooperation with the activities and skills presented. The first night will start with introductions and icebreakers. This part is necessary so that the group can begin to feel comfortable with each other. In leadership terms, it is considered the forming phase of group development. This stage is important for students to get to know each other and develop self-confidence and self-esteem levels. This is a period of orientation, where group members can sometimes express "mild tension and guarded interchanges" (Forsyth, 1990, p. 78). By providing time for the group to begin to grow closer and learn about each other, the rest of the conference should provide for learning opportunities and further group development.

We would address goal-setting in several ways. First, we would go over how leaders develop group goals. The leader and followers select a goal, then state an objective; finally, tasks must be developed and assigned in order to show how the goal will be reached (Lawson et al., 1982, p. 73). Goal-setting is an important ability that student leaders will need in any situation. It will help to develop a sense of group security. By addressing goal-setting, students will learn the importance of setting specific rather than vague goals; the counselors will also focus on the positive effects that goal-setting has on a group.

The icebreaker I have chosen is called the NASA Exercise; it lasts approximately one hour (see Appendix I). In the exercise, a group gets stranded on the moon 200 miles from the mother ship. There are 15 items aboard their vessel, and the students must rank them in order from most to least important. First, the students assign the order individually. After that, they will
be broken into groups and asked to reassign the ranking as a group. Upon completion, the correct answers will be given, and the students can determine their score. A discussion will ensue concerning whether the scores were better as individuals or as teams. This exercise will be able to be referred to throughout the conference. It connects very well with many ideas to be looked at over the course of the weekend, especially decision-making and team building. Decision-making helps youth leaders develop their critical thinking and organizational skills. Team building reinforces a group’s commitment to their goals. By working as a team, the group can also have an advantage in solving problems; the more people involved, the greater the chance of success in achieving group goals.

One of the first activities should deal with the students’ perceptions of the definition of leadership. A popular activity used at the University of Richmond that will be effective at the conference will be to have students draw their personal definition of leadership. After completion of these drawings, each student should explain their picture to the group. The counselors should then talk about how there are many different ideas of leadership. Over the course of the weekend, the students will learn about and be exposed to many leadership concepts and ideas. It should be emphasized that there is no “wrong” definition of leadership. The drawings should be collected so that at the end of the conference, each student can again view their picture and see if and how their concept of leadership has changed.
One of the first lessons taught at the leadership conference should look at different styles of leadership and how each style can be effective in a different context. A presenter will discuss all the relevant research and the variety of different leadership styles that are possible. Students will be asked to name various leaders who fit into a specific leadership style and tell why they feel that the two are a good match. Finally, each student will be asked to think of a time in their life when they are a leader and identify what kind of leadership style they exhibit. By selecting real-life examples of specific types of leaders, like transactional, transformational, participative, and charismatic, the students will have a better grasp on the various styles and traits these kinds of leaders possess. The young people will also learn about the many possible leader roles they could fill in the future.

These three activities will probably be enough to fill the Friday evening schedule, including a break for dinner. Students will go to bed relatively early so they will be rested for an early morning and a full day.

On Saturday, the group will have breakfast and then spend most of the day in information sessions about many leadership skills. The first one of the day will be team building and group development. Since the teens are still in the early stages of getting to know one another, it is a good idea to refresh their memories about the stages of group development and the concepts of team building. A speaker will present many of the ideas about group development, using the previous evening's NASA experiment to discuss team building and the positive effects of group development. Team building and group
development are important to help group members feel committed to the group goals, to give an advantage in problem-solving through increased numbers of people, and to provide meaningful relationships for the group members.

A second topic will be motivation, both for oneself and for a team. An activity will be planned by the counselors to help explain some of the various theories of motivation, including need theories, individual difference approaches, cognitive theories, and situational approaches (Hughes et al., 1993, p. 261). The activity I suggest would be to explore the concepts of intrinsic motivation and needs theories. The students should be broken into four groups and taken to four different rooms. Each group will be provided with different sets of directions. In room #1, the students will be provided with snacks and sodas. They will be given pieces of elastic and multi-colored beads. The instructor will tell them that they are making bracelets for children in the cancer ward at a local hospital. They are allowed to create bracelets of any size, color, and pattern. In room #2, the students will not be provided with snacks, but they will be given the same instructions as the teens in the first room. In room #3, the students will be provided with snacks and soda, but their directions will be different. The instructor will not mention that the bracelets are for children in the hospital. They will be told to place a specific number of beads on the bracelet in a specific color order and pattern. In room #4, no snacks will be given and the directions will be the same as in room #3.

The purpose of this motivation activity is two-fold. The rooms with snacks and sodas provide insight into needs theories and the need to satisfy
physiological or existence needs. Students given these treats will probably be more motivated to complete the task than students not given the treats. The groups that were told the purpose of the activity (to make bracelets for sick children in the hospital) will have a greater sense of intrinsic motivation than the groups without that knowledge. Also, the groups allowed to make creative bracelets will be more interested in the task than those teens who were forced to make specific bracelets. Autonomy and self-direction are large motivators for goal achievement. Youth leaders must learn how to motivate their peers in order to successfully achieve the group goals.

Cultural diversity is a sensitive issue, but one that is very important to address. The students at the Leadership Development Conference come from a wide cross-section of racial, socio-economic, and educational backgrounds. Diversity is an issue each of these students has to face every day. For the presentation, I would suggest a play or skit by an organization that focuses on multicultural issues. A play is good for two reasons: the issues are portrayed by actors, so it makes the diversity issue less personal and more objective, and also, it breaks up the schedule of constant presentations. After the play, a conversation between both the students and actors can take place about what went on in the play and what the students experience in their everyday life. Diversity has a positive impact on leadership by providing a variety of differing viewpoints, perspectives, and solutions to group obstacles and problems. One of the conference counselors should wrap up the session by saying that if anyone wants to talk personally about any of the diversity issues, they can
approach any of the people facilitating the weekend. Each counselor should be trained in what to do if a student comes to them with a diversity question or problem.

After a dinner break, the group can reconvene for a session concerning decision-making and conflict resolution. The activity I have planned is the New House Negotiation, a classic case of negotiation and conflicting interests (see Appendix II). This is a good time for this lesson because the group has spent much time together, and real-life conflicts ("storming") may have begun to occur at this point. While this lesson provides an excellent example of the theories and goals of effective decision making and conflict resolution, it can also be practically applied to the student groups. Decision making helps students learn how to organize data, process information, and draw effective conclusions. Conflict resolution is inevitable in any group situation; conflict can actually be a healthy and productive element in a group. Youth leaders will need to practice dealing with conflict in order to learn how to get a group to resolve their differences and continue to move toward achieving the mutual group goals.

For the final event of the evening, the students will talk about communication and presentational skills. An interactive experiment called "The Mouse That Roared" will be conducted using four students from the group (see Appendix III). The experiment is designed to show how difficult it is for a group to achieve its goals when communication is limited. After the four students have role-played for about 20 minutes, the entire group (both the active members and observers) will debrief the activity. One of the counselors will talk about good
and bad communication and how important communication is between a leader and the followers. A youth leader needs to be able to articulately communicate the visions and goals of the group to the followers. The ideas must be presented clearly and concisely, allowing the opportunity for follower feedback. Presentational skills will be covered, and tonight, the students will have homework. For the next morning, each student will be asked to compose a two to three minute speech about the person who had the most tremendous impact upon their life.

Sunday morning will again begin with breakfast. The first activity will be for each student to give their speech. Each one will be videotaped for future viewing, if the students are interested. There will be judges evaluating each teen based on the presentational skills discussed the evening before. Prizes will be awarded for the top three presenters. Next, the drawings created on Friday evening about the individual definitions of leadership should be redistributed. The students should draw their “new” definition on the other side of the piece of paper, focusing on what they had learned over the course of the weekend. Students can then volunteer to compare their original and current beliefs and understandings of leadership based on the lessons taught at the conference.

After this event, the entire group will go to a Ropes Course to put their newly developed leadership and team-building skills to practical use. Finally, the Leadership Development Conference will end with a conclusive debriefing and discussion of the important topics covered and remembered. Students
would be asked to fill out a comprehensive evaluation sheet concerning the quality with which each leadership topic was covered, the relevance of each leadership topic to everyday life, and the importance of each leadership topic to young people. A follow-up survey would be sent in six months to see if, after practical application in a student’s regular activities, the answers varied. Finally address lists will be exchanged among group members, and the students will return home.

**Conclusion**

The American Red Cross Youth Leadership Development Conference is an excellent way to begin to teach leadership skills to young people. Whether these teens are youth leaders or at-risk students, the lessons taught at the conference can have significant, long-term benefits on the individual, their peers, and the community at large. The curriculum helps to develop student self-esteem and self-confidence. This conference can have broad-reaching positive effects on such social dilemmas as high school truancy and drop-out rates, youth crime, and teen pregnancy. I would recommend that the American Red Cross continue to fund this conference, since part of its mission statement is to “enable youth to be responsible and capable young leaders.” The topics presented in the Youth Leadership Development Conference will help students become confident and committed leaders in both peer groups and the community.
Appendix I

NASA Exercise Worksheet

Instructions: You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the rendezvous point. During landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200 mile trip. Below are listed the 15 items left intact and undamaged after landing. Your task is to rank order them in terms of their importance for your crew in allowing them to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important item, and so on, through number 15, the least important.

1 box of matches
2 food concentrate
3 50 feet of nylon rope
4 parachute silk
5 portable heating unit
6 two .45 calibre pistols
7 one case dehydrated pet milk
8 two 100 lb tanks of oxygen
9 stellar map (of moon's constellations)
10 life raft
11 magnetic compass
12 15 gallons of water
13 signal flares
14 first aid kit containing injection needles
15 solar-powered FM receiver transmitter
NASA Problem (for the instructors)

Purpose: To compare the results of individual decision-making with the results of group decision-making. To diagnose the level of development in a task oriented group.

Allow 15 minutes for the students to fill out their individual worksheet and be sure to instruct them not to change their answers after the worksheet has been completed.

Next, students are broken into groups and given 30 minutes to work together on a group sheet. They are given these instructions:

1. Avoid arguing for your own individual judgments. Approach the task on the basis of logic.

2. Avoid changing your mind only in order to reach agreement and avoid conflict. Support only solutions with which you are able to agree somewhat, at least.

3. Avoid "conflict-reducing" techniques such as majority vote, averaging, or trading, in reaching your decision.

4. View differences of opinion as helpful rather than as a hindrance in decision-making.

Scoring: 1. Score net differences between their answers and the correct answers.

2. Compare the average individual score with the group score.
Ratings: 0-20 = excellent
20-30 = good
30-40 = average
40-50 = fair
over 50 = poor

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<th>NASA Exercise Answer Sheet</th>
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<tr>
<td>15 box of matches</td>
<td>no oxygen</td>
</tr>
<tr>
<td>4 food concentrate</td>
<td>can live awhile without food</td>
</tr>
<tr>
<td>6 50 feet of nylon rope</td>
<td>for travel over rough terrain</td>
</tr>
<tr>
<td>8 parachute silk</td>
<td>carrying</td>
</tr>
<tr>
<td>13 portable heating unit</td>
<td>lighted side of moon is hot</td>
</tr>
<tr>
<td>11 two .45 calibre pistols</td>
<td>some use for propulsion</td>
</tr>
<tr>
<td>12 one case dehydrated pet milk</td>
<td>needs H2O to work</td>
</tr>
<tr>
<td>1 two 100 lb tanks of oxygen</td>
<td>no air on moon</td>
</tr>
<tr>
<td>3 stellar map (of moon's constellations)</td>
<td>needed for navigation</td>
</tr>
<tr>
<td>9 life raft</td>
<td>some value for shelter</td>
</tr>
<tr>
<td>14 magnetic compass</td>
<td>moon’s magnet different</td>
</tr>
<tr>
<td>2 5 gallons of water</td>
<td>can’t live long without this</td>
</tr>
<tr>
<td>10 signal flares</td>
<td>no oxygen</td>
</tr>
<tr>
<td>7 first aid kit containing injection needles</td>
<td>first aid kit useful</td>
</tr>
<tr>
<td>5 solar-powered FM receiver transmitter</td>
<td>communication</td>
</tr>
</tbody>
</table>

(From Red Cross Youth Leadership Training Center, Louisville Area Chapter, "Guide for Leadership Trainers")
Appendix II

The New House Negotiation

Introduction: Many negotiations involve only two parties - a "buyer" and a "seller." However, there are many other negotiations in which parties are represented by "agents." An agent is a person who is paid to negotiate on behalf of the buyer or seller and usually collects some fee or commission based on these services.

The purpose of this negotiation is to gain experience by negotiating through agents. The negotiation stimulates the sale and purchase of a piece of real estate, a transaction which is normally conducted through agents. Some of you will play the role of agents; others will play the role of buyers and sellers. This experience should provide a simple but rich context in which to observe the ways that negotiation can very quickly become highly complex.

Procedure

Step 1: 20 minutes

Parties will be assigned one of four roles: seller of house, buyer of house, seller's agent, and buyer's agent. Observers may also be assigned to watch each "foursome" as they negotiate.

Each group of negotiators - parties, their agents, and an observer - will have a separate negotiation "territory" and operate on their own. Several groups may be operating in the classroom simultaneously.
Here is the information available to both sides:

The house is a 3 bedroom, 2 1/2 bath one-story. It was listed in Multilist two weeks ago at $87,000. The house has the following features:

* 2,100 square feet
* 6 years old (one owner prior to current owner)
* 2-car garage
* contemporary styling (back wall of house is all glass, with sliding draperies)
* 1/3 acre lot (no flooding problems)
* brick exterior
* built-in range, dishwasher, garbage disposal, and microwave
* electric cooling and gas heat
* fireplace and ceiling fan in the family room
* no fence

Step 2: 10 minutes

Seller talks to seller's agent. Buyer talks to buyer's agent.

Step 3: 10 minutes

Seller's agent and buyer's agent negotiate. Sellers and buyers observe but may not talk to agent.

Step 4: 5 minutes

Seller confers with seller's agent; buyer confers with buyer's agent.

Step 5: 5 minutes

Agents negotiate. Parties may observe.
Steps 6 and 7: 15 minutes

Parties may confer with agents, and agents negotiate, until either a deal is struck or the agents agree that no deal is possible. If a deal is reached, record exactly what was agreed to in the negotiation.

Discussion Questions

1. What goals did the buyers and sellers set for themselves in the negotiation? Did they reveal these goals to their agents?
2. How did the meeting with the agents reshape or redefine any of the goals?
3. What did the agents tell each other about their clients' goals?
4. Did the agents reach agreement? How easy was it to achieve this agreement?
5. If the agents reached agreement, did the client support the agreement? Why or why not?

(From Negotiation: Readings, exercises. and cases, Lewicki et al.,1993, p. 629).
Appendix III

The Mouse That Roared Experiment

Four students take an active part - the others can observe. The students are seated so that one person has access to the other three, but the other three only have access to the one (it is better to place a more passive student in the center position). The students are instructed not to talk with each other - they can communicate only by a written message on index cards. Each student is given a problem stating that they are a manager of a department in a company which is moving. They are responsible for moving their departments and helping the others to move, too. Each has a different number of chairs, desks, filing cabinets, and typewriters. Each also has one truck which can carry a varied amount of the above. Students 2, 3, and 4 are told that they can only write messages to Student 1, although Student 1 can communicate with Students 2, 3, and 4. Each message is to be written on a separate card.

This experiment demonstrates the difficulty of solving problems when communication is limited. The burden of solution and leadership is placed on Student 1. If that student is not aggressive, Students 2, 3, or 4 may become impatient and try to take over the leadership position, by asking Student 1 for all the information. Oftentimes, the person in the center position will assume the responsibilities involved by the position, and respond to the pressures, even if he/she is originally a passive-type person. This is especially true when given a second problem of the same nature. It is interesting to run the experiment
again, this time allowing free verbal interaction among all the students. They find that the solution comes more quickly and easily when communication was limited.

Mouse That Roared Problem

You are the manager of a department in a company which is moving. You are responsible for moving your department and helping the other departments move, too. The following items have to be moved from your office:

chairs _______ desks _______ filing cabinets _______

   typewriters _______

You have one truck which can carry the following:

chairs _______ desks _______ filing cabinets _______

   typewriters _______

Example Inserts:

You have:

A  48  0    0    0    0
B  0   0    15   0    0
C  0   0    0    12   0
D  0   12   0    0    0
Truck Carries:

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<td>11</td>
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<tr>
<td>D</td>
<td>0</td>
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("From Red Cross Youth Leadership Training Center, Louisville Area Chapter, "Guide for Leadership Trainers")
Bibliography


138-146.


