

# County Ambassador Handbook





## Preface

This Handbook is a major revision of the previous County Ambassador Handbook that was the result of the 2005-2006 4-H State Ambassador team's work in thinking creatively about the 4-H County Ambassador program.

Information in this Handbook is designed to standardize the work of 4-H County Ambassador Program across California. It should guide the work of County Ambassadors and be used in conjunction with the County Ambassador Administration Manual.

### **A project of the University of California 4-H Youth Development Program Incentives and Recognition Advisory Committee**

Chairs: Gemma Miner, Sarah Lloyd

Members: June Coleman, Barbara Butko, Sarah Berke, Jeff Randolph, Liliana Brown, Jordan Miner, Kate Lyn Sutherland, Sarah Gatie, Astoria Ho, Allison Keaney, Bailey Robinson-Burmester, Olivia Snodgrass

#### Suggested Citation:

Miner, G., Lloyd, S., Berke, S., Butko, B., Coleman, J. & Robinson-Burmester, B. (2017). *County ambassador handbook*. Davis, CA: University of California Agriculture and Natural Resources, 4-H Youth Development Program.

# County Ambassador Handbook

## Table of Contents

<b>Section 1: County Ambassador Overview</b>	<b>Page 5</b>
<b>Section 2: Guidelines for County Ambassadors</b>	<b>Page 6</b>
<b>Section 3: Ambassador Team Interactions</b>	<b>Page 7</b>
Orientation	7
Tuckman’s Stages of Team Development	8
Formal Meetings	9
Youth-Adult Partnerships	10
Relationships with Other Groups	11
<b>Section 4: Yearly Planning</b>	<b>Page 12</b>
Plan of Action	12
Leadership Competencies	12
Service Learning	14
Plan of Action Worksheet	15
GPS Goal Management	17
GPS Worksheet	18
Reflection	20
<b>Section 5: How-To Guides</b>	<b>Page 22</b>
How to Plan an Event	22
How to Plan a Workshop	24
How to M.C. an Event	25
<b>Bibliography</b>	<b>Page 27</b>



## Section 1: County Ambassador Overview

### What Is a County Ambassador?

A County Ambassador is the *representative* and champion of the 4-H program in the county. While no two County Ambassador programs are identical, they follow the same guidelines, provide similar opportunities and have the same learning goals.

All County Ambassadors are *highly encouraged* to attend and participate in the 4-H State Leadership Conference, 4-H Area Summits, as well as serve on statewide committees or the Statewide Management Board and participate in other activities or events beyond the county level. These experiences help expand leadership skills and are beneficial for those wishing to go on to become a State Ambassador.

The County Ambassador team plans their own activities and learning goals within the established guidelines as described in this Handbook (see pages 12 – 15).

County Ambassadors act as visible 4-H members - role models for their fellow 4-H members, their county, their state and their world.

### What Recognitions Distinguish County Ambassadors from Other 4-Hers?

County Ambassadors stand out among other 4-Hers because of special attire such as:

- County Ambassador Star Rank patch (hat) and lapel pin earned upon appointment and worn during years of service.
- County-specific County Ambassador uniform (usually a special jacket, polo shirt and/or nametag). The attire for each county varies and often can be decided upon each year by the County Ambassador team.

The County Ambassador patch for the 4-H hat and/or pin for the lapel:



## Section 2: Guidelines for County Ambassadors

Being chosen as a County Ambassador is a working honor and in fulfilling it, members are expected to behave with a degree of maturity, composure and excellence. The following are a set of general guidelines for succeeding as a County Ambassador.

As a County Ambassador, you are expected to:

1. **Follow the [4-H Code of Conduct](http://4h.ucanr.edu/files/172639.pdf) always.** Members sign this at the time of enrollment each year. It can also be referenced here: <http://4h.ucanr.edu/files/172639.pdf>
2. **Maintain a professional attitude** as a representative of the 4-H Youth Development Program. Remember that both peer friendships and youth-adult partnerships are working, professional relationships.
3. **Follow the [dress guidelines](#)** and dress appropriately for events attended or participated in as a County Ambassador. If the County Ambassador group has a uniform, this includes wearing Ambassador attire to an event when appropriate. The team should decide together what the dress requirements will be at each event. Coaches should participate in the conversation and not determine this for the team.
4. **Serve as a role model for younger members.** As a prominent senior member of the 4-H program, younger members will be watching County Ambassadors both on *and* off stage. Be mindful of this and aspire to set a good example always.
5. **Complete work on time.** Whether it is an independent project or part of a group project, members should always complete the work that is agreed upon, whether determined by the group or individually volunteered. Members who are having trouble completing tasks on time, must let the adult coach or County Ambassador team know so the adult coaches on the team can help. This should be viewed as a learning experience. Things happen, and everyone needs to learn how to ask for help.

### Penalties for Not Fulfilling Responsibilities

Just as there are rewards for doing an outstanding job as a County Ambassador, there can also be consequences for not fulfilling the responsibilities of the position. These penalties will vary from county to county. Penalties might include loss of financial support to attend State Leadership Conference, or dismissal from the County Ambassador program which includes forfeiture of the County Ambassador pin and star, and/or county specific uniform (jacket, polo, nametag, etc.). Be aware of the requirements of the County Ambassador position and follow through to completion to meet all the expectations to receive recognition.

## Section 3: Ambassador Team Interactions

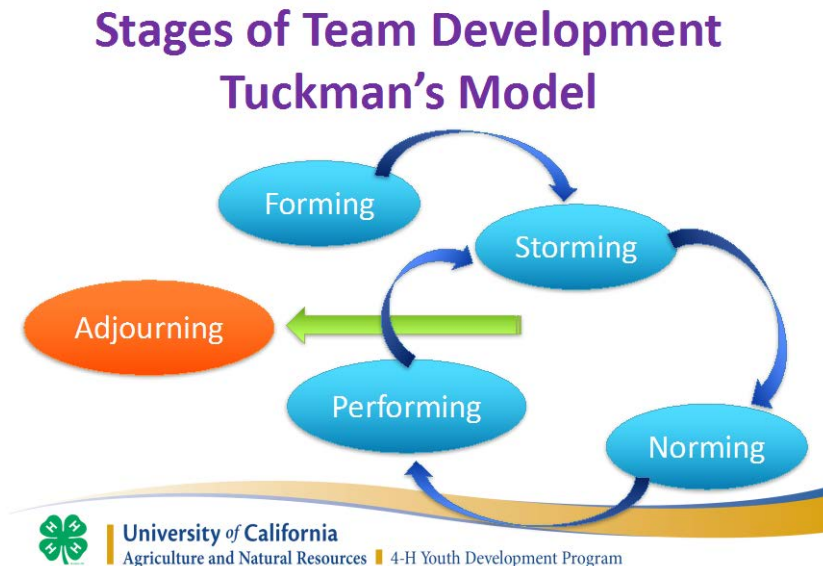
### Orientation

The County Ambassador team's initial meeting will set the tone for the rest of the term. It also serves to orient County Ambassadors, coaches and program staff. The team should accomplish the following:

- **Make Group Agreements**
  - Establish group agreements and norms to which all members commit. These should be agreements that will apply for all team interactions for the entire term. At each meeting, reflect on the agreements. Add more if needed or revise or delete agreements as determined by the team. Each time a revision is made, obtain agreement from all about the new agreements.
  
- **Decisions, Decisions...**
  - Set a standardized decision making process. Will the team use a “majority rules” policy or aim for consensus on every decision? Coaches should be voting members of the team, with an equal vote.
  
- **Set Up Communication**
  - Find out what communication method works best for the group. These could include (but are not limited to) e-mail, text messages, IM chats, phone/teleconferences, and in-person meetings.
  
- **Plan of Work**
  - Complete one or more of the activities found in the County Ambassador Administration Guide on Leadership Competencies (see pages 14-15). Reach an understanding and working knowledge of what each of the competencies means. Working knowledge means that you could teach others the basics about the competencies.
  - Either as part of a long orientation process or very soon after the initial orientation, meet again to choose three Leadership Competencies that the whole team will focus on. The competencies are overarching ideas to guide learning for the year. Set specific goals within each of the competencies selected, and fill out the worksheets found in the appendix. Description of this process and sample plans are on pages 12 – 15.
  
- **Teambuilding & Personalities**
  - Conduct teambuilding and personality profile activities to understand how each member contributes to the team and works cooperatively with the team. Ideally, these activities should be led by a 4-H staff member or guest speaker so that the adult coaches participate as members of the team.

## Tuckman's Stages of Team Development

The County Ambassador team, just like any other group, will go through the following phases in team development: forming, storming, norming, performing and finally adjourning. These five stages are necessary and inevitable for the team to grow.



- **Forming:** Members behave mostly independently and are generally polite to each other. To grow from this, members must learn to work together and risk the possibility of conflict.
- **Storming:** Disagreements and personality clashes come out in this stage. Tolerance and patience must be emphasized here.
- **Norming:** The team becomes aware of competition or shares a common goal. They accept each other and make efforts to move forward.
- **Performing:** Team is motivated, focused, and knowledgeable. They can make decisions without supervision.
- **Adjourning:** This final stage is when the work of the group comes to an end and can happen at any stage. There can be celebration and happiness for a job well done in addition to feelings of sadness and distress, especially if the group has worked together for a long period of time and developed strong relationships.

Please contact Gemma Miner, [gmmminer@ucanr.edu](mailto:gmmminer@ucanr.edu), at the State 4-H Office for more information on activities that help teams understand and practice Tuckman's theory of team development.

There are many resources on the internet related to Tuckman's theory if you want to learn more.



## Formal Meetings

Formal meetings of the entire County Ambassador team (including coaches) should be held on a regular basis. A suggested frequency would be to meet once a month for the entire term (usually 12-18 months). Before the first meeting, perhaps during orientation, determine the meeting calendar for the year. Pre-assign one person who will act as the “Leader-of-the-Day”, the “LOD” and another who will act as Recorder for each meeting on the calendar.

**Before** each meeting,

- The LOD prepares the agenda in consultation with others, outlining all items to be addressed at the meeting.

**At** each meeting,

- The LOD leads the group through the agenda, keeps the meeting moving and ensures that the meeting objectives are met.
- Review group agreements that were developed during orientation. How is the team doing with these agreements? Are there items to add? Delete?
- The Recorder takes notes detailing what was discussed and any decisions the group made.

**After** each meeting,

- The Recorder distributes the meeting notes via an agreed upon platform by an agreed upon deadline (ex: via email, within one week of the meeting).

## Extra Meetings

The team may need to have meetings more frequently when planning events – or hold separate meetings solely for planning a large event or activity. For example, if the County Ambassador team hosts a county-wide conference, extra meetings may be needed just for planning that conference.

Holding additional meetings is fine – and sometimes necessary – if everyone on the team knows (including coaches) that the meeting is happening with enough notice to attend. When other meetings are added, be sure to appoint an LOD and Recorder before the meeting.

## Youth-Adult Partnerships

Youth and adults can work together in all kinds of ways. The kind of partnership that is encouraged in 4-H, and especially among County Ambassador teams, is one that would fall closer to the top of Hart's Ladder, rather than the bottom.

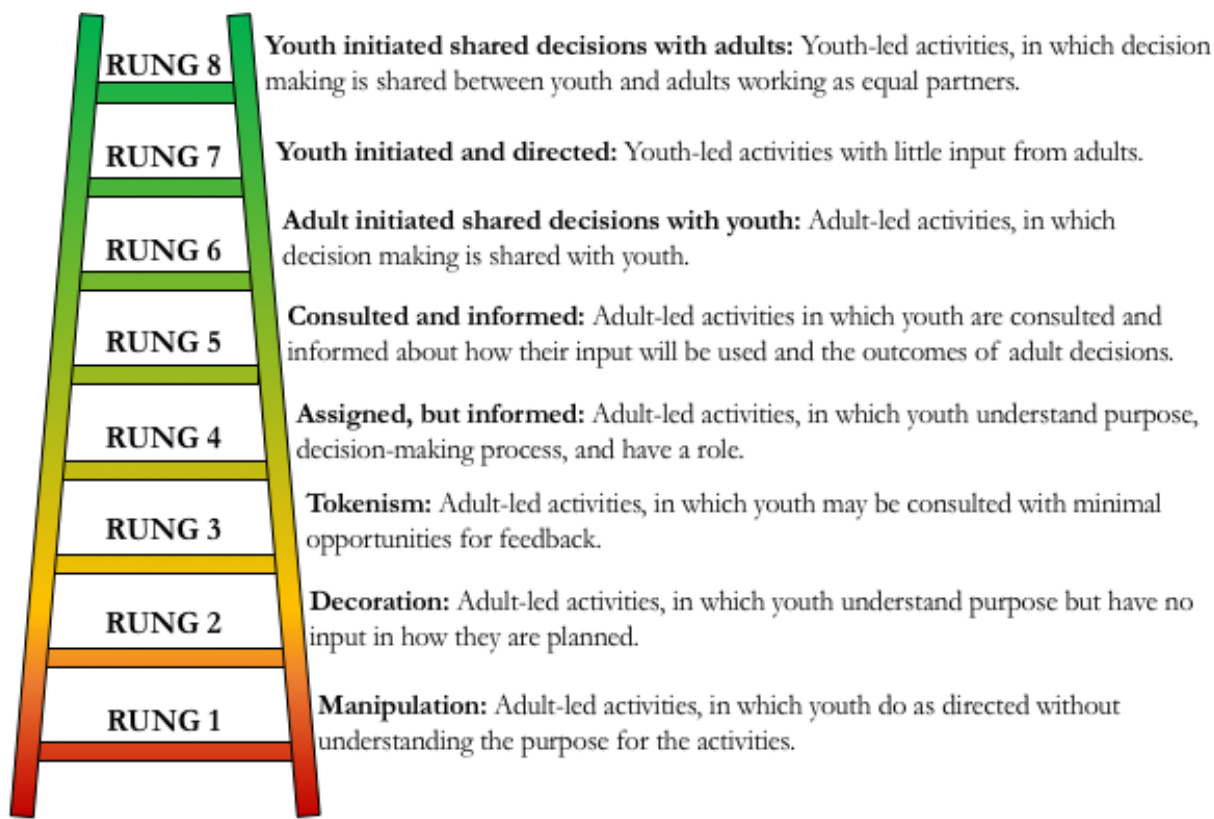
Youth and adults (ambassador coaches, club leaders, members of community organizations, etc.) should both strive for a partnership in the **Rung 6 to 8** range.

Any activities or relationships of Tokenism, Decoration, or Manipulation (Rungs 1 to 3) are discouraged. When opportunities arise that fall in these categories, the team should discuss ways to move their involvement higher up the ladder through discussions with the organizers of the activity or event.

Discuss how the team will best follow **Hart's Ladder** in interactions with adults throughout the year. Here are some tips on how to get started:

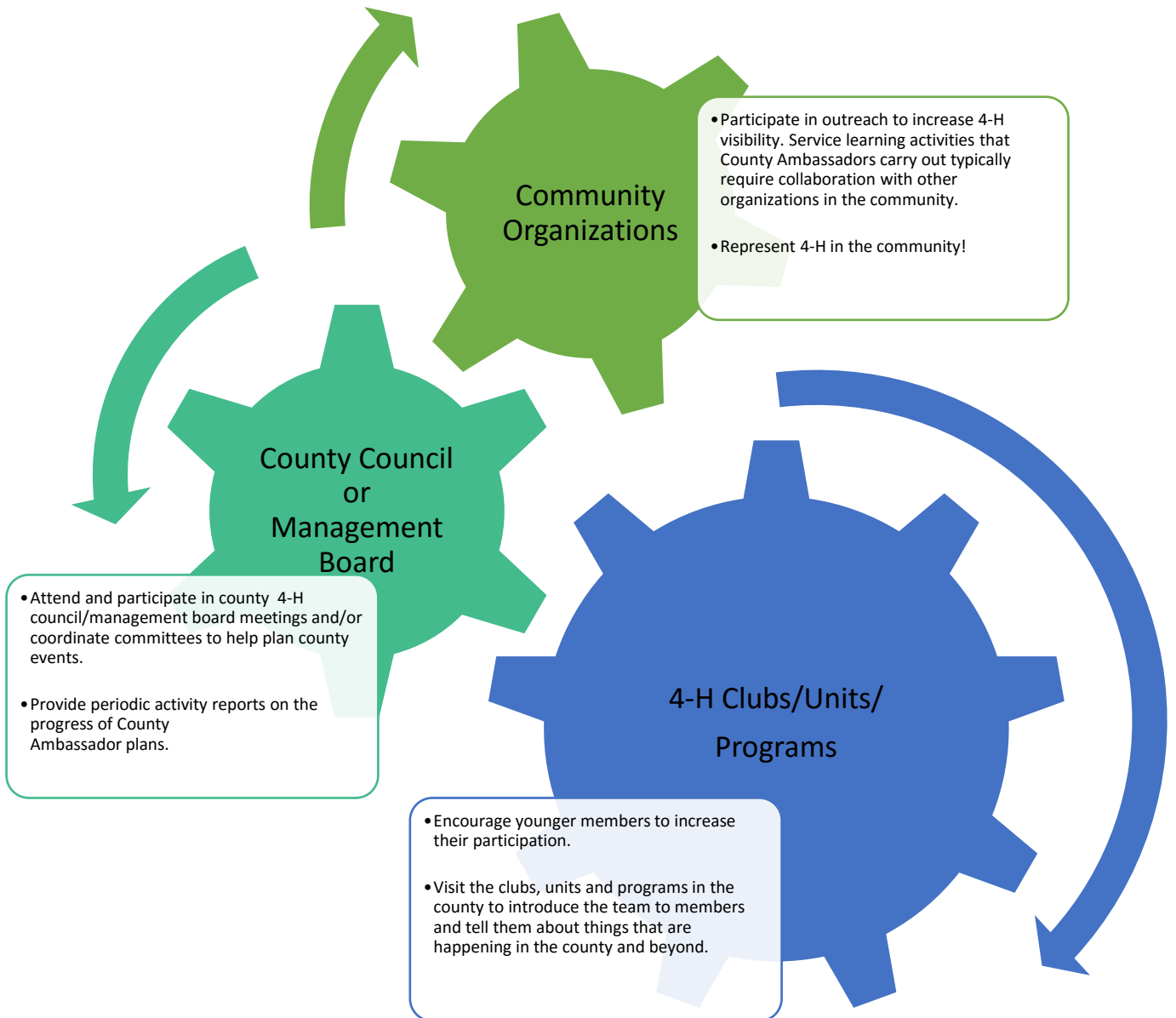
- Youth and adults must see each other as equals
- Set aside any prejudices or preconceptions as everyone learns to work together
- The goal is to achieve results that could not have been achieved with a group of all adults or all youth.

### Roger Hart's Ladder of Participation



## Relationships with Other Groups

County Ambassadors will interact with various groups during their term. The list below outlines typical County Ambassador interactions. It may help to view each relationship as a partnership, just like the youth-adult partnerships that are formed within 4-H.



## Section 4: Yearly Planning

### Plan of Action

County Ambassador teams will develop a Plan of Action for their term. This plan will help the team stay focused on common goal throughout the year. For teams that have two year terms, it is recommended that a new plan is developed for each year of service.

Develop the “Plan of Action” early in the term, using the Plan of Action worksheet, (page 16) and GPS Goal Management worksheet, (page 19) provided in this Handbook. Blank forms can also be found on the State 4-H website at [4h.ucanr.edu/Projects/Leadership/CountyAmbassador](http://4h.ucanr.edu/Projects/Leadership/CountyAmbassador). Completed examples of each worksheet can also be found on the page immediately following the worksheets.

Follow these steps:

1. Learn about Leadership Competencies through activities facilitated by the coach. Activities are in the County Ambassador Administration Guide.
2. Choose three Leadership Competencies to work on during the term.
3. Develop and complete a Service Learning Project that combines the use of all three selected leadership competencies.
4. Set and manage team goals for the selected Leadership Competencies. Goals should be realistic and achievable, at the same time, goals should also allow the team to dream big and stretch the skills and strengths of the members.
5. Reflect on the goals and achievements of the year.

### Leadership Competencies

First, the team should learn more about each of these concepts through one or more of the activities found in the County Ambassador Administration Guide. The coaches should facilitate these activities. As a team, choose **three** of the six leadership competencies listed below to work on during the year. The team’s selection should be reached through whatever process is being used to make decisions. Be sure to allow plenty of time in the first or second meeting to make these decisions. With larger teams, the team may decide to divide into sub-groups which may pursue different competencies.

**Advise**  
**Plan**

**Advocate**  
**Promote**

**Mentor**  
**Teach**

Every member will work on three of these. Each of the selected competencies will be developed in more than one way. The idea is to focus on developing the competency, not just completing tasks—complete goals and tasks that help develop the selected leadership competencies. Think of each competency as a bucket. What activities, events and strategies will help fill that bucket? Some activities and events will fill more than one bucket. Developing strategies that achieve more than one goal at a time is smart!

## Leadership Competencies with Example Activities

### ADVISE

- **Participate and be involved in decision-making at the county level for 4-H.**
- Examples: County 4-H Council or Management Board, county level committee, Youth Council or Advisory Board

### ADVOCATE

- **Select a community issue of importance to the team and make a plan to improve that specific situation in the community.**
- Examples: County Service Learning Project, County Ambassador Platform, National Youth Science Day

### MENTOR

- **Encourage members in the county to grow as a person and 4-Her.**
- Examples: County activity or event requiring mentorship of younger members, county-wide project support, special interest group or activity support

### PLAN

- **Improve 4-H in the county by working with others to carry out events for 4-H members.**
- Examples: Achievement Night, Officer Training, Presentation Day, Field Day, clinics

### PROMOTE

- **Present a positive image of 4-H in the county.**
- Examples: Farm Bureau, outreach event (health fair, parade, farmers' market, etc.), civic event, fair, National 4-H Week, National Youth Science Day

### TEACH

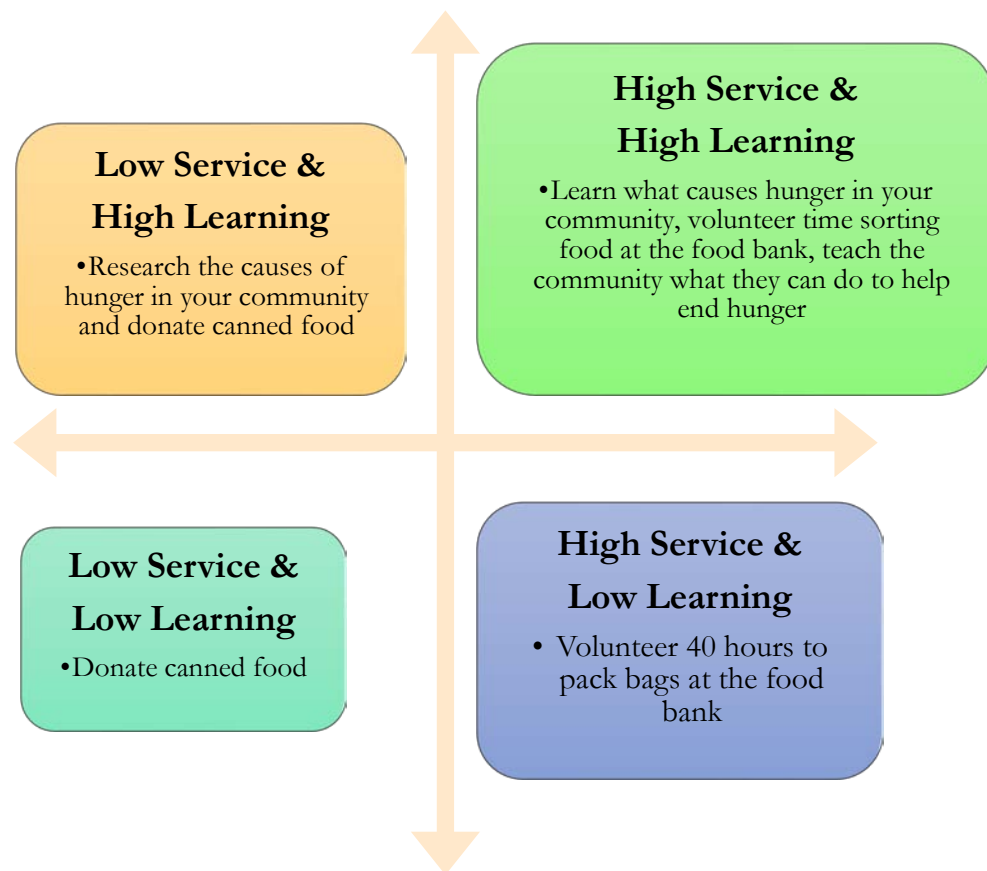
- **Lead workshops or lessons on a specific subject (team or individual choice).**
- Examples: Officer Training, Area Youth Summit, multi-county conference, State Leadership Conference, Youth Experiences in Science (YES!), county-wide project lessons

## Service Learning

The opportunity to be of service, to make a difference, to do something important and to contribute energy, ideas and time to the community has always been important in 4-H. Service learning connects meaningful community actions and service with learning, personal growth and civic responsibility.

**Each County Ambassador team plans and implements at least one Service Learning project per term. The Service Learning project, activity or event is designed to build all three of the team-selected Leadership Competencies.**

As senior 4-H members who have achieved the working honor of County Ambassador, teams are expected to go above and beyond “community service,” to “service learning.” Service learning is different from simple community service because it involves learning about an issue, its root causes, and how you can help make a positive difference. Learning and teaching experience are paired together with the service activity, “service”, “learning” and “teaching others” happen at the same time!



For more information on Service Learning and to access the Service Learning Toolkit, see: [http://4h.ucanr.edu/Projects/Citizenship/service\\_learning/](http://4h.ucanr.edu/Projects/Citizenship/service_learning/)

## Plan of Action Worksheet

**Complete one Plan of Action as a team or sub-team at the beginning of the term. Every team member should have a copy and/or it should be stored in a shared online environment. The size of the boxes expand, when completed, this document might be more than one page long.**

**Tip:** Members can use these documents to help write the Leadership Development Report in the 4-H Record Book.

<b>County:</b>		<b>Coaches:</b>	
Term Start Date:		Term End Date:	
Selected Leadership Competencies (check 3):			
<input type="checkbox"/> ADVISE	<input type="checkbox"/> MENTOR	<input type="checkbox"/> PROMOTE	
<input type="checkbox"/> ADVOCATE	<input type="checkbox"/> PLAN	<input type="checkbox"/> TEACH	
For each competency selected, set one main goal. This can be broad and overarching; more specific goals will be set using the GPS Goal Management worksheet.			
<b>Leadership Competency</b>		<b>Main Goal</b>	
Decide on a <b>Service Learning Project</b> that will help you achieve one or more of the big goals you set above. For now, focus on the basics of the SL project – you can figure out all the specifics later.			
<i>What issue will you address?</i>			
<i>What will you do to address it (using each of the Leadership Competencies)?</i>			
<i>What will you learn? What will you teach the community?</i>			
<i>What will be the outcome of the project?</i>			

*Sample Plan of Action Worksheet*

<b>County:</b>	Los Angeles	<b>Coach(es):</b>	Charlie Hansen, Suz Zamora
<b>Term Start Date:</b>	July 1, 2017	<b>Term End Date:</b>	December 31, 2018
Selected Leadership Competencies (check 3):			
<input type="checkbox"/> <b>ADVISE</b> <input checked="" type="checkbox"/> <b>MENTOR</b> <input checked="" type="checkbox"/> <b>PROMOTE</b> <input checked="" type="checkbox"/> <b>ADVOCATE</b> <input type="checkbox"/> <b>PLAN</b> <input type="checkbox"/> <b>TEACH</b>			
For each competency you selected, set one main goal. This can be broad and overarching; more specific goals will be set in the GPS worksheets.			
<b>Leadership Competency</b>	<b>Main Goal</b>		
<b>ADVOCATE</b>	Divert waste from landfill, increase access to recycling and composting		
<b>MENTOR</b>	Create and lead a county-wide project for upcoming leaders (11-13 years old)		
<b>PROMOTE</b>	Spread the word about 4-H in LA county!		
Decide on a <b>Service Learning Project</b> that will help you develop skills in all three of the competencies selected. For now, focus on the basics of the SL project – use a GPS worksheet to figure out all the specifics later.			
<i>What issue will you address?</i>			
LA county produces a lot of trash, which builds up in landfills. A lot of that trash can be recycled/composted.			
<i>What will you do to address it (using each of the Leadership Competencies)?</i>			
<u>To Advocate:</u> Talk to local business about putting a recycling and compost bin next to their garbage bins, encouraging customers to think about what they are throwing away and where it should go. <u>To Mentor:</u> We work with other 4-H members to help them make choices about if an item is really trash, can be reused or recycled? <u>To Promote:</u> When working in the community on this issue, we will bring flyers and posters that show people we are in 4-H. We will wear 4-H clothing.			
<i>What will you learn? What will you teach the community?</i>			
We will research what the LA Dept of Public Works is already doing to manage waste. We will teach others how to reduce, reuse, recycle, and compost.			
<i>What will be the outcome of the project?</i>			
Less trash going to landfills, more blue recycling bins and compost bins in public places!			



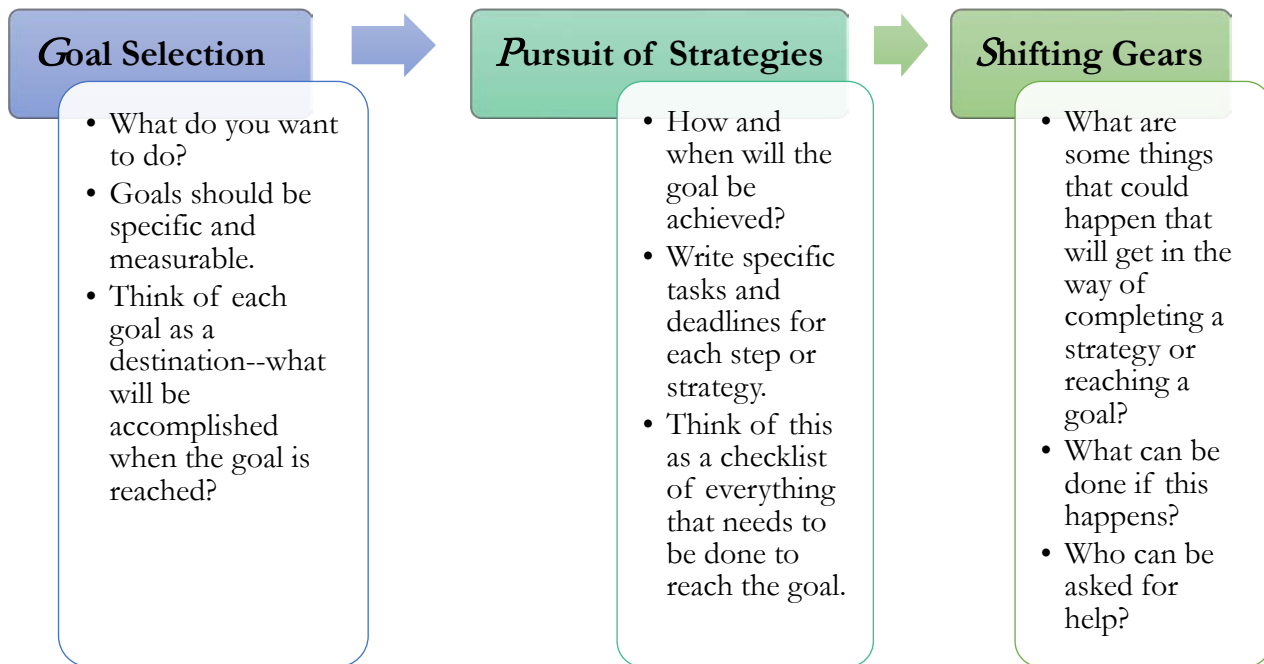
## GPS Goal Management

Goal management is more than just setting goals. It is a process that includes setting a goal, determining the specific strategies to reach that goal and identifying what are the things that could get in the way of achieving the goal or accomplishing a strategy. The acronym “GPS” (Goal Selection, Pursuit of Strategies, Shifting Gears) is used to help members remember the goal management steps that lead to achievement.

This is part of the Plan of Action process. Start early in the year and build them before beginning activities and projects.

- 1) Determine the Goals, Strategies and Shifts for the leadership competencies selected and the Service Learning Project using the GPS Goal Management worksheet. Total worksheets to complete = 4.
- 2) Check back on progress at each meeting. Is the team on track? Do we need to Shift gears because something got in the way of accomplishing a strategy or achieving the goal? Do we need to change a goal or strategy?

Achieving goals is an ongoing process, and the team will need to check in often along the way.



## GPS Goal Management Worksheet

Complete one worksheet for each leadership competency and the Service Learning project at the beginning of the County Ambassador term. Every team member should have a copy and/or it should be stored in a shared online environment.

**Goals** should be realistic, measurable, stretch the skills of the group and work together to help achieve other goals.

**Pursue Strategies** should be VERY specific. They should state what exactly will be done, by whom and by when. This will be the longest part of the worksheet. This section will also be added to over time as you think of other things you need to do to accomplish the goal.

**Shift Gears** and think of the things or circumstances that could be road blocks—things that get in the way to achieving the goals. Record the road blocks and the strategies you will use to adjust either your strategies or your goal if that happens.

**Tip:** Members can use these documents to help write the Leadership Development Report in the 4-H Record Book.

The size of the boxes expand, this document should be several pages long—at least one page for each section.

<b>Leadership Competency Selected OR Service Learning Project Title:</b>
<b>Select Goals</b>
Record the goals you have for this leadership competency.
<b>Pursue Strategies</b>
What are the steps you will take to reach your goals? Include by when, by whom, and the specific actions you or your team members will take.
<b>Shift Gears</b>
What are some things that may get in the way of achieving your goals? What can you do to overcome those challenges or obstacles?

*Sample GPS Goal Management Worksheet*

Note: This sample does not include all the strategies that need to be done to achieve each goal. This should be used as an example to start thinking about the kinds of things that go in each section and your team GPS goals will be more than one page long for each competency.

<b>Leadership Competency Selected OR Service Learning Project Title: PROMOTE</b>
<b>Select Goals</b>
Record the goals you have for this leadership competency. 1) Apply for and set up a 4-H outreach booth at the farmer’s market. 2) Attend at least two meetings of outside organizations like the Farm Bureau and City Council meeting and make a presentation about 4-H and how they can support. 3) Host a county-wide 4-H “Meet & Greet” where the community can come and learn what 4-H is all about!
<b>Pursue Strategies</b>
What steps will be taken to reach the goals? Include by when, by whom, and the specific actions you or your team members will take. 1a) <b>Margo</b> will collect information on what is needed to apply for a booth at the farmer’s market <b>by October 3.</b>

- 1b) Our coach, **Charlie**, will help us fill out the application and turn it in to the city by **October 20**.
- 2a) **Before December**, **Micah** will contact the Farm Bureau to find out when their meetings are and ask if we can send a couple ambassadors to their next meeting. **Jose** will do the same for the City Council.
- 2b) **Micah and Jose** will plan a presentation to talk about our Service Learning Project and seek financial support from each of those organizations to fund our project.
- 3a) **Justine** will contact the department of Parks & Recreation to find out if/when we can host a public event at Sycamore Park. If we can host an event, she will complete the paperwork **by January 15<sup>th</sup>**.
- 3b) Using the same materials and ideas from the farmer's market, we will all participate in the day.

### Shift Gears

**What are some things that may get in the way of achieving your goals? What can you do to overcome those challenges or obstacles?**

- 1) We may need to pay a fee to reserve a booth at the farmer's market. If this is the case, we will hold a snack booth fundraiser at Achievement Night to raise the funds for this.
- 2) The Farm Bureau and City Council may not allow visitors at their meetings. If so, we will seek out two other community organizations to build a relationship with.
- 3) The Parks & Rec department is known for being a little slow with paperwork, which means we might not get this done by the deadline. If this happens, we will send polite follow-up emails or make phone calls reminding them of our plans.



## Sample GPS Reflection Worksheet

### GPS Reflection

**Discuss how you did or did not reach your goals for this project/ program/ experience. What did you do to reach your goals? Discuss how your strategies did or didn't work? Discuss situations that made you shift gears. How did you handle having to shift gears? Give examples and explain what you learned through the activity/event/program.**

What a year! The farmer's market booth was successful – we did end up having to pay a fee to apply for a booth, but the county council was nice enough to grant us the funds so we didn't have to raise the money in a fundraiser. We had at least two County Ambassadors and two club members present at the booth every Saturday. I noticed that we attracted the most attention when we brought animals to pet or activities to demonstrate. Our hands-on learning approach certainly made us stand out and drew attention to our booth.

The Farm Bureau was happy to have us as guests! We established a tradition of sending at least one ambassador to each FB meeting to give an update on what our county 4-H program was up to. Partnering with them has definitely increased our confidence in reaching out to other community groups! City council meetings were less successful... they let us come and watch but there was rarely time for us to speak about the 4-H stuff we've been doing. It was still good to show up in 4-H shirts and sweatshirts just to let our city council members that 4-H exists and is important to young people in our community.

Surprisingly, we were able to actually get an event planned at Sycamore Park! We learned (the hard way) that parks are really popular venues for events, especially in the springtime. So we ended up having to push our Meet & Greet back to next Fall (set for September 4<sup>th</sup>). I think this will work out better, though, because it will line up with when clubs are recruiting new members and families are signing up for extra-curricular activities. Charlie helped us learn to be patient with the Parks & Rec dept. and taught us how to draft polite, professional emails. In the end, all that hard work paid off!

## Section 5: How-To Guides

### How to Plan an Event

County Ambassadors may be called upon to plan an event for the county. If the team decides that planning an event helps develop a skill of one or more of their selected Leadership Competencies, use these questions to help get started. Events come in all shapes and sizes, but there are common steps to planning them.

<b>WHAT</b>	What is the event? If it is an annual event, does it need a theme? If it is a new event, what will the topic and theme be? What is the goal for this event?
<b>WHO</b>	Who attends? Who is in charge? Who can help with tasks? The bigger the event, the more help needed. If this is a new event, it is a good idea to find someone with experience to learn from.
<b>WHEN</b>	What other schedules need to be considered? The county 4-H office? Other 4-H clubs/units/programs? The schools or city or county? The fairgrounds? Pick a date far enough ahead that gives plenty of time to plan and publicize.
<b>WHERE</b>	If there is not already a customary location, one will need to be found. Some questions to think about are: Is it the right size? How much will it cost? Is it available? Is it accessible and not too far away from attendees? Are decorations allowed? How is it obtained/rented? What about cleaning up afterwards?

Other specifics to think about:

<b>Budget</b>	Is there an existing budget? Who is responsible for the finances?
<b>Permits</b>	Is a food permit needed from the city or county? If it is a fundraising event, fill out the 4-H fundraising form and get it approved. Check out if there are any other permits or applications needed.
<b>Food</b>	Will refreshments or a meal be offered? Who will take the 4-H food safety training? What food? How much food? Is there a contract to process for catering? Remember the healthy living requirements.
<b>Decorations</b>	Are decorations needed? Are they allowed? Who will bring them?
<b>Attendees</b>	Do people need to apply or RSVP for the event? Is there a deadline to register? Is there an application process or fee? How will that be handled?
<b>Schedule</b>	Are speakers needed? Does the event include workshops? Are there different workshops going on at the same time? Who will MC? Are games or other activities needed? Is a printed schedule needed for everyone?
<b>Overnight</b>	If the event is overnight, what accommodations will there be and who will be chaperones? Is a contract needed? Who will send the contract to county office for processing?
<b>Advertising</b>	How will you get the word out? How will you make sure that as many as possible of your intended audience will be informed? Newsletters, postcards, posters, announcements? Include all information: time, place, purpose, etc.

<b>Setup and Cleanup</b>	Who will be available for these duties? Can they get in early or stay late?
<b>Risk Management</b>	Are there hazards to be aware of? Are safety and first aid equipment and supplies available? Do participants need to be aware of any safety issues or requirements? Is specialized safety gear needed by participants? How will you inform participants? Is a health professional needed on site at all times?

Early on in the planning process, fill out this table for the event. These are all important details to include in ALL advertising, too!

<b>Name of Event</b>	<b>Los Angeles County 4-H Awards Banquet</b>
<b>Time &amp; Date</b>	<b>Saturday, October 7<sup>th</sup>, 2017</b>
<b>Location</b>	<b>Alhambra High School Gymnasium</b>
<b>Audience/Purpose</b>	<b>All 4-H members and families are invited to help us celebrate those who have earned awards for the 2016-2017 program year!</b>

### The Day of the Event

- Does everyone involved have all the information they need? A schedule? Phone numbers of other team members? Addresses? Paperwork? Equipment? Can attendees find the coordinators easily?
- Keep a few “go-fers” nearby so the person in charge is not running everywhere when something goes wrong and can delegate tasks to these go-fers.

### After the Event

- **Follow-up** – Thank those who worked behind the scenes and up front. Send thank you notes or give a small gift to special speakers or those who put a lot of work into making the event a success. Make sure people are reimbursed for expenses.
- **Evaluate** – A written evaluation is helpful for those who may do this next time. Even if this is a one-time event, some kind of report should be given to the club/unit/program/county. Include budget information, number of people who attended, any results, and the coordinators opinions and ideas of how things went and what could be improved.

#### A basic event evaluation should answer these 5 questions:

1. How many people attended? Who were they?
2. What was the cost of the event? Was there a profit made?
3. What aspects of the event went well?
4. What aspects didn't go so well?
5. How can this event be improved?



## How to Plan a Workshop

County Ambassadors will likely be leading educational sessions and workshops on a wide range of information. Presentations will be done at club/unit/program, county, area, and state levels. Presentations may happen as an individual, small group or whole team. Audiences will range in age and interests. Planning is the key to leading a successful workshop.

### Getting Started

Key questions to ask when planning a workshop:

- Who is the audience?
- What topic is going to be presented?
- Where is the presentation?
- How is the information going to be presented?

### Know Your Audience

The audience will most often influence what the topic of the presentation should be. There are a variety of conferences that are held each year throughout the state. To better understand the audience, ask the event coordinator:

- What is the age of the attendees? What is presented to teens could be different than what is presented to adult leaders.
- Is the audience made up primarily of junior members that do not have the same level of experience as senior members? Is it a mixed audience of adults and youth?

These are important pieces of information that will need to be answered before starting work on the presentation or workshop.

### What topic is going to be presented?

One of the most challenging parts of a workshop is figuring out what to present. The audience and the interests of that audience will influence the subject matter of the workshop. Next, take into consideration the theme of the conference. Frequently, a presenter will be asked to present a specific topic. Be sure to ask if there is a topic that the conference coordinators need or want covered. Asking questions will help direct the team toward a topic and will make the work much easier.

### Where is the presentation?

There are a wide range of events and conferences that present opportunities for presentations or workshops. The best place to start looking for opportunities is in the county. Area events are a good second level, as are state level activities. Occasionally, there are national opportunities to do workshops. If you are doing your first workshop, the county level is a good place to start and will help build confidence. This will also allow the team to work on making improvements in the presentation.

**For detailed instructions and guidance on how to present a workshop, please see the Presentation Manual: <http://4h.ucanr.edu/files/2193.pdf>**

## How to M.C. an Event

If asked to be the Master of Ceremonies (M.C.) at an event, think about what should happen before, during and after the event. The primary job of an M.C. is to keep the event flowing in order and on time – the audience will expect it.

### Before the Event

- Appearance should reflect your respect for the audience and the event. Wear County Ambassador attire, or at least the same level of dress or a notch higher than the audience.
- Meet with the coordinator(s), if possible, to find out their goals for the event and what they expect.
- Read through the script and/or program. Think through the flow of things—be prepared.
- Practice pronouncing names. Find help if needed. There’s no shame in double-checking!
- Check that all audio and/or stage equipment is in working condition and in the right place.
- Make sure that all awards are in order and placed in an efficient manner.
- Coordinate with any others who may be sharing the MC responsibilities.

### During the Event

- Welcome the audience, if you are first: “Welcome to ... [state the name of the event].” Thank them for coming, if appropriate. Identify and thank the organizers and dignitaries, if any.
- Introduce yourself by giving your name, your position, and your county (if appropriate)
- Introduce others, if that is your responsibility, the same way, or allow them to introduce themselves.
- Take care of any practical matters such as: the schedule, how awards will be handed out, applause, photos, sometimes the restrooms or exits need to be pointed out at the beginning of an event.
- Ensure that the stage is never empty--there should be someone or something happening on the stage at all times. Learn how to pass the podium on to someone else.

#### *Tips for keeping their attention:*

- ✓ Speak clearly and slowly; talk in your normal tone if using a microphone
- ✓ Smile!
- ✓ Don’t rush
- ✓ Look at the audience
- ✓ Be engaged & excited
- ✓ Face the audience

Sometimes you must wait for the noise to quiet down. Don’t try to yell over them. You can always ask, “May I have your attention, please?”

Don’t hesitate to apologize for any delays. Keep the audience informed. Nobody likes to sit and wait. Depending on the event, have some time-fillers in mind that can be used. Make sure that the filler does not require people to move out of their chairs – so the regular program can resume quickly.

### ***Introducing a Speaker***

Give their name and position and where they are from. It is usually appropriate to give a little biographical information about them. If that hasn't been given to you, try to contact the speaker before the event and ask what information they would like to include.

Say: "Let's welcome (name of speaker) to the stage!" Lead the audience in the applause.

### ***Handing Out Awards***

Choreograph who will be announcing, who will be handing out awards, who will shake hands, how applause and photos will be handled. It is a bit of a dance, so plan ahead! Practice ahead of time can be useful and help this feel natural.

### ***Closing an Event***

Thank the speaker. Thank everyone (again) for coming. Thank the organizers.

Let everyone know that the event is finished and any other instructions, like how soon they have to leave, or which way they have to exit, who picks up unclaimed awards, etc.

### **After the Event**

- Thank the coordinator for asking you to emcee and thank the speaker for their presentation, if possible. Shake their hands. Ask the coordinator if there is anything else you can do.
- If you are in charge of any equipment, make sure it gets to the right place.
- Take care of any unclaimed awards, or get them to the correct person, if this is your responsibility.
- Be available for photos, if anyone wants them.
- Stick around to help with any cleanup, if this is expected.

## Bibliography

Benson, P.L. (2008) *Sparks: How parents can help ignite the hidden strengths of teenagers*. California, CA: Jossey-Bass.

Bouillion Diaz, L., McGlaughlin, P., Oberle, D., Stocker, D. (2015). *Teen Leadership Competencies: A framework for advancing teen leadership*. Urbana, Illinois: University of Illinois Extension.

Cain, J, Cummings, M., Staunchfield, J. (2008). *A teachable moment: A facilitator's guide to activities for processing, debriefing, reviewing and reflection*. Dubuque, Iowa: Kendall Hunt.

Chen, M. (2007, Mar. 16) *Smart talking: Tell students to feed their brains*. Edutopia:  
<http://www.edutopia.org/tell-students-feed-their-brains>

Damon, W. (2008) *The path to purpose: How young people find their calling in life*. New York: Simon & Schuster

Dweck, C.S. (2006) *Mindset: The new psychology of success*. New York: Ballantine Books.

Dweck, C.S. (2007, Nov. 28) *The secret to raising smart kids*. Scientific American Mind:  
<http://www.scientificamerican.com/article.cfm?id=the-secret-to-raising-smart-kids>

Hart, R. (1992). *Children's participation from tokenism to citizenship*. Florence: UNICEF Innocenti Research Centre, as cited in [www.freechild.org/ladder.htm](http://www.freechild.org/ladder.htm)

Lerner, R.M. (2007) *The good teen: Rescuing adolescence from the myths of the storm and stress years*. New York: The Stonesong Press.

Miner, G., & Dogan, S. (2012). *iChampion 2 adult volunteer leader guide*. Davis, CA: University of California Agriculture and Natural Resources, 4-H Youth Development Program.

Murdock, S. (2002) *Youth-adult partnerships*: <http://ucanr.org/sites/UC4-H/About/Mission/YAP/>

Pfeiffer, J.W., & Ballew, A.C. (1988). *Using structured experiences in human resource development (UATT Series, Vol. 1)*. San Diego, CA: University Associates.

Rae-Dupree, J. (2008, July 6) *Unboxed: If you're open to growth, you tend to grow*. The New York Times:  
<http://www.nytimes.com/2008/07/06/business>

Sankey, A., Worker, S., et. Al. (2016). *California 4-H presentation manual*. Davis, CA: University of California Agriculture and Natural Resources, 4-H Youth Development Program.

Tuckman, B.W., Jensen, M.A. (1977). Stages of Small-Group Development Revisited. *Group & Organization Studies*, 2(4), 419-427.