

VicSport Report

Youth Leadership Programs

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Prepared for:
Sport and Recreation Victoria



REACH

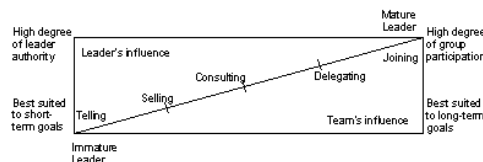


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Executive Summary

Leadership is a commonly used term in many different circumstances across multiple professions. To some a leader is someone who has the ability to influence others, or someone who has the ability to instill belief in others. According to other sectors of society, a leader is simply the head of an organisation. Leadership is crucial in the continued development of industry, especially the sporting industry.

This report has been compiled to determine firstly, "What is leadership?" and "What are the qualities that make a person a leader?" Secondly, to discover what leadership programs exist locally and overseas, and to analyse and categorise these programs into groups. The third component of this report outlines in detail five current programs in case study format. The final section of the report evaluates the different programs available and provides recommendations as to the important elements of a successful program, and the processes required in developing such a program.

1. Introduction

1.1 Background and Aim

The important issue of support and development of volunteers leading to the greater success of managing clubs, as identified in “The Cost of Delivering Sport” report, has increased in importance. It is imperative, in order for the voluntary activity of sporting clubs to remain sustainable, opportunities exist for the continuous development of potential volunteers.

Lack of leadership development of young volunteers working for sporting associations and clubs is seen as an impediment to the ongoing development of community sport. Research suggests that levels of volunteerism are on the decline (Driscoll et al., 1999). For the survival of all sporting clubs, there is an urgent need to arrest this trend.

VicSport’s vision includes, among other things, a provision of adequate leadership programs for youth. To achieve this, VicSport conducted an audit of key leadership programs for youth in Victoria during 2002. This process also included an investigation of applicable models from interstate and overseas.

From the findings, gaps have been identified and recommendations made for opportunities for further program development in the area. These are presented for future program development in the area of youth leadership in sport.

1.2 Sources and Methodology

A range of youth leadership programs currently operating in Victoria, Interstate and Overseas were investigated. Information was gathered from the Internet, journals and other publications, telephone interviews, and face-to-face and group meetings.

A number of interviews were held with program providers to gather information about their programs. From these meetings a variety of additional references were obtained.

Over fifty programs were screened, of which twenty-five Australian, and thirteen overseas programs, were identified as most appropriate - aimed at the youth market. Of the thirty-eight different programs chosen, four Victorian, and one international leadership programs, were selected and presented in case study format. These programs were selected because they highlight various elements of youth leadership programs.

1.3 Program Evaluation

1.3.1 Principles for development

A framework of principles to be considered in youth development programs has been published by AUSYOUTH (2001). Two overarching principles have been identified as well as 14 underpinning principles. These principles provide indicators by which programs are evaluated. A overview of AUSYOUTH's principles follows.

Overarching Principle One – Empowerment

“Empowerment is supported by participatory approaches, by the development of skills and understandings, by diversity of experience, and by progressive opportunities for personal development and leadership.”

Overarching Principle Two – Conscious enterprise

“Youth development is a conscious enterprise; a deliberate means of pursuing positive outcomes for young people through processes and activities which are structured and intentional.”

The fourteen underpinning principles are:

1. *Strengths based positive youth development as the foundation for policy and program development.*
2. *Participation of young people in all levels of planning and decision making.*
3. *An inclusive ethos.*
4. *An experiential model of learning that builds on capabilities and skills while maximising opportunities for fun and recognising age and developmental phases.*
5. *Respecting community voice and identity.*
6. *Encouraging communities to value and engage young people.*
7. *Partnerships.*
8. *Quality outcomes.*
9. *Encouraging and respecting choice.*
10. *Recognising the contribution of all stakeholders.*
11. *Promotion that is ethical, honest and non-patronising.*
12. *Providing opportunities for service to the community that are meaningful for both young people and the community.*
13. *Maximising formal and community recognition of learning outcomes.*
14. *Strengthening the interconnectedness of social networks.*

1.3.2 Strategies

A successful leadership program is generally based on the following strategies:

Market Research

The first step in developing a leadership program is to conduct market research in the community. This will help to identify your target market, their particular needs, and the level of demand for such a program. Conducting preliminary research will provide the program coordinator with background information that will be extremely useful when moving onto the next step of planning.

Planning

Once market research has been carried out, the next step is to plan and design a program based on the results of the research. This plan should include a detailed outline of the program goals and objectives, strategies to achieve these goals, determination of course content (practical/ theoretical), and an evaluation process. All of these sections are critical for the ongoing success of the program.

Implementation

The implementation step is extremely critical to the overall success of the program. It must tie in all of the research and planning that has been conducted in the previous steps. The program coordinators should consider holding a pilot run in the first instance to uncover and wean out any errors that may occur.

Feedback

Feedback must be obtained pre, during, and post event. This can be achieved through face-to-face interviews, observation, questionnaires, or group meetings. Follow-up is extremely important in the continued success of leadership programs. To determine the developmental progress of participants, some type of follow-up must be conducted.

Monitoring and Evaluation

Once feedback is obtained, the program can be evaluated by comparing the feedback results with previously set benchmarks. If there appears to be a significant difference between the two, then gaps in the program can be identified. Once the gaps have been identified, the program coordinators can devise methods to reduce these gaps by altering the program in some way.

2 Youth Leadership Programs

2.1 Definition of Leadership

Leadership is defined as the ability to influence a group towards the achievement of goals (Robbins et al. 2000). Leaders inspire, motivate, and provide direction to those that follow them.

Some other key elements of leadership include:

- The ability to influence others in a positive way
- The ability for someone to create belief in others that he or she can make a difference

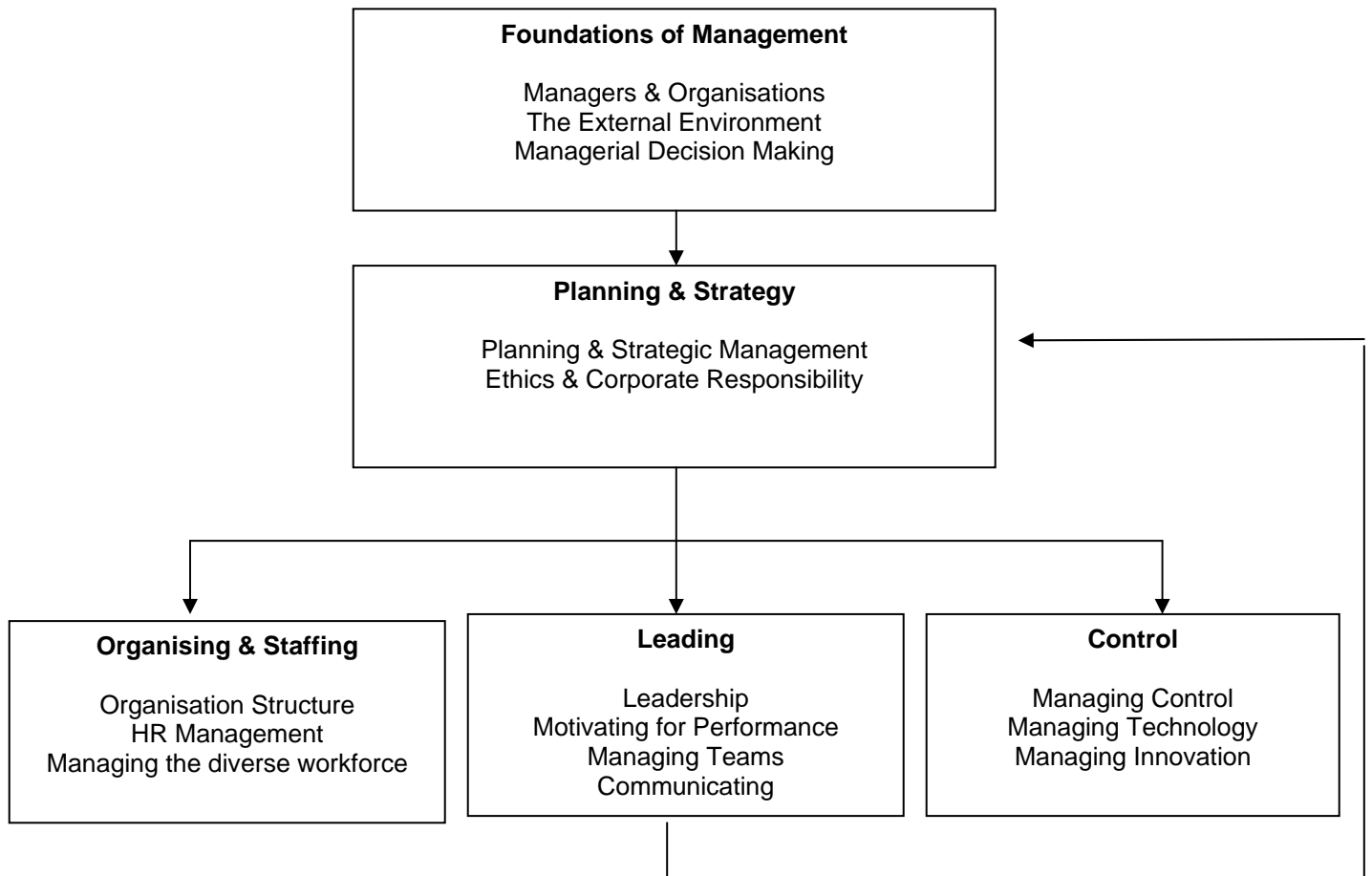
The Australian Red Cross, state: "Leadership is about looking to the future, having a vision, and translating that vision into outcomes." It is this vision, and looking beyond the here and now, that separates the leader from the manager, and defines the essence of leadership.

Leadership is one of four significant functions in the management process. The other three being: planning, organising, and control.

Leadership can also be defined as the stimulation of people to be high performers. It is directing, motivating and communicating with people, individually and in groups. Leadership involves close day-to-day contact with people, helping to guide and inspire them toward achieving team and organisational goals. Leadership takes place in teams, departments, and divisions, and at the top of entire organisations (Bateman & Snell: 1999).

2.2 The Functions of Management

There are four functions that are essential for successful management and these are shown in the diagram below.



(Bateman & Snell: 1999)

2.3 Scope

The terms "leadership program" and "development program" were interchangeable phrases in the research findings. This led to difficulty in distinguishing between the two. Both programs have similar components in developing leadership skills, but have modules that differ in methodologies and overall outcomes that distinguish them.

AUSYOUTH (2001) defines youth development activities as those with a focus on:

- Personal/individual development, including teamwork and leadership skills;
- Skill development through activities that are structured and sequential in their learning outcomes; and
- Strengthened connection with community through relationships, participation and contribution to the community.

However, during the screening process, several programs were omitted because it was felt that the sole purpose and intention was for the development of skills that did not include leadership.

2.4 Program Categorisation

The 38 youth leadership programs examined in this report can be categorised into groups based upon the three focuses identified by AUSYOUTH. The programs have been grouped according to the primary focus identified from the material received.

The three categories are:

1. Self-Esteem/Confidence Building
2. Structured/Theory Based
3. Community Based

2.4.1 Self-Esteem/Confidence Building Programs

These programs do not necessarily teach individual leadership skills such as communication or decision-making, but try to instill in the youth's mind that they too can make a difference and achieve their goals.

Inner belief is considered to be an important ingredient in becoming a good leader. It is based on the view that in order to do something in life or be someone, you first have to believe that you can do it or be that person.

Programs such as the YMCA Community Assistance Youth Program Scheme (CAYPS) targeted young African Refugees living in the Carlton district and provided them with educational sessions and voluntary work at various agencies such as the YMCA, Carlton Baths and the local library.

This enabled these young African refugees to gain experience working in different environments as well as making valuable contacts. There are seemingly insurmountable obstacles faced by these young people, and this program offers

them the opportunity and the experience necessary to advance, and in doing so, helps build their self-esteem.

There are other similar programs that go one step further in terms of content, such as the YMCA UNO-Y program, the Empower Me program and The Reach Foundation courses. These programs specifically focus on:

- Empowerment of the individual
- Building self-confidence and self esteem
- Developing resilience and
- Psychological well being.

These programs look at “Who you are?”, “Where do you come from?”, “Where do you want to go?” and “How do you get there?” These programs provide youth with belief and self-confidence, and help give direction on how these young people can achieve their goals in life.

The common factor in these programs is that they are run by "young people for young people".

A study conducted by The Reach Foundation showed that young people are more likely to follow, or be alert to, the advice of people that they can relate to rather than older adults.

The facilitator from Empower Me feels that the most important aspect of a successful Youth Leadership Program was having facilitators that young people can relate to. None of their facilitators are over 25 years of age.

2.4.2 Structured/Theory Based Programs

The second category is those that teach theoretical elements and skills necessary to become a future leader. This takes place largely in a classroom setting.

Skills learned include communication, decision-making, problem solving, team building, program planning, conflict resolution and public speaking.

Venturer Scouts Youth Leadership Program, Maroondah City Council Youth Leaders Program and the Australian Red Cross/CMYI program all fit into this category. These programs provide youth with the opportunity to gain knowledge of the essential elements of leadership.

The programs generally run for one week and provide participants with practical sessions, participatory activities and workshops. These programs do not expect that leadership skills will be developed over the course of a one-week training program. To provide ongoing development opportunities, youth workers organiser inclusion in a follow-up project for the participants to engage in after the completion of the actual learning program week.

Many of the theory-based programs also included a follow-up meeting with participants at a future date to determine how they are progressing, and to make sure that the participants are gaining the full benefit of the program.

In addition, feedback from these “classroom based” programs confirmed to ensure these programs are most effective, it is vitally important to have an enthusiastic facilitator who is able to use a variety of presentation mechanisms.

The Red Cross Youth Leaders Program adds variety to their sessions by holding their programs at interesting locations in the Melbourne area, such as Parliament House and Police Headquarters.

2.4.3 Community Based Programs

The third category of leadership programs has a practical component derived through community service and active citizenship policies. These programs provide for the development of personal and leadership skills, and also incorporate a community service requirement so that the community will benefit from the service provided by the program participants. One of the programs in this category is the well-known Duke of Edinburgh's Award.

The Duke of Edinburgh's Award program is offered to young people aged between 14-25 for recognition of the activities in which they are involved. There are 3 levels of award ranging from Bronze to Gold and for each level, participants complete activities in the areas of:

- Physical Recreation
- Expeditions
- Service
- Skills
- Residential

The service component requires participants to promote community awareness and carry out services to help others.

The Victorian Youth Development Program is a community service-based project, introduced to government secondary colleges across Victoria in 1997. The Victorian Youth Development Program is delivered as a school based program. It takes students out of the classroom and offers them a range of opportunities that promote youth leadership, team building, confidence, self-discipline and community awareness through practical involvement in a range of organisations.

Under the project, schools enter a partnership with one of several leading community organisations such as the Country Fire Authority, Victoria Police, Parks Victoria and Surf Life Saving Victoria.

The Victorian Youth Development Program offers all students a two-part program, comprising of a core competency component and a section unique to service providers' individual activities. A key feature of the core competencies is The Duke of Edinburgh's Award and the completion of its Bronze Award. Students must also successfully complete accredited First Aid and Cardio Pulmonary Resuscitation courses.

Surf Life Saving Victoria (SLSV) has been involved in the Victorian Youth Development program since 1997. Initially, SLSV was involved in assisting to set up program with 2 - 3 schools. SLSV now has 23 schools involved. All activities are based around the surf.

SLSV help connect schools to a club by providing a training manual with information concerning club leadership. SLSV also assist schools who need help with assessing their students, and have provided schools with uniforms for all students involved.

SLSV received funding to develop a manual, but do not receive money to be a provider. Schools receive money from Office for Youth for every student involved (\$450 approximately), and schools use this money to assist with program costs, such as bus hire, etc, instead of having to charge the students directly. This helps ensure the program is accessible to all students regardless of socio-economic circumstance.

A great benefit of the SLSV program has been the increase in memberships for the local clubs involved. In addition, it has also created a sense of community

between the schools and the club – some country clubs whose membership was low and consisted of predominantly holiday makers, have now increased their memberships with locals (eg. Apollo Bay). Although SLSV encourage schools / students to do patrols as part of the program, but it is not compulsory.

While this program is community based, it is well structured in its implementation. Programs of this type differ in the degree of initiative and involvement of youth in the development of the project, as can be seen from the program “Chain Reaction”.

“Chain Reaction” program was developed in the U.S.A. by identifying transportation issues in the community. They identified that the bicycle got the highest ratings in terms of cost, environmental benefits, and other criteria but they were the least used form of transportation. Therefore a "Recycle a Bike" program was established whereby youth mechanics repaired donated bikes and resold them.

3 Case Studies

3.1 Case Study One – Future Leaders Program (Tennis Victoria)

3.1.1 Program Research and Planning

Tennis Victoria is attempting to enhance club development throughout Victoria by conducting a youth leadership program called the Future Leaders Program.

The program involves the completion of three sections.

1. Basic Coaching Principles Course
2. Education Seminars (a glimpse into working in the sports industry through 1 hour presentations by leaders in their field – includes practical activities)
3. 40 hours voluntary work at Tennis Victoria tennis clubs

Duration: 1 Month (depending on completion of voluntary work)
Participant Age: Yr 10 – 12
Purpose: To instill leadership skills, knowledge and experience that ensures an understanding of working within the sporting industry

The Focus of the program is to:

- Prepare participants with the skills and information to provide assistance to tennis clubs in key areas of club function and leadership.
- To expose participants to a specialist group of presenters who are leaders within the sporting industry.
- Develop opportunities for participants to make a valuable contribution to the volunteer service provided by tennis clubs in Victoria.

3.1.2 Program Implementation

Topics Covered: Coaching, Marketing, Journalism, Sports Science, Public Relations, Umpiring, Tennis Workout, Managing Major Events.

Course Team: Presenters who are leaders within the sporting industry.

Format/Content:

1. Basic Coaching Principles
2. Education Seminars, and
3. 40 hours voluntary work at a tennis club.

Venue: Kooyong Lawn Tennis Club.

The element of the course that distinguishes it from other sport specific programs is the Voluntary Club Activity component. Participants, in conjunction with the Club committee, choose from the following options to complete the Voluntary Club Activity.

- Facilities maintenance
- Coordination of social functions
- Coordination of social play
- Assistance in club administration

During the voluntary component of the course a detailed diary of activities is kept and a club committee member completes an evaluation form. The Voluntary Club Activity involves around 40 hours input.

Participants may develop their own concept for improving the function of their chosen in one of the following categories.

Option A – Facilities Maintenance

The student work alongside the Facilities Maintenance Committee members in the general 'up keep' of court and surrounding areas. In addition, the student is responsible for developing one new initiative within the tennis club. Areas to consider are:

- Apply for Sunsmart grant through Tennis Victoria and construct a shade shelter area
- Develop and implement a wind protection plan
- Design and implement a plan for club appearances i.e. flower garden, clubhouse painting, etc.

Option B – Coordination of Social Functions

The student works alongside the social club committee to enhance existing social club activities, and is responsible for designing and implementing two tennis club social events. Ideas to consider are:

- A Grand Slam theme Club Day
- A Tennis and Fitness Day (organise for local gym to run events at the Tennis club in conjunction with social play)
- Corporate Tennis Classic
- Film night, Trivia Night, Theme night, Dress up Tennis Event

Option C – Coordination of Social Play

The student works alongside the Social Play Committee member to provide the following club service:

- Be present and open the courts up at least two appropriate times a week for social play. Participants pay a nominal amount for court use.

- Organise hitting partners and match rotation
- Develop a sense of belonging to the club through social play. Perhaps provide a cup of coffee or BBQ
- Help potential participants identify pathways for playing at the club
- Promote social play at different community centres, such as shopping centres, schools etc.

Option D – Assistance in Club Administration

The student works alongside the club committee in the continued development of club functions. This may take on many forms. Some areas to consider are:

- The development of a member database through a questionnaire
- Linking up with local schools and government
- Development of club short and long term plans in areas such as promotion, membership & competitions
- Development of Active for Life, Healthy Club Policies
- Development of Role Prescriptions for Club Committee members
- Development of a website for the tennis club

3.1.3 Program Feedback and Evaluation

The program is evaluated via three processes:

- Tennis Club Committee member on completion of volunteer work via a Feedback form for Committee Members
- Future Leader on completion of volunteer work via a Voluntary Club Activity Form
- Future Leader on completion of education seminars via a Participant Feedback Form

3.1.4 Evaluation Against AUSYOUTH Principles

The course is well structured, sequential and follows educational principles for personal/leadership development.

Opportunities for empowerment occur in the Voluntary Club Activity where strengths and capabilities are utilised to develop greater influence in tennis club activities.

Young people are involved in decision-making processes around the selection of activity from a wide range of options available. In making this decision, they work within the tennis club community and reflect upon the needs of the community.

The Voluntary Club Activity encourages the tennis clubs to value and engage young people. Young people are supported in their role by community leaders, and generally a mutual respect develops. The participation of young people is visible in the local community. Partnerships are developed with the assistance of the clearly defined roles and responsibilities.

Quality outcomes are enhanced through extensive feedback, evaluation and program reviews.

Promotion of the program includes a clearly articulated rationale, objectives, content details and a variety of options for providing service to tennis clubs.

3.1.5 Summary

Tennis Victoria – Future Leaders Program is based upon the well-identified need of the lack of volunteers at club level. Tennis Victoria has identified students in Years 10-12 (13-17 years old) as the target market and has developed a program to meet both their needs. The program has been found to:

- Assist participants with contacts and mentors in tennis
- Develop an awareness in participants of opportunities for involvement and development in tennis
- Develop leadership skills
- Benefit local community clubs short-term through the Voluntary Activity component of the program and long-term through the service provided by the volunteers.

3.2 Case Study Two – CMYI and Australian Red Cross Community Leadership Course

3.2.1 Research and Planning

The Centre for Multicultural Youth Issues (CMYI) and the Australian Red Cross have developed and implemented a community leadership course. This course is designed build innovative partnerships between young people, support services, and the community to enhance life opportunities for young people from culturally and linguistically diverse backgrounds.

The purpose of the program is to provide young people from culturally diverse backgrounds with the opportunity to gain leadership skills and confidence, and to enhance their participation in community life.

This partnership has developed through the Australian Red Cross' commitment to providing quality leadership programs to empower young people to be active in their communities, and the special need identified by the CMYI for youth from culturally diverse background and low socio-economic areas.

Participants are selected through a nomination process whereby nominations are received from 2 high schools from 4 municipalities (Kensington, Greater Dandenong, Darebin and Maribyrnong) of 5 students each.

3.2.2 Program Implementation

Duration:	1 week
Participant Numbers:	Maximum 40
Participant Age:	Yr 10
Topics Covered:	Leadership, Role of Government, Public Speaking, Decision Making, Communication, Stress Management, Self Esteem

Course Team:	Facilitators from CMYI and Red Cross
Format/Content:	Education seminars at different locations including Red Cross, Parliament House, Police Headquarters. Concludes with a presentation night and follow up project work with youth worker

The CMYI and Australian Red Cross Community Leadership Course is for the most part a theory-based course and covers the following topics:

Leadership

What makes someone a leader and how do you define leadership? Students explore the qualities of leaders, and take part in a team game to examine different leadership styles.

Qualities of effective leaders are discussed, as well as its importance and its relationship with power and the difference between management.

Communication

Essential to good leadership is the ability to be able to communicate effectively with others. What skills do leaders use to get everyone on board and how can we use these techniques ourselves? These skills are examined and then applied through public speaking.

Different forms of communication are examined together with their specific functions.

Decision Making

Leaders are ultimately responsible for the decisions that their team makes. Importance of decision-making in all areas of life and human endeavour are examined.

To make informed decisions, the risks and consequences involved in each choice must be explored and assessed. Students also explore the process involved in making informed decisions. This process requires parties to inform themselves of available options and to make choices based on a consideration of the probable consequences.

Using real life examples students explore the strategies employed to help make sound decisions. Here students consider the different methods used by group organisations such as majority decisions, consensus etc.

Team Building

To introduce students to the nature of teams, teachers explore the notion that teams have certain elements that increase their cohesion and differentiate them from other social groups.

A historical perspective of the important contribution that teams have made to Australian society is looked at with an example of the contribution that the Australian Red Cross made to the war effort during World War II.

Problem Solving

Students examine some of the practical considerations in solving problems in real life, and the different issues which impact on a team's ability to solve problems in the real world (e.g. cultural differences, value differences etc).

The students are presented to the GAP approach to problem solving. Namely to identify the problem, develop a range of strategies to solve the problem, and choose the solution which best addresses the problem.

3.2.3 Feedback and Evaluation

The Australian Red Cross recognises that continuous development and refinement of Leadership Training is important. As such they carry out evaluation and obtain both formal and informal feedback.

3.2.4 Evaluation Against AUSYOUTH Principles

This course is strong in the “Conscious enterprise” overarching principle identified by AUSYOUTH. The processes and actions are sequentially structured in the course outline, and provide opportunities for the participants to demonstrate resourcefulness, imagination and energy.

The purpose of each process is clearly defined and understood by participants.

The Red Cross Community Leadership Manual provides solid documentation.

3.2.5 Summary

This program covers the skills necessary for the development of participants as future leaders.

The program is facilitated by a very energetic and enthusiastic group of facilitators, and also utilises a variety of venues.

The program recognises that follow up is an extremely important step in the overall program. The Australian Red Cross continuously follows up on participants to monitor their progress and to evaluate the outcomes of the course.

3.3 Case Study Three – Maroondah City Council Young Leaders Program

3.3.1 Research and Planning

The young leaders program was first run in Maroondah in 1995. The program was an adaptation of the very successful Young Leaders Program first developed back in 1986 at the City of Berwick (now the City of Casey). The Council runs the program as a community service.

The purpose of the program is to provide young people with the opportunity to gain knowledge of the essential fundamentals of leadership, effective communications, group dynamics, decision making, public speaking and group processes. Involvement in the program also gives young people the opportunity to be introduced to their local government.

The one-week program deals with communication, group processes, leadership, public speaking, program planning and Local Government; and culminates in a presentation night. This gives the young leaders the opportunity to celebrate their achievement with their family, friends, teachers and Council.

The Young Leaders Program is an active, participatory program where young people learn by having fun, making new friends, and experiencing things for themselves.

3.3.2 Program Implementation

Duration:	One week
Participant Number:	About 30
Participant Age:	Year 10
Selection Process:	Nomination by the teacher
Topics Covered:	Leadership, Communication, Group Dynamics, Decision Making/Problem Solving, Conflict Resolution,

Values, Attitudes, Public Speaking, Stress and Local Government

Course Team: 5 facilitators experienced in this field
 Format/Content: Experiential learning, having fun, interacting with others and achieving set tasks

The interactive and experiential learning components of this program that distinguish this program can be seen in the schedule and content details below.

Program Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
<i>AM</i>				
Introduction	Leadership game	Icebreaker	Local Govt.	Icebreaker
Aims		Activity	Presentation	Public Speaking
Icebreaker	Group Discussion			Exercise
Partner Interview				
Morning Tea	Morning Tea	Morning Tea	Morning Tea	Morning Tea
Communication	Women in	Values	Self esteem/	
One way/Two	Leadership	Exercise	Self Talk	Discussion
Way		Decision making	Changing beliefs	
communication				
Exercise		Role Play	Activity	
Lunch	Lunch	Lunch	Lunch	Lunch
<i>PM</i>				
Non verbal				
Communication	Activity	Public Speaking	Stress Mgmt	Student Info
Communication	Leadership attitude	Role Play	Activity	Officer program
Blocks	Leadership style	Presentation	Handout	Work on
		Games	Relaxation Tech	Presentation
Afternoon Tea	Afternoon Tea	Afternoon Tea	Afternoon Tea	Afternoon Tea
Listening Exercise	Roles in Groups	Public Speaking	Attitudes	
Overview	Activity	Cont'd		
Evaluation	Overview	Overview	Overview	
Staff Evaluation	Evaluation	Evaluation	Evaluation	Evaluation
	Staff Evaluation	Staff Evaluation	Staff Evaluation	Staff Evaluation
<i>Evening</i>				
				Presentation
				Supper/Finish

3.3.3 Feedback and Evaluation

Feedback is provided in the form of evaluation sheets given to students at the end of each day.

After completing the program students have the opportunity to become Student Information Officers, who act as a link between Local Council and the Schools.

3.3.4 Summary

This program includes all the basic ingredients necessary to become a Leader. It offers brainstorming sessions, group discussion, and a great deal of interactive activity. It is run by a group of very enthusiastic facilitators who have a passion for youth and want to see them achieve their full potential.

The only potential drawback is in the selection process of participants. The selection process involves schools selecting students at their own discretion. This may mean schools are more likely to nominate those students who already show strong leadership skills and hold positions of leadership such as the student committee or the like, and not necessarily those who may have hidden leadership potential.

3.4 Case Study Four – The REACH Foundation

3.4.1 Research and Planning

REACH is a Victorian based non-profit, non-denominational organisation, established in 1994 by football Brownlow Medallist, Jim Stynes, and film director, Paul Currie.

REACH aims to help young people build self-esteem and to discover purpose in their lives.

REACH runs programs designed to help young people see through the negativity of their environment, and ignite a passion for life. It operates through experiential workshops that combine games, films, music and group interaction to encourage young people to express themselves openly. There are large-scale youth days, regular evening courses, weekend camps and monthly reunions, as well as individual counseling.

Since its inception REACH has grown and diversified. REACH has now established the Facilitators and Leadership Training Program that focuses on training selected individuals who have come through the REACH courses to run the programs themselves with the aim of “young people inspiring young people”. The concept of the Facilitators and Leadership program is to engage those people who have been participants themselves as facilitators to ensure course are run “with youth” rather than “for youth”.

REACH “Developmental” Courses – Outline

Duration: 5 weeks/two hours per week

Participant Number: Max 30

Participant Age: 13 to 18 year olds

Purpose/Aim:	To promote empowerment of young people, the building of self-confidence and self-esteem, and the development of resilience and general positive psychological well being.
Objectives:	To encourage young people to take responsibility for their own lives and the choices they make To offer a positive, alternative peer group To promote greater self-awareness and build self-esteem To discover potential and purpose To allow individual expression and appreciation for life
Course Team:	Experienced youth facilitators who have undertaken specialised training using REACH philosophies
Topics Covered:	Who are you? What brings you to this point? What are the events that you can let go of that have held you back in your life or that have made you feel terrible? Embrace the negativity and understand it. Specific issues and general themes affecting participants, such as parents, drugs, alcohol, peer group pressure and how to support each other Looking toward the future and your dreams, understanding what you want out of life. Realise that it's not all bad and recognise that, out of the bleakest part, there is opportunity for you in the future. Applying the principles of letting go and being truthful and honest in order to progress with life.

REACH Camps

The REACH Camps are designed to bring together young people from different environments and extend the work begun during the five-week REACH “Developmental” Courses.

Objectives	To provide an intensive self development program
	To provide a series of challenging and inspiring activities
	To enable young people to discover and learn within a natural environment
	To allow individual expression and appreciation for life

3.4.2 Facilitators and Leadership Program Implementation

REACH has a program focused on training selected individuals who have come through the REACH courses to train as facilitators themselves.

3.4.3 Feedback and Evaluation

Research and evaluation are essential to providing The Reach Foundation with objective evidence about the successes of its programs and areas of improvement. A formal Research and Evaluation Infrastructure has been established with the involvement of Monash University Medical School.

The vast majority of youth and adult observers are highly satisfied with the programs REACH provides. Data gathered from participants indicate REACH programs rate an extremely high level of satisfaction, with an average rating of 8 out of 10.

3.4.4 Summary

The REACH program is different from the other Case Studies considered in this report in that it is a self-development program designed specifically for disadvantaged youth. The program is all about helping these young people build self-esteem, to see through the negativity of their environment, and to ignite a passion for life. The leadership component of the REACH program is in training the facilitators for the self-development courses, and in doing so giving the courses “back to the youth”.

3.5 Case Study 5 - The Youth Leadership Institute Youth Initiated Projects

3.5.1 Research and Planning

The Youth Leadership Institute is based in San Francisco, USA. The Institute's goals are to share information and promote best practices in youth development. As an institute they provide professional, relevant, effective training and technical assistance to people in education, health, and community development systems and agencies, as well as to young people, youth practitioners, policy makers and other interested parties.

The Youth Initiated Project (YIP) is an innovative program that gives San Francisco's creative young people the support and the funding they need to help address issues in their communities. YIP epitomises the spirit of youth empowerment by investing in young people and engaging them in community projects affecting real change.

3.5.2 Program Implementation

- Design projects to address issues they identify as important
- Watch their ideas turn into action
- Gain leadership, teamwork and other life skills
- Impact on their neighborhoods and communities in positive ways

Communities gain:

- The resources and creativity of young people
- Solutions to real problems
- Essential community services
- Vibrant youth/adult partnerships

Program schedules are designed depending on the type of leadership project undertaken by the youth. Youth get involved by submitting a project proposal to YIP, or by applying to be on the YIP Review Board. The Board then determines which proposals are to be supported, how much the program will receive in terms of funds, and proposes a schedule for the project. The YIP conducts three grant cycles per year, during which youth and community groups apply for funding.

3.5.3 Feedback and Evaluation

The Review Board evaluates the success or otherwise of the project at different stages throughout the project period. The evaluation provides them with valuable information in regards to the development of the project and the input being made.

3.5.4 Summary

This leadership program appears to be extremely successful in three contexts:

1. It requires youth to take the initiative and apply for the project funding.
2. It allows youth to take on a direct leadership role and practical involvement in the project. This allows youth to directly learn what it takes to be a leader.
3. It provides a service for the community that otherwise would not exist. The community certainly benefits from this program in two senses; it keeps youth off the street while at the same time improves the local area.

4.0 Guidelines for Effective Youth Leadership in Sport Programs

The programs examined in this study have been successful for a variety of reasons. This section considers the “more successful” elements of the various programs case-studied.

4.1 Research and Planning

Develop a program whereby youth participate on Boards of Directors, planning and advisory committees, and other governing bodies. Skills such as sound decision-making and analysis of key issues can be acquired, as well as gaining a vested interest in communities.

4.2 Program Implementation

Youth leading youth: A policy of involving older youths in the development of leadership skills in younger youths appears to be advantageous. The reduced age gaps allow greater connection between coordinators and participants. As a result, the content is delivered at a level that the participants can better understand, and therefore learn more from the program.

A new component could be introduced to the current programs whereby the youth participating in the program initiate and develop a module that they feel could add value to the course. This will allow the participants to identify issues that are important to them that can be resolved through the program.

4.3 Feedback and Evaluation

Follow-up: The more successfully run programs, both in Victoria and Overseas, used follow-up procedures to evaluate the success of each participant from their program. This occurred post program and either involved face-to-face evaluation

or questionnaires. To further develop and enhance the programs, feedback is required to determine whether or not the program is functioning properly.

Evaluation: Proper evaluation of the program needs to be conducted pre, during, and post program. The evaluation process will allow program coordinators to discover gaps in the current program, and to provide methods for filling these gaps. Problems may lie in the selection process of participants, the content of the course, the format of the course, the staff etc. Evaluation will help to increase the value of the course for all involved.

5 Conclusion

A diverse range of leadership programs exists in local and overseas communities catering for a range of youth from differing backgrounds. Many key organisations play a role in supplying these programs from sporting associations, to Local Councils, to privately run organisations.

There are leadership programs catering for the disadvantaged as well as for the Culturally and Linguistically Diverse communities, and also for those young people who are looking to further advance their already existing leadership qualities.

Networking Victorian programs with interstate and overseas programs so that cross program development can occur would be advantageous to all stakeholders. This will create information cross over so that the end result is improved program content and delivery.

Appendices

Appendix A: Programs Reviewed

Australian Programs:

1. The Duke of Edinburgh's Award
2. YMCA UNO-Y & Creative Leadership Program
3. CAPS (An Active Australia Leadership Program)
4. Venturer Scouts Leadership - Youth Leaders Initiative
5. Surf Life Saving Victoria - Development Camps for Youth Under 13's & Development Camps for Youth Under 15's
6. Tennis Victoria Future Leaders Program
7. YMCA CAYPS
8. Victorian Youth Development Program
9. Gymnastics Victoria CAPS Program
10. CMYI
11. RLSSAV-VYDP
12. RLSSAV Junior Life Guard Club (Bronze Rescue)
13. Borderlands Students Partnership Worldwide
14. Empower Me
15. Here for Life
16. Tallpoppies
17. REACH Courses – Camps, School Workshops & Facilitators and Leadership Program
18. Visy Care
19. Maroondah City Council Youth Leaders Program
20. Pakenham Auto Club Junior Development Program
21. The Foundation for Young Australians
22. CAMS Youth Leadership Program
23. Red Cross Leadership Course
24. Football Victoria (SEPEP model)
25. Gippsport – SportsFun
26. Outward Bound

Overseas Leadership Programs

1. Greater Albuquerque Chamber of Commerce Youth Leadership Program
2. Bosnia and Herzegovina –USA Youth Leadership Program

3. University of Iowa Youth Leadership Program
4. District 4 Toastmasters Youth Leadership Program
5. Pearson Seminar on Youth Leadership
6. Chicano Latino Youth Leadership Project
7. Kai Makana's youth mentorship program
8. Leadership – Huntsville/Madison County
9. Youth Zone – Youth Leadership Program
10. National Youth Leadership Camp
11. Rotary – RYLA
12. Youth Leadership Institute Youth Initiated Projects
13. Youth Leadership Institute Young Active Citizens

Appendix B: Tennis Victoria Additional Information

Basic Coaching Principles

The Basic Coaching Principles sessions will help youths develop a good understanding of the fundamental skills in tennis. It will also help develop group organisation and planning skills. The course will help participants understand:

- The Role of the Coach
- Teaching Sports Skills and Games
- Communication
- Game sense
- Skill Development

Education Seminar

Sport and tennis in particular is a multi-billion dollar industry. It is one of the fastest growing sectors of opportunity for not only the elite performer but also those interested in successful sport management. The Tennis Victoria – Education Seminars put participants in touch with the leaders of the industry in areas such as:

- Information Technology
- Facilities Management
- Tennis Marketing and Promotion
- Careers in Tennis Coaching and Administration
- Public Relations in Sport
- Major Event Management
- The Benefits of Volunteerism.

A state leader in the tennis industry presents each seminar. Participants will have a direct link and discover first hand what it takes to be successfully employed in the sports industry.

Feedback form for Committee members

This form is to be given to and completed by a Tennis Club Committee member.

Name of Club: _____

Committee Member Name: _____

Address: _____

Suburb: _____

Contact Number: _____

Name of student: _____

School: _____

Starting date of Voluntary Club Activity: _____

Type of Voluntary Club Activity e.g. Admin, social, maintenance...

Approximate number of hours spent on club activity

Brief description of Activity (please attach notes if required)

Brief description of how the Voluntary club Activity has impacted on the club

Is there an opportunity for ongoing involvement to the Voluntary Club Activity?

Thank you for your time. Tennis Victoria has a commitment to the development of Future Volunteers in Clubs. We hope you have found this experience rewarding and productive for both the club and student.

Voluntary Club Activity Form

This form is to be completed by the Future Leader and signed by the School Sports Coordinator.

Name of student:

School:

Sports Coordinator:

Starting date of Voluntary club Activity:

Type of Voluntary Club Activity e.g. Admin, social, maintenance...

Approximate number of hours spent on club activity

Is there potential for the ongoing delivery of your club activity?

Please explain

Please attach a presentation describing your Voluntary Club Activity in detail. (500 – 1000 words)

Include where appropriate:

- Photographs
- Letters from Club members
- Newspaper Articles
- Any material that will support your involvement with the club

Participant Feedback Form

What are your overall impressions from the education seminars?
Please circle.

Excellent Very Good Good Satisfactory Poor

Please explain. Also include any aspects you would like to see included, more time spent on or removed (attach notes if required)

Has conducting voluntary tennis club activity been a positive experience?

Please explain (attach notes if required)

Do you feel that you got enough support from the tennis club in conducting voluntary club activity?

Please explain (attach notes if required)

Was their effective communication between Tennis Victoria and yourself?

Please explain (attach notes if required)

Is there anything else you would like to see included in the Future Leaders Courses?

Thank you for your time and effort! This must be completed and sent back to Robin O'Neill at Tennis Victoria by, Friday 12 July (Semester One Program), 2002 5:00pm.

Appendix C: CMYI and Australian Red Cross Community Leadership Course Additional Information

Aims

- To promote social harmony through encouraging inclusiveness, real choices and opportunities for young people from culturally and linguistically diverse backgrounds.
- To ensure young people from a CLD background have an accessible, equitable and inclusive service system.
- To encourage and support young people to question and challenge in order to improve opportunities for inclusion.
- To support the development of multicultural youth networks and groups of young people.
- To assist young people in enhancing their skills to fully participate in the community.
- To develop a range of personal and social skills that enable young people to address issues affecting their lives.
- To give young people a forum where they can share experiences, learn skills and draw strength from one another.
- To give young people an opportunity to articulate and voice their concerns about issues affecting their lives.
- To develop a sense of belonging and trust in their community.
- To encourage young people to actively participate or engage in the process of decision making in community life.
- To provide information about processes and services that are culturally and linguistically appropriate.
- To educate young people about political systems and processes.
- To develop skills in communication, decision-making, public speaking, problem solving, team building and negotiation.
- To empower young people to develop programs and activities in line with their needs and aspirations.

Course Outline

Monday 26 August	Getting Started Introductions Group contract Weekly plan	Leadership Leadership attributes and styles Building a skyscraper	My journey, my culture, my community	
Tuesday 27 August	Roles of Government Getting to know your local community	What's important to me? Being clear about our own values	Our issues and experiences Creative Exploration	
Wednesday 28 August	Public Speaking Tips for terrific talks	Decision Making Being responsible for the decisions you make	Our issues and experiences What would I like to change?	Communication Effective listening strategies and observing body language
Thursday 29 August	Community Challenge What do we want and how will we get it?	Developing a plan.	Assertiveness Getting what you want without blowing it	Stress Management Keeping your cool
Friday 30 August	Community Challenge Tying up the loose ends	Self Esteem Achieving your goals Where to from here?	Presentation and Performance	Conclusion Evaluation Positive Strokes Farewell

Appendix D: City of Maroondah

Program Content

Leadership

What is Good Leadership?

Understanding the different styles of leadership

Understanding your leadership action

Leadership – Task & Maintenance Roles

Communication in Leadership

Communication

What is communication? – Non-verbal/Verbal

Skills used in communication:

Open/closed ended questions.

Written Communication.

Assertiveness

Factors Affecting Communication

Body Language

One Way/Two Way communication

Myths & Realities about Communication

Emotions & Communication

Group Dynamics

Group Processes

Important Elements for Working in Groups/Teams

Strategies for Dealing with Group Conflicts

The difference between Groups & Teams

The Roles we play in Groups

Working Cooperatively

Decision Making/Problem Solving

Theories of Decision Making

Decision Making Strategies

The Process of Decision Making & Problem Solving

Conflict Resolution

Practical Application

Conflict Resolution Strategies

Win/Win Model

Various Models of Conflict Resolution

Perfection

Complacency

Discovery

Compromise

Collaborative

Values

Formation of values

The effect of: Family, School, Friends, Culture and the development of values

Recognition of Personal Values

The Effect Values have on the Goals and Decisions

Attitudes

What is Attitude?

How Attitude Effects Behaviour

Rational & Irrational Self-Talk

Changing Negative Beliefs

Public Speaking

Key elements of Public Speaking

Preparing a Speech: Audience, Venue, Key Purpose, Message or Theme, Material, Use of Language

Stress

Causes of Stress

The Impact of Stress on Health & Well-being

Breaking Stressful Habits

Stress Reducers

Local Government

The Three Levels of Government

The role of Local Government

How to access Local Government