

Youth Leadership Development

All Star 4-H Ambassador Resource Handbook

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UNIVERSITY OF CALIFORNIA



CITIZENSHIP

LEADERSHIP

LIFE SKILLS

4-H
Youth
DEVELOPMENT
PROGRAM

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Preface

4-H State Ambassadors have historically played a leadership role in developing new programs and events on a sectional and statewide level. Every year the 4-H State Ambassador team identifies current issues and designs a project around those issues. Past projects have focused on older 4-H member retention, involving youth with special needs in 4-H, and community service.

The 2005-2006 4-H State Ambassador Team identified a number of related concepts they wanted to incorporate into their project:

- Strengthening youth-adult partnerships at the local and county levels
- Increasing awareness and practice of youth in governance
- Recognizing leadership achievement for older 4-H members
- Providing training to County All Star teams

The 4-H State Ambassador team spent much time and energy to develop a project they could complete in their fourteen-month term that incorporated the four elements outlined above. The goal that emerged was to *“provide support and resources to All Star 4-H Ambassador Teams.”* The tangible outcomes of this project were a resource manual, website, and recognition at the 2006 4-H State Leadership Conference.

Throughout their fourteen-month term, 2005-2006 4-H State Ambassadors collected and analyzed over 34 County All Star 4-H Ambassador processes and applications. Many commonalities and differences of All Star 4-H Ambassador programs emerged during their analysis.

This All Star 4-H Ambassador manual is the result of the 2005-2006 4-H State Ambassador team’s work in thinking creatively about what County All Star 4-H Ambassador programs could be. Information in this manual is designed to be used in part or whole by counties for their All Star 4-H Ambassador programs. Hopefully, it will be of use for All Star 4-H Ambassador Candidates, new Advisors, and County Leaders’ Councils.

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All Star 4-H Ambassador Handbook

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A project of the 2005-2006 4-H State Ambassador Team

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Section 1: All Star 4-H Ambassador Overview

What is an All Star 4-H Ambassador?

All counties in California have a County 4-H All Star or County 4-H Ambassador program for older youth. Since both names refer to the same thing, the term “All Star 4-H Ambassador” shall be used throughout this manual to refer to both.

All Star 4-H Ambassadors are the ambassadors of the 4-H program in a county. As an ambassador, the All Star 4-H Ambassador visits other 4-H clubs; reaches out to other organizations within the community; and attends and participates in the 4-H State Leadership Conference, 4-H County meetings, State or Sectional 4-H meetings and events, and other activities as outlined by each individual county.

Typically, the All Star 4-H Ambassadors plan their own program within the established guidelines. Their "Plan of Action" includes planning and leading a county event, field trips, visiting clubs, participating in Council meetings, presenting the 4-H program to other agencies, etc. All Star 4-H Ambassadors act as visible 4-H members - role models for their fellow 4-H members, their county, and their world.

How Are All Star 4-H Ambassadors Distinguishable From Other 4-Hers?

All Star 4-H Ambassadors participate in many county, sectional and state events. All Star 4-H Ambassadors are readily spotted among other 4-Hers because of special attire such as:

- All Star 4-H Ambassador patch (on 4-H hat)
- All Star 4-H Ambassador lapel pin
- County-specific All Star 4-H Ambassador uniform (usually a special jacket, polo shirt and/or nametag)

The actual uniform for each county varies and often times can be decided upon by the particular All Star 4-H Ambassador team.

Why 4-H Has All Star 4-H Ambassadors & Where They Fit With The Rest of 4-H

4-H is a community of young people across America who are learning leadership, citizenship, and life skills. The duties and activities involved in All Star 4-H Ambassador and County Ambassador programs teach all three and provide older members with an outlet for putting the skills they have learned to good use.

All Star 4-H Ambassador programs are a source of leadership development. The best and brightest 4-Hers are selected to represent their county. These are members who have excelled in their own projects, have served their county program in other ways, and have been deemed worthy to represent their fellow 4-Hers. The All Star 4-H Ambassador rank recognizes members' leadership abilities, but it is also a working honor. Besides their regular projects and activities, All Star 4-H Ambassadors are required to assist with county events, develop a plan of action, and perform service projects. This provides older 4-Hers with something to strive for and keeps high school-aged members in the program, providing leaders for younger members and, in turn, someone for younger members to look up to. All of this adds up to a unique leadership experience special to the 4-H youth development program.



Responsibilities and Pre-requisites

While specific responsibilities and pre-requisites vary from county to county, many counties require some similar duties.

Some of the most common pre-requisites include, but are not limited to:

- Applicant must have attained Gold Star
- Applicant must be enrolled in 4-H a certain number of years, usually between one and three
- Applicant must have reached a certain age, usually between 14 and 16
- Applicant must have reached 9th grade
- Applicant must maintain a 2.0 GPA or above
- Applicant must have attended 4-H State Leadership Conference (or be able to attend)
- Applicant must have made a significant contribution to 4-H
- Applicant must know what the All Star 4-H Ambassador responsibilities entail
- Applicant must have ideas for a plan of action
- Applicant must have demonstrated character qualities such as leadership abilities, citizenship, maturity of judgment, club involvement, strong interest in guidance & leadership, ability to work with groups, active interest in county and local events, strong interest in continuing 4-H, enthusiasm and commitment to 4-H, positive role model, enjoyment of public speaking, ability to follow directions, ability to learn from experiences, ability to abide by the 4-H code of conduct.



“Leadership and learning are indispensable to each other.”
~ John F. Kennedy

Section 2: Guidelines for All Star 4-H Ambassadors

Being chosen as an All Star 4-H Ambassador is a working honor and in fulfilling it, each youth will be expected to behave with a degree of maturity, composure, and excellence. The following are a set of general guidelines for succeeding as an All Star 4-H Ambassador. Each county's All Star 4-H Ambassador program is different and not all of these will apply in every situation.

Professional Attitude

An All Star 4-H Ambassador represents the 4-H Youth Development Program. Maintain a professional attitude and conduct yourself in a professional manner. Dress appropriately for the event at which you are fulfilling your All Star 4-H Ambassador duties. Be aware that you are being observed and your actions and language are being seen as a representative of the 4-H program. Remember, you never get a second chance to make a first impression.

Public Speaking

Public speaking is an integral part of your duties as an All Star 4-H Ambassador. You will have many opportunities to speak before both youth and adults. Remember to speak loudly and clearly, adjust as needed to your setting, articulate your words, and avoid words such as "like", "um", "and" (used improperly), and "you guys". If you want to learn more about public speaking, joining a Toastmaster's or a Public Speaking course is a great way to work on these skills.

Etiquette: Ceremonies, Flag Care, Banquets

Proper manners are very important when dealing with social activities. You will be watched closely as the leaders of your county program. When conducting ceremonies, be sure to have good posture, be polite, speak clearly, and present yourself in a professional manner.



Displaying and treating the flags appropriately is also very important. When carrying the United States flag in a procession with another flag or flags, the US flag should be on the right or if in a line of other flags, it should be in front of the center of that line. It should also be carried higher than the other flags. The US flag always remains tallest and any other flag passing the US flag should "dip" so that it is lower and remains on the back side of the stage. When displaying the flag in an auditorium, the United States flag should hold the position of superior prominence, in front of the audience and in the position of honor at the speaker's right as he faces the audience. Any other flags displayed, such as the 4-H flag, should be placed on the left of the speaker. Whenever flag pledges are being led, be sure to start with the United States pledge and follow with the 4-H pledge

As an All Star 4-H Ambassador, you may have the opportunity to represent your county at a dinner or banquet. Table manners are important if you want to make a favorable impression when dining. A good rule to follow in formal dining is to follow your host's cues - do as they do. When faced with a table setting with which you are unfamiliar, remember that you will use the silverware on the outside first and work your way in through each course. For example, the salad fork will be on the outermost left followed by the dinner fork, if the salad is served before the dinner, as often is in American dining. The soup spoon will be on the outermost right, followed by the beverage spoon, salad knife, and dinner knife. The dessert spoon and fork may be above your plate or brought out with dessert. A good website with more detailed dining etiquette and a picture of a sample table setting is:

www.bsu.edu/students/careers/students/interviewing/dining

4-H Code of Conduct

The 4-H Code of Conduct is a set of guidelines that apply to all members when participating in 4-H events. You should have signed this Code of Conduct when enrolling as a member and should have a copy. You can find the Code of Conduct on the 4-H website at www.ca4h.org/4hresource/forms/

Recognition & Consequences

Most counties have special ways of recognizing their All Star 4-H Ambassadors which may include All Star 4-H Ambassador shirts and/or jackets. The All Star 4-H Ambassador patch and pin are typically given to All Star 4-H Ambassadors completing their county's requirements for participation.

- **Outstanding performance award (purple stripe & pin)** - Some counties have an additional award that All Star 4-H Ambassadors have the opportunity to earn. The purple stripe and pin are given in some counties to members who have demonstrated an exemplary job as an active All Star 4-H Ambassador.
- **Penalties for not fulfilling responsibilities** - Just as there are rewards for doing an outstanding job as an All Star 4-H Ambassador, there can also be consequences for not fulfilling the responsibilities of the position. These penalties will vary from county to county, but they might include ineligibility to receive the pin and star, forfeiture of the All Star 4-H Ambassador jacket, not having the State Leadership Conference trip financed, or even possible dismissal from the All Star 4-H Ambassador program. Be sure that you are aware of the requirements in holding the All Star 4-H Ambassador position in your county and follow them through to completion, so that you meet all of the expectations to receive your awards.

Role Models for Younger Members

Younger 4-H members look up to the County All Star 4-H Ambassadors as role models. Many of the younger members are probably hoping to be an All Star 4-H Ambassador one day, and they will be watching you both on and off stage. Be aware of your actions and remember that you have a chance to change someone's life in a positive way as you fulfill your responsibilities as an All Star 4-H Ambassador and lead your 4-H county program.

“Leadership is action, not position.”

~ Donald H. McGannon

Section 3: All Star 4-H Ambassador Responsibilities

Many counties require the new All Star 4-H Ambassador to sign a contract detailing what is expected of him/her. The parents should also sign, since in most cases they will be providing support. This is actually a benefit to all the parties involved, ensuring that the All Star 4-H Ambassadors and their parents know the responsibilities and expectations of the position. Ambassadors must understand the time commitment so they can plan their schedules accordingly. If everyone is well informed, the advisors know that they can count on the youth to fulfill the responsibilities..

One very important responsibility of the All Star 4-H Ambassadors is to be the visible symbol of 4-H in their county. They are the ones on stage running county events. They should be available to local media to publicize what is happening in the county. Most importantly, they are role models for the younger members in their county.

These responsibilities can be accomplished best when working with the county staff to learn about all the opportunities the 4-H Youth Development Program has to offer. This is an opportunity to get to know the volunteers and staff that are running the county programs. The knowledge that is gained will aid the All Star 4-H Ambassadors in contributing to the management of their local groups.

Team Interactions

Orientation

The first meeting of the new group should be an orientation for both the All Star 4-H Ambassadors and their advisors. At this gathering, the group should accomplish the following:

- 1) Start by establishing ground rules for interaction in meetings so that all are heard and respected.
- 2) Next, set up decision making methods, whether by vote or consensus or any other method that works for the group.
- 3) The group should agree upon its commitments to each other and to the program.
- 4) They need to discuss and create group goals for the program year.
- 5) Communication methods need to be discussed and approved or rejected. These could include:
 - E-mail lists
 - Message boards
 - Phone conferences
 - IM chats
 - In person meetings
- 6) Personality profiles could also be explored so that they understand how each team member works and relates to the rest of the world.
- 7) Last, but certainly not least, the group needs to plan the activities for the year.

Face to Face Meetings

Meetings should be held on a regular basis. The following items should be considered:

- 1) An agenda is needed for each meeting which outlines all of the items needing to be addressed.
- 2) A recorder needs to be appointed by the group for each meeting who will take notes and distribute them after the meeting. This is so everyone will know what has been decided and remember their commitments.
- 3) A neutral moderator needs to be agreed upon. In many cases the adult advisor is the default moderator, but youth members can and do perform well in this role. Moderating a meeting is a very valuable learning experience for young leaders.

Youth-Adult Partnerships

Youth-Adult Partnership is a phrase that is gaining popularity in the 4-H community. You may have heard of youth-adult partnerships in your county, or at a statewide event. Youth-Adult partnerships are promoted by the county, regional, state, and national 4-H Youth Development Programs. In fact, youth-adult partnerships are so important to the National 4-H Council that a youth committee called National 4-H Youth Directions Council was founded to promote them. But what are they? The N4-HYDC defines youth-adult partnerships as: *youth-adult partnerships are youth and adults coming together in a positive environment to take advantage of the strengths that each group offers as they strive toward an end result that would have been impossible without collaboration from the two unique groups.* What does this really mean? To explain youth-adult partnerships let's break the definition into four parts.

Youth-adult partnerships are youth and adults coming together: youth and adults meet on equal terms.

In a positive environment: they put off any prejudices and learn to appreciate each other.

To take advantage of the strengths that each group offers: they realize that each group has special talents and abilities that the other group may not possess.

They strive toward an end result that would have been impossible without collaboration from the two unique groups: the results are most often remarkable, and could not be achieved with one group of all adults or all youth.

Successful youth-adult partnerships benefit youth, adults, and the group in which the youth-adult partnership (YAP) is taking place. For youth, YAPs can improve teamwork skills, communication, maturity, self-confidence, and all-around skills in relating to adults and entering the "adult world". Adults can benefit from a youth-adult partnership as well. For instance, YAPs can improve an adult's ability to be open to new ideas, communicate with youth, relate with youth, and work as an equal member of a team. Finally, the organization or group benefits from a successful youth-adult partnership in that more is accomplished than ever could have been without it. For instance, a group of all youth or all adults could, for instance, plan an event, but if a youth-adult partnership were used, you could combine the strengths of the youth and the adults to plan an event that will be enjoyed by all.

In order to have a successful youth-adult partnership, you must learn how to use the strengths and weaknesses of each unique group for the benefit of the partnership. For instance, youth bring different strengths to the table that adults don't have, and vice versa. Youth can contribute fresh ideas, knowledge of popular culture, current trends, and energy. Adults provide experience, wisdom, and stability. These are just a few very basic benefits of working with each group, and you can probably think of many more. Successful YAPs depend on capitalizing on each other's strengths, but each group also brings their own unique challenges, and a YAP can be much stronger if you can learn how to build on each other's weaknesses. If your team brainstorms a list of the benefits and challenges of each group (youth and adults), you may be surprised to find that many of one group's weaknesses can be found in another group's strengths. For instance, in one such brainstorming activity, one adult challenge was that their somewhat more traditional point of view often prohibited thinking "outside the box". However, in the youth's strengths column was thinking outside the box! In a different group "Don't always think of every issue while planning" came up as a challenge of working with youth. On the adult's strengths side was found "Offers practical logistical advice/sees all angles when planning". Find your own creative ways of using one group's strengths to cover for another group's weaknesses and use each other's strengths to make your youth-adult partnership strong.

Through several youth-adult partnerships in and out of 4-H, youth and adults have contributed their ideas to give each group tips on how to work well with each other.

Tips for youth working with adults:

1. **Respect adults:** All people deserve respect. Adults may have past experiences that may be valuable to the youth. Do not talk down about adults and assume they do not understand youth because of their age.
2. **Participation:** Be eager to participate and be prepared when participating. Be willing to learn from adults experiences and share your experiences.
3. **Responsibility:** Be willing to accept responsibility and be accountable for that responsibility.
4. **Timeliness:** Get tasks done on time, arrive to meetings on time, adults and youth can set good examples to one another.
5. **Communication/Understanding:** Listen carefully to adults and fellow youth. Ask questions when you do not understand something. Avoid slang that people may not understand.
6. **Willingness to accept advice:** Sometimes adults can give advice based on experience. This can be a valuable resource for youth as they gather information to make decisions and develop plans of action.
7. **Positive attitude:** Keep a positive attitude, focusing on similarities rather than differences and benefits rather than challenges will increase teamwork, the group's potential, and everyone's willingness to work together.
8. **Be a role model:** You can be a role model to adults as well as other youth. Show other youth how to partner with adults by setting a positive example. Most adults in 4-H are willing to work in an equal partnership with you if given a chance. Do your part to help adults. One thing you can do is to ask for help or advice when needed. Show adults your willingness to see their viewpoint. You might be surprised at what a wealth of knowledge they can offer!

Tips for adults working with youth:

1. **Respect youth:** All people deserve respect. Youth have many fresh ideas as well as experiences. Do not talk down to youth because of their age. People develop at different rates, avoid "for your age" compliments or criticism.
2. **Participation:** Be eager to involve youth, allow participation, and encourage new ideas.
3. **Responsibility:** Be willing to give youth responsibilities and follow through with your own.
4. **Timeliness:** Get tasks done on time, arrive to meetings on time, adults and youth can set good examples to one another.
5. **Communication/Understanding:** Listen carefully to the youth and other adults. Be careful not to use words that may not be understood by others, and if you use them offer an explanation to avoid excluding others in understanding the message.

6. **Willingness to accept advice:** Youth often offer valuable advice, so be willing to listen and accept this advice. This can be very valuable in learning youths' current interests and needs, and helps to keep the program up to date in teaching leadership, citizenship, and life skills.
7. **Positive attitude:** Keep a positive attitude, focusing on similarities, the benefits of differences, and the growth from challenges will increase teamwork, the group's potential, and everyone's willingness to work together.
8. **Be a role model:** You are a role model to youth as well as other adults. Your actions can help youth and adults increase their knowledge and benefits of youth-adult partnerships.
9. **Facilitate:** Make youth feel welcome in a partnership by encouraging participation, giving responsibility, trusting their leadership, answering questions, and offering help only when needed. Sometimes a smile and word of encouragement can give a shy youth the encouragement needed to participate. Show appreciation for youth involvement and contributions. Youth really do value adults' opinions and they like to be thought of highly. So go ahead, boost the spirits of a youth you know today!

While there may be challenges in youth-adult partnerships, they are well worth the effort. When youth and adults view each other as equal partners, both groups learn from one another and the partnership strengthens. By understanding problems, reasoning together, viewing each other as equals, taking each other's advice, and working together, 4-H youth and adults can not only make and maintain terrific youth-adult partnerships, but continue what 4-H has been doing all along: making the best even better.



Action Planning

Action planning is a way of putting an idea into “action.” It is a way to organize thoughts and a way to make them become real. It helps launch a new idea by clarifying where the group wants to be at the end of the project, designating roles and responsibilities within the group, and building group trust and support.

There are six key steps for an action plan:

- 1: Vision
- 2: Listing desired results/outcomes
- 3: Mapping the environment
- 4: Building partnerships (organizations, people)
- 5: Selling your idea
- 6: Conducting the activity

1: Vision- What is it that you want to see your county accomplish? What are some of the dreams you envision that you see would fit your county or community’s needs? This step fosters the integration of ideas, commitments, and actions. Your best thinking and dreaming becomes vital in this aspect of action planning. This is where brainstorming occurs.



2: Listing desired/outcomes- Now that you have the general idea, how are you going to take that huge dream of yours and make it come true? What would you like to see as a result of your thoughts and plans? What do you want to achieve? Desired outcomes are concrete, measurable, and cover all that is to be held accountable to others. After the vision and the goals are determined, it is time to make an outline of the steps needed to achieve the desired outcome. The clouds of the brainstorming session begin to become smaller and break way for achieving the action plan.

- Building readiness- Meeting with teammates and participants for the project.
- Refining the goal- Come to a consensus and start narrowing down the brainstorm ideas to what you wish to accomplish and the common commitment among teammates.
- Leveraging resources- Examine and utilize the resources available within your community and how they can fully be of use.
- Providing information- Ensure that everyone is in agreement and that they are aware of how they can contribute to the success of the project.
- Develop a timeline- This will keep everyone on track as to when tasks need to be completed in order to launch the project and begin building its foundation.

(Please see Developing an Implementation Plan which elaborates on this vital step.)

3: Mapping the environment- Where, how, and what is going to connect? What is the environment that would be appropriate for the project? What is the context of the project? This step allows the team member to see how their work contributes to the big picture. It lists the things that will be needed to help build a foundation of support for the action plans. The clouds are slowly fading away and the rainbow begins to emerge as people feel valued and connected to their work.

4: Building partnerships- Who is going to take part in the project? Decide on the organizations and the people that will be needed in order to make the action plan soar. Explain the project, develop a positive working relationship, and gain a commitment from the people and/or organizations.

5: **Selling your idea**- How do you get the people to partake in your project? It is essential to be prepared. Develop a thorough proposal explaining the goals, benefits of the project, and the plan of action. Present it while taking into consideration the audience. Allow time, and be prepared to answer questions.

6: **Conducting the activity**- What will be needed? What facilities? How will people come together? This is the ultimate step in the action planning where the people, product, and process pulls together.

Developing an Implementation Plan

Identifying Stakeholders

A stakeholder is anyone who has a *stake*, or interest in your efforts. In general, stakeholders want to know whether your efforts merit their endorsement, investment, or involvement. They need information from you to help them make that assessment. Typical stakeholder groups include youth, parents, volunteers, business leaders, elected officials, collaborators, and donors. Each program or community effort, however, will have its own set of stakeholders.

Stakeholders in a community project may have different needs for information. Some stakeholders may want to know whether the funds devoted to your effort were used in an appropriate manner. Other stakeholders may want assurance that products and services made available through your efforts were distributed equitably. Another stakeholder group may want to know how many people benefited from your efforts. Still other stakeholders may want specific information about how those people benefited. Others may want to know how their support or involvement in the project will help them reach other goals. Ultimately, stakeholder information needs depend heavily on the relationship of each stakeholder to the program.

A list of stakeholders can be produced by answering the question, “Who cares?”

It is helpful for your project team to have a discussion of the relevant stakeholders in your project effort. Identify the specific information each stakeholder group would need about your action plan. List the various stakeholders and their information needs on flip chart paper, then develop a group consensus on which stakeholders to involve and what level of involvement is needed to support your efforts. Use the “Implementation Planning Sheet” (page 16).

Tips for Involving Youth as Partners

When groups think about stakeholders, they frequently think first about adults in positions of power, such as donors and elected officials. They often overlook many youth stakeholder groups. Make sure the stakeholder list that your team develops includes both youth and adult stakeholders.

Tips for Holding Effective Meetings With Stakeholders

Action planning often involves a series of meetings with key stakeholders. Stakeholders may include the board, youth, and community members. Before and during these meetings, all stakeholders will want to feel that they are on equal footing in shaping the action plan and making decisions about its design. To make this happen, it is important to involve all partners, as much as possible, in all aspects of setting up and conducting meetings. Below are general tips for what to do before, during, and after meetings with stakeholders.

This meeting with the stakeholders should first and foremost focus on prioritizing information needs (i.e., the questions they want answered). Once this has been determined, the group can move on to look at possible designs and methods.

Before the Meeting

- **Set clear goals for the meeting.** Be realistic about what can be accomplished in one meeting, and make sure you have enough time to accomplish these goals.
- **Ask all stakeholders to contribute items to the agenda.** It is helpful to have each stakeholder think about agenda items for the meeting in advance. You may want to conduct a brief conference call prior to your first meeting in order to set goals and prepare an agenda.

During the Meeting

- **Follow the agenda and keep to the times set for each item.** As much as possible, the facilitator or meeting leader should try to follow the agenda and keep discussion within the time allotted, unless the group agrees that an extension is necessary.
- **Use an icebreaker at the beginning of the meeting.** Starting a meeting (after announcements and reviewing the agenda) with an icebreaker is a way for participants to become more familiar with each other and get energized to positively tackle the tasks on the agenda. Try to have youth lead the icebreakers to keep the group energized.
- **Use agreed-upon methods to prioritize action steps.** Sometimes stakeholders find that it is easy to generate ideas for action steps but difficult to prioritize them. You might want to try the prioritization activity on the following page.



*A good leader inspires others with confidence in him;
a great leader inspires them with confidence in themselves. - Unknown*

Checklist for Developing an Action Plan

Take stock of your current situation. Individual members of the project team can complete the checklist, and their responses can be discussed as a group. Refer back to these responses as your action plan progresses.

YES	NO	
Stakeholder and Youth Involvement		
		Do we make intentional efforts to involve relevant stakeholders?
		Have we identified ways to involve all stakeholders in the project?
		Do we actively seek ways to engage youth and adults as partners in the project?
		Do we provide opportunities for everyone to feel that they are meaningfully contributing to this process?
		Do we enhance youth leadership skills throughout the project?
		Have we identified barriers to involving youth and other stakeholders in the project?
Goals and Outcomes		
		Do the goals of the project reflect our mission and program activities?
		Are the project activities realistic given our available resources?
		Do the outcomes of the action plan reflect our core activities?
Action Steps		
		Are our action steps clear and understood by all members of the team?
		Have we indicated who is responsible for carrying out each step?
		Do our action steps build on each other in an appropriate time sequence?
		Is each step realistic and achievable?
Staffing		
		Have we identified core staff to conduct and lead the evaluation effort?
		Does the organization support the roles of the staff leading the evaluation?
		Are we making time for these staff to fully carry out the evaluation activities?

Implementation Planning Sheet

Briefly restate the desired results:

Complete the following:

ACTIONS TO BE TAKEN	WHO IS RESPONSIBLE	BY WHEN	ESTIMATED COST

General Tips for Planning

- Do whatever you can to make planning fun! Identify what things will be fun for your group, and make them happen!
- Don't wait too long for action. Even if readiness and planning is a focus for your group, take small actions along the way.
- Involve as large a group as possible in the planning. The more people and organizations are involved, the more buy-in you will have. Ideas for planning can be solicited in small groups and then merged together in one large group.
- Whatever method is used, make sure it has a variety of interaction modes in it: individual, group, writing, talking, drawing. . . .
- Go pie in the sky first, but come down for a landing.
- Look at strengths, weaknesses, benefits, and dangers of achieving your action victory.
- Assign pieces of the vision to subgroups. Subgroups can develop detailed plans with dates.
- Allow people to contribute to the actions in areas in which they are most enthusiastic and energetic.
- Encourage youth and adults in action groups to build on the strengths of each other.
- Encourage organizations with different strengths to balance out action teams.
- Have a regular time to check in on progress with actions.
- Make sure coordinators are identified for each group.

Reflection and Monitoring Your Process and Updating Your Plan of Action

- Tracking process
- Team communication – especially among interrelated action steps
- Measuring success
- Adjusting your plans to respond to feedback and address the new reality
- Celebrating your success and appreciation for others

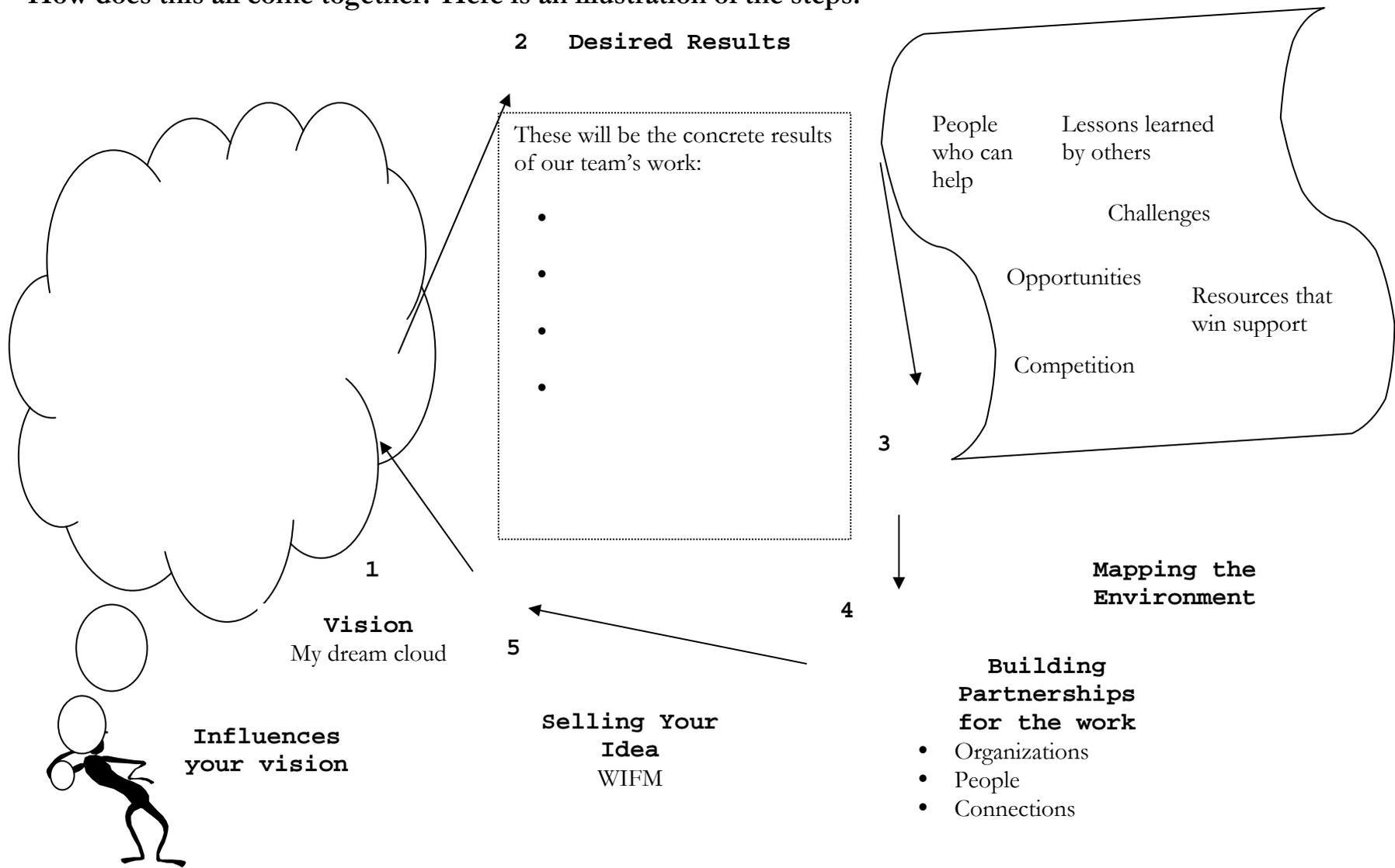
How to Get the Community Involved

More than likely, your project will be serving your team's community. So how do you get the community involved? Publicity becomes crucial in creating this awareness. This goes hand in hand with the stakeholders. You would want to approach several organizations. Here are some things you can do in order to publicize and raise interest within the community:

- Have the county ambassadors/All Star 4-H Ambassadors divvy up the number of clubs within the county and reach out to them to include them in your project.
- Contact the local newspapers, radio and television stations.
- Contact your city or county council.
- Contact the Chambers of Commerce within the area.
- Contact various supporting groups such as Soroptomist, Elks, Rotary, Moose, Lions, and other groups as necessary.
- Contact teen centers to get youth involved as well as Boys' and Girls' Clubs, YMCA, etc. as appropriate.
- Go to local businesses to advertise as well as popular public places such as the bank or post offices to post information concerning your project.
- Posters, pamphlets, brochures and other materials to distribute will become important. More information on finding already printed materials or ideas as to how to make your own are available in the Marketing Appendix.



How does this all come together? Here is an illustration of the steps.



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All Star 4-H Ambassador Events

Throughout their term, All Star 4-H Ambassadors are asked, and in some cases required, to attend County, Sectional, and even State events. To be able to attend such an event and represent on your county's behalf is an honor, and it should be done with dignity. Besides official 4-H events, All Star 4-H Ambassadors are sometimes asked to attend non 4-H events. This section lists many different 4-H and non 4-H events that All Star 4-H Ambassadors around the state ordinarily attend.

Some of the most common responsibilities include, but are not limited to:

- Help raise enthusiasm in less involved clubs
- Serve as an active participant
- Provide link between 4-H members and Leaders Council
- Represent 4-H on various levels
- Divide responsibilities of emceeing
- Install club or group officers
- Participate in management team positions
- Serve as a role model
- Represent county at statewide 4-H events
- Provide leadership to County Leadership Program
- Set examples and challenge younger members to work towards goals in 4-H
- Promote 4-H on various levels
- Present to outside organization
- Give presentations about 4-H at county functions
- Attend All Star 4-H Ambassador meetings

County 4-H Events: The following is a list of County Events that All Star 4-H Ambassadors attend in their respective counties. Keep in mind that some of the larger counties divide their domain into two sections, and only require that the All Star 4-H Ambassadors attend the events within their respective area of the county. Typically, All Star 4-H Ambassadors are required to attend 80% of all county events of which they are in charge.

- | | | |
|------------------------|-----------------------|---|
| ▪ Achievement Night | ▪ Youth Fairs | ▪ County Council Meetings |
| ▪ Favorite Foods Day | ▪ County Fairs | ▪ Club Visits |
| ▪ Fashion Revue | ▪ 4-H Fairs | ▪ Livestock Meetings |
| ▪ Home Ec Review | ▪ Leadership Training | ▪ Last but not least, All Star 4-H Ambassador Meetings! |
| ▪ Presentation Day | ▪ Leaders Recognition | |
| ▪ Exhibit/ Judging Day | ▪ 4-H Camp | |
| ▪ Officer Training | | |

Sectional Events

- Teen Councils & Sectional Councils
- Sectional Conferences: LCORT – South Central, CAL – North Central, WHY – North, TIC – South

Statewide Events

- Field Day
- 4-H State Leadership Conference
- California Citizenship Focus
- Advisory Committees

Non 4-H Events

- **County Board of Supervisors Meetings:** Attend your county's Board of Supervisors meeting and give a talk about your county's 4-H program. (Be sure to call ahead of time to ensure that you will get a spot on the agenda.)
- **Service Organizations:** Many service organizations not only financially contribute to the 4-H program, but they also support youth at fairs and other events. Some service organizations include Rotary, Moose Club, Elks Club, Lions Club, Grange, etc.)
- **Farm Bureau Meetings:** The California Farm Bureau is another organization that does a lot to help the 4-H program. Attending one of their many meetings to show appreciation or to offer help with some of their events is a great experience that many All Star 4-H Ambassadors have acquired.
- **4-H Library Display/Window Display:** Communities enjoy seeing what their local 4-H program is doing within their clubs and projects. A window or library display is a great way to let the community know about the many things your clubs and counties do through 4-H.
- **National 4-H Week Activities:** National 4-H Week falls on the first full week in October every year. This would be a great time to promote 4-H to your county! Putting on community service events, fall festivals, and family picnics are just a few of the many ways to inform your community what 4-H is all about.

Relationships with Other Groups

All Star 4-H Ambassadors will be interacting with various groups during their term. There are a few groups with which they will have continuous contact. The list below outlines a few of these groups and typical All Star 4-H Ambassador interactions.

With 4-H Clubs:

- All Star 4-H Ambassadors often assist with club officer installation ceremonies.
- They may visit the clubs in the county to introduce themselves to the members and tell them about things that are happening in the county and beyond. They can personally invite the club members to county events.
- All Star 4-H Ambassadors are visible role models for the younger members, encouraging them to increase their participation.
- They can encourage older members to participate on a county, sectional and state level.

With County Council:

- All Star 4-H Ambassadors should attend and participate in county council meetings.
- They should attend the county coordinating committees and help in the planning of county events.
- An All Star 4-H Ambassador activity report should be prepared and presented to the council.

All Star 4-H Ambassadors should include any nearby 4-H State Ambassadors in their activities whenever possible and appropriate. The 4-H State Ambassadors can help with the activities, but also provide another visible role model for opportunities on a state level.

Section 4: All Star 4-H Ambassador Advisor Responsibilities and Selection

As an All Star 4-H Ambassador Advisor, you have the privilege of working with the 4-H youth leaders in your county. Enjoy your term with this elite group of 4-H members as you assist in county-wide events and activities.

Why do teams need an adult advisor? Teams need an adult advisor for a number of reasons. The youth need an adult who will work with them, advise and guide them, and keep them on track in accomplishing their tasks. The advisor also serves as a mediator between the youth team and the county leaders and staff. You will need to coordinate meetings with the group and maintain accountability within the team.

Support youth All Star 4-H Ambassadors

One of your main responsibilities will be to support the youth All Star 4-H Ambassadors. Whether they need your assistance in accomplishing a task or simply need your moral support when dealing with a difficult situation, you should be supportive of the members of your team and help them as much as possible.

Chaperone

As the Advisor, you will also have the responsibility of chaperone for many different 4-H events. In addition to numerous county-wide events, you may also have the opportunity to chaperone the youth members to the State Leadership Conference where all those involved have the opportunity to learn leadership skills. As a chaperone, you should accompany your youth to events and be aware of their location at these events. In most cases, it is recommended that the ratio of 1 adult to 8-10 youth is desirable and that the chaperone be at least (21) years of age. Keeping the youth safe during travel and at events is of the utmost importance. You will need to advise the members, establish guidelines, and set a good example as you spend time leading them on their different adventures. You are also responsible for arranging and supervising activities for your group should you arrive before or leave later than the scheduled activities at an event.

Help mediate

You may need to play the role of mediator while acting as All Star 4-H Ambassador Advisor. This could be between different youth members or it could be between the All Star 4-H Ambassador team members and adults. Either way, you need to be prepared to help the members work through difficult situations and resolve problems while performing their duties.

Encourage & motivate All Star 4-H Ambassadors

Jim Stovall said, "You need to be aware of what others are doing, applaud their efforts, acknowledge their successes, and encourage them in their pursuits. When we all help one another, everybody wins." All Star 4-H Ambassadors tend to be youth with very high resolve and conviction in achieving their goals, but encouragement and motivation go a long way in helping them in their endeavors. Encouragement and motivation cannot have a negative effect on anyone, and it can give a boost of energy and incentive to continue working diligently even when things become difficult. You can change someone's attitude significantly when you choose to encourage and motivate.

Provide structure while All Star 4-H Ambassadors create events

As the Advisor, you should only provide the structure and allow the All Star 4-H Ambassadors to create the events. It is helpful to have an outline of what needs to be done for an event before you meet so that you can be sure everything is taken care of and planned for. If the event you are planning has occurred before, talk to last year's Advisor, the Program Representative, and any All Star 4-H Ambassadors that helped with the event previously to get ideas of responsibilities that the All Star 4-H Ambassadors need to fulfill as well as helpful ideas for making the event successful. If it is a new event, encourage the All Star 4-H Ambassadors to brainstorm to get ideas flowing and good discussions going.

Typical Advisor Duties

Contract

You should be aware of what is required of you as an Advisor and the time commitment that is involved. Be sure that you can fulfill your responsibilities before taking on this position. Some counties may require you to sign a contract.

Advisor etiquette & professional behavior

Just as the All Star 4-H Ambassadors are role models for other 4-H members, you are a role model for the All Star 4-H Ambassadors. Your actions, attitudes, and behavior will be closely observed as you work with the youth in your county as well as help represent the All Star 4-H Ambassador program in your county. Be sure that you follow the 4-H Volunteer Code of Conduct and represent the 4-H program in a positive manner.

Help group set up meeting dates

One of your responsibilities is to help the group set up meeting dates. This can be very difficult with the varied schedules of the youth. Hopefully you can find a date and time that works for everyone involved. If not, try to accommodate as many people as possible so that you have the best representation at the meetings. If someone can't make a certain meeting, be sure that you are not scheduling meetings that will consistently exclude a member from attending. Try to set up a regular time each month, but you may need to alternate throughout the year when people's schedules change.

Help youth facilitate meetings & keep meetings productive

When holding meetings, it is a good idea to have the All Star 4-H Ambassadors set ground rules at the very beginning. Try to allow the youth to facilitate the meetings as much as possible, rotating the members responsible for leading the meeting each time so that everyone gets a chance. You may need to assist the facilitators in keeping the meetings on track and productive, but they should be allowed to do most of the work. It is a good idea to list the main topics discussed on a board in front so that everyone remembers what is being discussed and stays on topic. This also helps to avoid confusion sometimes when something is misunderstood.

Help keep the youth informed of expectations and information

The All Star 4-H Ambassadors should have a clear plan of what they need to accomplish. They can't fulfill the expectations if they don't know what they are. Reminders throughout the year of their responsibilities may be necessary to keep them on track and to avoid frustrations. Also, be sure to keep them well informed of anything that happens or has been discussed that affects them or their responsibilities. Be sure to keep the communication open between yourself and the members.

Help keep group focused on the Plan of Action

Completing the Plan of Action is a requirement for most counties involving the All Star 4-H Ambassador program. Don't let the time go by until it is impossible or extremely difficult to complete this responsibility. Begin working on the planning and implementing of the Plan of Action as soon as possible and continue to work on it until it is completed. Do not allow the plan to stagnate or allow this important outreach to be forgotten.

Act as a guide to community resources

You can help a great deal to connect your members with the community. You are probably aware of resources that are available or know how to find out about them in order to assist your team. You certainly don't need to do all of the work, but help the youth find and contact the resources that are available in your community that will help them achieve their goals.

Knowledgeable of 4-H policies

As a representative of the 4-H program, you should be aware of the 4-H policies that are in place so that these policies are followed. If you are unsure about a certain issue, contact your 4-H Program Representative or Advisor to ask for assistance. There is also a great deal of information available regarding statewide policies on the 4-H state website: ca4h.org. You should also be able to answer questions regarding the 4-H program when speaking with people in the general public so that you can help market 4-H to those outside of the organization.

Assistant Advisors

Some counties require the All Star 4-H Ambassador Advisor to choose an assistant. This role is usually filled by another adult or a past All Star 4-H Ambassador. If this is the case in your county, be sure to find someone that will work well with your team as well as with yourself. It might be best to have someone that has different strengths than you do so that you can complement each other and be a stronger leadership team.

Selection

There are several different selection models throughout the state as to how an All Star 4-H Ambassador Advisor is selected. Here are some of the models that are used:

- Advisor selected by county office
In some counties, adults are asked to volunteer for the position of Advisor and final approval is made by the county office. In this case, the county staff might take into consideration the skills of those who are volunteering for the position and choose the volunteer they think might fill the needs of the All Star 4-H Ambassadors and the county best.
- Advisor selected by county council
Some county councils are responsible for selecting the All Star 4-H Ambassador Advisor for their county's All Star 4-H Ambassador team.
- Advisor selected by current All Star 4-H Ambassadors
In other counties, the Advisor is chosen by the All Star 4-H Ambassadors themselves. This method may include a County Council Officer acting as temporary All Star 4-H Ambassador Advisor for the purpose of assisting the All Star 4-H Ambassadors in their selection of an All Star 4-H Ambassador Advisor. This is to assure a nonbiased selection of an Advisor. The selection may then need to be approved by the County Council before beginning his/her term as Advisor.

If for some reason an All Star 4-H Ambassador Advisor is not selected, the County Council or Program Representative may appoint a Council member to be an acting All Star 4-H Ambassador Advisor until one can be found in order for the All Star 4-H Ambassador program to continue.

Criteria

In addition to having good organizational skills and being flexible, some criteria for the All Star 4-H Ambassador Advisor position in your county may include the following:

- **Related or not related to current All Star 4-H Ambassador:** There are different guidelines in each county in regards to the All Star 4-H Ambassador Advisor being related to a current All Star 4-H Ambassador. Some counties do not allow this, while others simply discourage it. Some counties do not have a rule that prohibits a parent or relative of a current All Star 4-H Ambassador to be the Advisor.
- **Desire to work with and trust youth:** To fulfill your duties as All Star 4-H Ambassador Advisor, it is important that you have a desire to work with the youth in your county and that you trust the youth. The All Star 4-H Ambassadors will be much more open to your guidance if they know that you are interested in working with them.
- **Time availability:** The Advisor position will require a time commitment on your part. Be sure that you understand what will be required of you and that you are prepared to fulfill the responsibilities that you will need to perform.
- **Knowledge of the All Star 4-H Ambassador program:** Full knowledge of the All Star 4-H Ambassador program is essential in order to fulfill the duties of the position. Each county should have a list of responsibilities so that you can understand what the All Star 4-H Ambassador program is, what the members are required to do, and what the Advisor position entails.
- **Youth-Adult Partnerships:** The All Star 4-H Ambassador program is a wonderful example of youth-adult partnerships. As Advisor, you work closely together with the youth members to make decisions, achieve goals, and promote the 4-H program.



Section 5: Finances and Funding Opportunities

Typical All Star 4-H Ambassador activities take not only time and energy, but also financial resources. Whether it be transportation expenses, materials and supplies, food and beverages, awards, facilities, or other expenses, in order to complete their duties and plan of action, All Star 4-H Ambassador teams must budget accordingly.

In most counties, individual All Star 4-H Ambassadors are funded for supplies and materials for events and to fulfill their Plan of Action. A few provide for transportation costs to events and meetings. No youth should be unable to perform the duties of being an All Star 4-H Ambassador due to lack of financial resources.

If there are expected personal expenses in serving as an All Star 4-H Ambassador, information should be provided before an individual applies. In Fresno County, the All Star 4-H Ambassador application states:

Applicants and their family should be aware that there is a cost involved with being an All Star 4-H Ambassador. The All Star 4-H Ambassador year could cost as much as \$200 per All Star 4-H Ambassador. This cost would include transportation/travel, etc.

At the start of the All Star 4-H Ambassador term, teams should work with their advisor to budget their expected income and expenses. The 4-H Treasurer's manual provides excellent information and tips on budget preparation and other 4-H financial policies. Find this manual at <http://ca4h.org/4hresource/forms/manuals/4H1035-TreasurerManual.pdf>

Funding Sources

A variety of funding sources are available for All Star 4-H Ambassador teams. A few of the more common sources are outlined here:

- County 4-H Council

Most county councils will budget a certain amount of their annual revenue to the All Star 4-H Ambassador program. This typically includes registration fees for the 4-H State Leadership Conference, All Star 4-H Ambassador attire (shirts, jackets), Plan of Action materials and associated costs. Depending on the process used by the particular county council, All Star 4-H Ambassador teams may be able to ask for additional finances based on their Plan of Action.

- Statewide Funding

Two sources of statewide funding exist for All Star 4-H Ambassador teams:

- Dean Memorial 4-H Legacy Fund – Groups may apply for funding local 4-H projects and activities. Applications are due October 31, giving most All Star 4-H Ambassador teams enough time to create their Plan of Action and then apply in the Fall. Groups may ask for up to \$2,500 maximum.
- 4-H Golden Clover Award – Groups may apply for recognition in various categories. If awarded, groups receive \$500. Applications are due June 30 and awards are sent in August/September.

- Fundraising

Many All Star 4-H Ambassador teams hold fundraising events throughout their year. All Star 4-H Ambassador teams are positioned to fundraise at countywide events through silent auctions, sales of 4-H materials, cooking meals, etc. The California 4-H Foundation has a county fundraising kit containing fundraising ideas, available at <http://ca4h.org/foundation/county/>

Section 6: Selection Process

The selection of All Star 4-H Ambassadors is a very important process. If done well, it can result in a happy and effective group. The first step is to establish the criteria for candidates. The first chapter in this manual lists suggested items to be considered. These items were used by various counties in their selection process.

Next, a selection committee needs to be put together. It may include at least one of each of the 4H staff, volunteers, past All Star 4-H Ambassadors, and community members. The application may consist of the following:

1. Essay questions
 - a. Describe an experience you have had involving teamwork.
 - b. Describe a personal achievement that you felt was a real accomplishment.
 - c. Develop a Plan of Action for a community service/service-learning project. Be sure to include why it is important.
2. Résumé
3. A 4-H story
4. A Personal Development Report
5. Letters of Recommendation (recommended)
 - a. 4-H adult staff or leader
 - b. Another 4-H youth
 - c. A teacher
6. Some counties require a transcript as well

Once the applications have been reviewed, the interviews need to be set up. These may consist of several parts:

1. An individual interview.
 - a. What is your outstanding achievement? What challenges did you face and how did you meet them?
 - b. If there was a conflict between two people, how would you handle it?
 - c. How would you describe 4-H to someone who is not familiar with the program?
2. Group interview. Often this is a simulated exercise in teamwork that is observed by the interviewers. The exercise usually involves some form of project planning, such as a hypothetical awards ceremony or leadership event. This helps predict how well the All Star 4-H Ambassador candidates will work together if selected.
3. Prepared speech.
 - a. Leadership
 - b. Youth/Adult partnerships
 - c. Service-learning projects
4. Impromptu speech.
 - a. What is 4-H?
 - b. What is your favorite 4-H project and why?
 - c. "To make the best better"

The last two items will show how well each of the candidates can perform as speakers and Masters of Ceremonies.

It is best to use a standard evaluation form so that the decisions can be as objective as possible. In this system, each item of the interview is assigned a certain number of points, which will aid the selection committee in making its decision.

**4-H ALL STAR 4-H AMBASSADOR
SAMPLE Evaluation Form**

Applicant's Name:

	Possible Points	Member's Score
4-H PARTICIPATION AND ACHIEVEMENT* (25 Points) (Growth and Knowledge of Projects - Consistency - Participation Levels of participation - Club, County, Regional, State) *Refer to Personal Development Report - Personal Development Report Summary, Project Report Forms, and 4-H Story.	25	
4-H CITIZENSHIP/COMMUNITY PRIDE (15 Points) (Personal Development Report; Letters of Recommendation)	15	
4-H LEADERSHIP (25 Points) (PDR - Offices held Section M, Committee Chairs Section F, Jr./Teen Leadership Section K; Leadership Project Plan and Report; Level of Participation - Club, County)	25	
INTERVIEW ** (35 Points) (Ability to formulate a clear answer, Attitude/manner towards questions asked, Self-confidence, Neatness of appearance, Impromptu speech)	35	
TOTAL	100	

COMMENTS:

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Appendix 1 – How to Create a Résumé

It can be quite intimidating when you read the fine print at the bottom of your All Star 4-H Ambassador application and discover that you need to submit a résumé along with your application. A résumé?!? How am I going to write a résumé? This appendix should come in handy when writing any kind of basic résumé for work, 4-H, or even scholarship applications.

Following these tips can save you time and help you create a better résumé that will reflect exactly what you want.

- **Focus on Relevant Information:** Always keep the organization or position you are trying to get in mind. For example, if you are planning on applying for All Star 4-H Ambassador, you might want to include as much information as you can on your 4-H achievements and past offices held, as opposed to the fact that you were last year's Homecoming Queen.
- **Construct Your Résumé to Read Easy:** Make sure to put your résumé in a legible font no less than 10 point. Also, your resume should only be one page in length; however, if you go up to two pages it is still acceptable.
- **Avoid Repetition:** Whoever will read your résumé will observe if you use the same word over and over again. If you cannot think of an alternate word, consult a thesaurus. You want your résumé remembered for all of your great skills and achievements, not the fact that you used a word too many times.
- **Do Not Use Graphics:** A résumé, in most cases, is supposed to be a professional reflection of you. Using pictures and other graphics detract from the overall quality of the résumé.

What to Include

A quality résumé includes many components. Here are a few basic ones that most résumés have. Feel free to add others such as references and information that pertain to the position you are applying for.

- **Your Name and Location:** List at the top of your résumé your name, current address and telephone number, and your permanent address and phone number. You may include any e-mail addresses or fax numbers at which you can be reached.
- **Career Objective:** By stating your career or employment goal, you inform your prospective employer of the type of work you're seeking and the kind of skills you wish to use.
- **Education:** Include the full name of the high school or college that you attend, its city and state, and your expected graduation date. Also include other forms of education such as extra classes.
- **Achievements:** This is a great opportunity to list any awards you received, your GPA if it is above a 3.0, and any clubs, established musical ensembles, or sports teams which have honored you. If you are in high school, do not be ashamed to list attendance records as well.
- **Work Experience:** Include any positions (paid and unpaid) in which you acquired and utilized skills generally relevant to your desired position: previous jobs, internships, extracurricular activities, volunteer activities, summer employment.
- **Hobbies/Interests:** List your experiences or hobbies here. Many employers like to hear about your interests outside of business.
- **References:** Include people with titles like teachers, doctors, administrators, etc. Be sure to include addresses and phone numbers of these people. Make sure to contact these people before you put them on your résumé, either by phone or letter.
- **Skills/Qualifications:** This could include CPR, Microsoft Word, proficiency in a foreign language.

Sample Résumé

Joe Clover
12345 Green Lane
Anytown, CA 54321

Objective: Seeking an entry-level position with a company offering on-the-job training with opportunities for advancement in business management.

Education: Anytown High School, Anytown, CA
High School Diploma, June 2005

Achievements: Maintained 3.8 Grade Point Average
California Scholarship Federation (2 years)

Activities: Member, Spanish Club
Assistant Editor, "Anytown Times" School Newspaper

Experiences: Summers 2003-2005
Anytown Java Shop
Anytown, CA 54321
Assistant Manager - Supervised 8 employees

Hobbies/ Interests: Gardening
Water Skiing
Weight Training
Piano

References: Amy Smith, Teacher/Counselor
Anytown High School
Anytown, CA 54321
(123) 456-7890

John Doe, County Supervisor, District III
Anytown, CA 54321
(123) 456-8945

James Brown, Principal
Anytown High School
Anytown, CA 54321
(123) 456-2455

Still Confused?

You can visit these websites for extensive résumé writing tips:

- <http://www1.umn.edu/ohr/careerdev/resources/resume>
- <http://www.theresumebuilder.com/>
- <http://www.how-to-write-a-resume.org/>

Appendix 2 – How to be Interviewed

Whether you are interviewing for the All Star 4-H Ambassador position in your county or for a potential job, the following are good things to remember.

Appearance: Dress appropriately for your interview. Many counties when interviewing for the All Star 4-H Ambassador position prefer the 4-H uniform or business attire be worn. You should also be well-groomed. For the interview, it is usually best to be on the conservative side in regards to jewelry, clothing, hairstyles, etc.

Punctuality: Don't be late to the interview. Better yet, arrive 5-10 minutes early.

Be prepared: Learn as much as possible about the position you are applying for and the 4-H organization (or company) before you go in for the interview. Review your knowledge, skills, and abilities that are an asset to the position and be prepared to share. Try to anticipate what the interviewer may ask you and prepare answers. Make a list of questions you may have about the position as well.

Good posture: Whether standing or sitting, don't slouch but carry yourself straight and tall throughout the interview.

Smile: Smile when you meet people as well as when you are speaking to people in your interview.

Eye Contact: Look your interviewer in the eye. When you meet and while you are interviewing, continue to make eye contact with your interviewer(s).

Handshake: Use a firm, solid handshake when meeting your interviewer(s).

Seating Arrangement: Wait for your interviewer to show/tell you when and where to sit.

Speech: Speak clearly and express yourself with confidence.

Listen: Listen carefully to what the interviewer is saying or asking. Pay attention with your ears and your eyes - stay focused.

Body Language: Your body language can convey your attitudes and reactions. For example, tilting your head to one side indicates interest and close listening, while avoidance of eye contact conveys insincerity, fear, evasiveness, or at the very least, lack of interest. Your hands can be used to help convey what you are trying to say as well. It is said that 65-85 percent of a person's communication is conveyed through body language.

Answering Questions: Try to always answer questions in a positive way and use your responses to accentuate your abilities and skills and how much you have to offer. Above all, be honest when answering questions. If you are questioned about mistakes you have made in the past, express what you learned from these mistakes.

Sell yourself: Essentially you are selling yourself in the interview. You want the person interviewing you to see how valuable you are. You can do this by emphasizing your knowledge, skills, and abilities and how you have used these in the past to achieve success. Try to use examples from different areas of your life, such as school, work, family relationships, volunteer work, etc.

Group interviews: If you are going to a group interview, try to relate to everyone in the room, one person at a time. Avoid making eye contact with only one or two of the people interviewing you.

Mealtime interviews: If your interview includes sharing a meal with your interviewer, remember that even though you may interact at a more social and personal level, you are still being evaluated.

Presentations: If you are giving a presentation at your interview, prepare yourself thoroughly beforehand. If at all possible, practice your presentation in front of friends or family and ask them to critique you and give you some constructive criticism so that you give the best presentation possible. It also helps to practice in front of a mirror; this also allows you to see your facial expressions for yourself. When giving your presentation, don't rush it. Open your mouth and speak each word clearly. And don't forget that body language – it has been shown that people respond more to a speaker's visual presence (including gestures and facial expressions) than to his/her words.

Telephone Interviews: If you will be interviewed over the telephone, be sure that you have your résumé and any other pertinent information with you at the time of the interview.

Thank You Letter: Depending upon the situation, you may want to write a thank you letter thanking the interviewer for taking the time to meet with you. This gives you another chance to reiterate your assets as well. It is best to mail the thank you letter within 1 day of the interview.

Appendix 3 - How to Emcee an Assembly

Presentation is key! You become a role model as an All Star 4-H Ambassador and once on stage, this becomes even more apparent. Thus, your overall appearance in at least business casual attire, depending on the event, will aid in your appearance. If you have All Star 4-H Ambassador attire, it is recommended to wear such attire in order to represent your position.

Read your script well in advance and work with the coordinator of the event to ensure that you are aware of what is occurring.

You may want a partner to help you emcee since a couple can act out skits and dialogue. It also displays teamwork!

Pronounce and run through names. Go to other people to make sure pronunciation of names is correct in order to avoid any conflicts when presenting. If several awards are presented, rotate with other All Star 4-H Ambassadors.

Command the room through respect. If you respect your audience, they will do the same.

Make sure all equipment is working prior to beginning.

Ensure that any awards to be distributed are already in order, so that time is run efficiently without shuffling through papers.

Shake people's hands with your right hand with award/certificate in left. Make sure you keep the handshake for an instant to capture that "Kodak" moment. Also look the recipient of the award in the eye when congratulating him/her.

Make good eye contact with the audience.

Do not ever say "Shut up!" in order to quiet the audience because it is often interpreted as rude. Most often people get offended and will not listen the remainder of the time.

- Instead, more effective attention-getters can be used such as:
 - If you can hear me clap once, if you can hear me clap twice, if you can hear me clap three times!
 - Quiet Coyote! (people put up index and pinky as the remaining fingers close down to thumb to make a "coyote" with open ears and a closed mouth)
 - Can I have your attention? (Audience responds "No!")
 - How are you feeling today? [Audience responds "I feel good, oh I feel so good! Ugh!" "Double ugh, ugh!" (pull arms in with each ugh) "Triple whoop, whoop, whoop!" (spin around as saying this)]
 - May I have your attention please? Followed by silence and eye contact often is effective in a formal setting

Appendix 4 – How to Run a Meeting

The most common method of running a 4-H meeting quickly and efficiently, while allowing everyone equal time to state their opinions, is through Parliamentary Procedure. Parliamentary Procedure or Parli-Pro as it is commonly referred to, is a system of rules that were established for the purpose of fair and controlled discussion in meetings. Because it can seem incredibly intimidating, here is a brief guide to common Parli-Pro used in 4-H meetings.

A Few Definitions

- **Motion:** A formal proposal by a member in a meeting for the group to take a certain action. Usually stated as, “I move....”
- **Vote:** The method by which the group decides matters. Votes can be taken by voice (“Aye”/“Nay”), by rising count (each member stands and is counted when the side they are for is called), by ballot (ballots are passed out and counted, which protects the members’ privacy on controversial issues), and by unanimous consent (a case in which the chairperson asks for objections, and if there are none, the issue is passed).
- **Chairperson:** The person who presides over or runs the meeting. In one example, the chairman of a 4-H meeting is referred to as the President.
- **Floor:** The right to speak in a meeting. You must properly obtain the floor (right to speak) before you speak.
- **Debate:** To discuss an issue.
- **Recess:** To take an approved break during the meeting.

Proper Order of Business

- Call meeting to Order
- Reading and Approval of Minutes
- Reports of Officers and Standing Committees
- Reports of Special Committees
- Special Orders (Orders of Urgency)
- Unfinished or Old Business
- New Business
- Announcements
- Adjourn

Common Motions Used in a 4-H Meeting

Main Motion

Purpose: To present a new idea to the assembly.

Vote: A majority vote.

Example: “I move that our club conduct a bake sale as a fundraiser.”

Procedure: While nobody else has the floor, a member may rise, address the chair and after being recognized, may state their motion. After the member sits back down, another member must second the motion to show that more than one person is in favor of talking about that issue. If another member does not second the motion, then the motion cannot even be discussed and it automatically is lost. After the motion is seconded, the chair states the motion back to the group. Since the main motion is debatable, any member may debate the motion. Once debate is

done, the chair states the motion again and then conducts a vote. After the vote, the outcome is stated and the chair taps the gavel.

Example:

Member 1: (Member Rises) "Mr./Madam President."

President: "Member 1." (or member's name).

Member 1: "I move that our club conduct a bake sale as a fundraiser." (Member 1 sits down)

Member 2: "Second!"

President: "It has been moved and seconded that our club conduct a bake sale as a fundraiser. Is there any debate?"
(Members may debate the motion)

President: "We will now proceed to vote. All those in favor that our club conduct a bake sale as a fundraiser will signify by saying 'Aye.'"

Members: "Aye." (If in favor of motion)

President: "All those opposed will say 'No.'"

Members: "No." (If opposed to motion)

President: "The Aye's/No's have it and the motion is passed/failed." (Taps gavel)

Approve Secretary's Minutes

Purpose: To allow the group to approve the Secretary's Minutes.

Vote: Usually a majority vote.

Example: "I move to approve the Secretary's Minutes as read."

Procedure: After the Secretary reads the minutes of the previous meeting, the chair will ask for a motion to approve the minutes. A member may rise, address the chair and after being recognized, may state the motion to approve the minutes as read. After the member sits back down, the chair will ask for a second. Another member must second the motion. The chair conducts a voice vote, states the outcome, then taps the gavel.

Example:

President: "Is there a motion to approve the Secretary's minutes as read?"

Member 1: (Member Rises) "Mr./Madam President."

President: "Member 1." (or member's name).

Member 1: "I move to approve the Secretary's minutes as read." (Member 1 sits down)

President: "Is there a second?"

Member 2: "Second!"

President: "It has been moved and seconded to approve the Secretary's minutes as read. All those in favor will signify by saying 'Aye.'"

Members: "Aye." (If in favor of approving minutes)

President: "All those opposed will say 'No.'"

Members: "No." (If opposed to approving minutes)

President: "The Aye's/No's have it and the minutes are approved/not approved." (Tap gavel)

Approve Treasurer's Report

Purpose: To allow the group to approve the Treasurer's report.

Vote: Usually a majority vote.

Example: "I move to approve the Treasurer's report as read."

Procedure: After the Treasurer reads the current balance or the report relating to club finances, the chair will ask for a motion to approve the Treasurer's report. A member may rise, address the chair and after being recognized, may state the motion to approve the Treasurer's report as read. After the member sits back down, the chair will ask for a second. Another member must second the motion. The chair conducts a voice vote, states the outcome, then taps the gavel.

Example:

President: "Is there a motion to approve the Treasurer's report as read?"

Member 1: (Member Rises) "Mr./Madam President."

President: "Member 1." (or member's name).

Member 1: "I move to approve the Treasurer's report as read." (Member 1 sits down)

President: "Is there a second?"

Member 2: "Second!"

President: "It has been moved and seconded to approve the Treasurer's report as read. All those in favor will signify by saying 'Aye.'"

Members: "Aye." (If in favor of approving Treasurer's report)

President: "All those opposed will say 'No.'"

Members: "No." (If opposed to approving Treasurer's report)

President: "The Aye's/No's have it and the Treasurer's report is approved/not approved." (Tap gavel)

Recess

Purpose: A short intermission or break within the meeting, but does not end the meeting.

Vote: A majority vote.

Example: "I move to recess for 5 minutes."

Procedure: While nobody else has the floor, a member may rise, address the chair and after being recognized, may state the motion to recess. After the member sits back down, another member must second the motion to show that more than one person is in favor of voting on the recess. If another member does not second the motion, than the motion cannot even be voted upon and it automatically is lost. After the motion is seconded, the chair states the motion back to the group, and then conducts a vote. After the vote, the outcome is stated and the chair taps the gavel.

Example:

Member 1: (Member Rises) "Mr./Madam President."

President: "Member 1." (or member's name).

Member 1: "I move to recess for 5 minutes." (Member 1 sits down)

Member 2: "Second!"

President: "It has been moved and seconded to recess for 5 minutes."

President: "We will now proceed to vote. All those in favor of recessing for 5 minutes will signify by saying 'Aye.'"

Members: "Aye." (If in favor of recessing)

President: "All those opposed will say 'No.'"

Members: "No." (If opposed to recessing)

President: "The Aye's/No's have it and the motion is passed/failed." (Taps gavel)

Adjourn

Purpose: To end the meeting.

Vote: A majority vote.

Example: "I move to adjourn."

Procedure: While nobody else has the floor, a member may rise, address the chair and after being recognized, may state the motion to adjourn. After the member sits back down, another member must second the motion to show that more than one person is in favor of voting on that issue. If another member does not second the motion, than the motion cannot even be voted upon and it automatically is lost. After the motion is seconded, the chair states the motion back to the group, and then conducts a vote. After the vote, the outcome is stated and the chair taps the gavel.

Example:

Member 1: (Member Rises) "Mr./Madam President."

President: "Member 1." (or member's name).

Member 1: "I move to adjourn." (Member 1 sits down)

Member 2: "Second!"

President: "It has been moved and seconded to adjourn."

President: "We will now proceed to vote. All those in favor of adjourning will signify by saying 'Aye.'"

Members: "Aye." (If in favor of adjourning)

President: "All those opposed will say 'No.'"

Members: "No." (If opposed to adjourning)

President: "The Aye's/No's have it and the meeting is/is not adjourned." (Taps gavel)

Appendix 5 – How to Plan a Workshop

As an All Star 4-H Ambassador, it is implied that you will be leading learning sessions and workshops on a wide range of information. Presentations will be done at club, county, sectional, and state levels. You may do presentations as an individual or you may do it as a team. Audiences will range in age and interests. Planning is the key to leading a successful workshop.

Getting Started

Key questions you need to ask when planning a workshop:

- Who are you presenting to?
- What topic is going to be presented?
- Where are you presenting?
- How is the information going to be presented?

Who are you presenting to?

The audience will most often influence what the topic of your presentation should be. There are a variety of conferences that are held each year throughout the state. Some are at the county level and others are at the state level. Sections may also have conferences that require All Star 4-H Ambassador participation. What is the age of the group that you will be presenting to? If you are presenting to teens, the topics might be different than what you might be presenting 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 you will need to answer before you start working on your 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 your workshop. When you have determined the type of audience you will be addressing, you will want to take into consideration the theme of the conference. Frequently, you will be asked to present a particular topic. If you are asked to do a presentation, be sure to ask if there is a specific topic that the conference coordinators need or want you to cover. Asking questions will help direct you toward a topic and will make your work much easier.

Where are you presenting?

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 your county. Sectional events are a good second step 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 your confidence. This will also allow you to work on making improvements in your presentation.

How to present?

A. Attire

When presenting a workshop, the team should dress professionally – not casually. Most All Star 4-H Ambassador teams wear their uniforms, but if a team has no uniform, a nice shirt and pants would be recommended for the entire group while presenting a workshop. Proper attire makes a good impression on the audience of the workshop.

B. Icebreakers

A great way to start out a workshop is by doing an ice breaker. The most effective icebreakers relate to the topic of your workshop. Icebreakers make the participants more comfortable, introduce participants to one another, and get people thinking.

C. Handouts

Handouts help the audience concentrate on what you are saying rather than concentrating on getting the information written down. Always have more than you think you will need.

D. Presentation Material

Another key to having a good workshop is using visual aids. Most people need visual aids to understand what you are talking about. Be sure that they are clear, easy to see and read, and simple. Organize the information in a logical and easy to understand manner. Keep this in mind when putting together your workshop and it will help you accomplish your goal.

E. Practice the Workshop

For a smoothly presented workshop, practice your presentation. Each member of the team should know what they are going to be responsible for and when they are going to do their part. Any problems will become obvious when the entire team gets together and practices their part. Timing can be adjusted and plans can be made to deal with unexpected problems.

Appendix 6 – Icebreaker Ideas

Icebreakers do just that – they break the ice. They provide a way to get past that uncomfortable, awkward feeling that comes from being shoved in a room full of strangers by introducing everyone and getting them to speak up. The following is a list of proven icebreakers, their difficulty level, and directions on how to perform them.

A Brief Introduction - *simple*

This is a simple, relatively quick one. Just go around the room and have everyone introduce themselves. Usually this would include their name, their club (and county at an above county event), and their favorite something – usually something related to the workshop, i.e. their favorite computer part at a Computer Corps workshop. Without too much work, everyone now knows a little bit more about one another.

Introduce Your Peanut - *simple*

This was a favorite of the Kings County All Star 4-H Ambassador team. When everyone walks in the door, they are handed a peanut (or other type of nut or small candy) and told not to eat it. Once everyone is assembled, the icebreaker proceeds in the same way as "A Brief Introduction", but the members must also introduce their peanut. This can range from just naming it and giving some sort of description to telling the peanut's life story and crazy adventures in its previous career as a space pirate. They may eat or dispose of the peanut after the icebreaker.

Not only does everyone learn about one another, they also have a chance to express their creativity and a way to get over the nervousness involved in speaking in front of everyone else.

Pick Some Marbles - *simple*

This is similar to "A Brief Introduction", but before everyone introduces themselves, they must pick marbles (or another small object) out of a bag. The number of marbles they pull determines the number of facts they must give about themselves in their introduction. Do not tell the participants what the marbles are for, but do not let them take too many. Usually members will take many marbles and often times they must introduce themselves more thoroughly than they would with other icebreakers.

Two Truths and a Lie - *simple*

Everyone in the room has to think of two true things and one false thing about themselves and everyone else tries to guess, as a group, what the lie is. This icebreaker is especially useful when teaching about presentation skills because it is easy to spot someone lying if they are uncomfortable speaking in front of a group.

Going Camping - *simple*

Tell everyone that you're going camping and everyone has to bring along one item (or food). Members take turns saying their name and what they are bringing along. If the member's item starts with the same letter as the member's name, tell them they get to come along. If it does not match, they do not get to come. At the end of the icebreaker, the group gets to guess what the rule for bringing items was. This icebreaker helps members remember names by remembering items that match the person's name.

Count to Fifteen - *moderate*

The group must count to fifteen. Their only restrictions are that no one can say two numbers in a row (i.e. John cannot say one and two), and once someone has said a number, he/she must wait until three others have said a number (i.e. if John says one, he cannot say another number until four). If anyone breaks the

rules, the counting starts over. It is harder than it sounds. For even greater difficulty, the group can be restricted to only saying numbers.

This does not necessarily help everyone learn each other's names, but it works well for team building and can get a group's energy level up after a long meeting.

Do You Love Your Neighbor? - *moderate*

Gather everyone in a circle. One person starts in the middle of the circle. The person in the middle has to introduce himself/herself and has two options:

- 1) The person can say "I love my neighbor" in which case everyone has to change places with someone who is not standing to either side of them (including the person in the middle).
- 2) The person can say "I do not like my neighbor. I like neighbors who wear green/play water polo/have brown hair/something that applies to the person in the middle/etc." in which case everyone who that applies to has to switch places with someone who is not standing to either side of them (including the person in the middle).

Once everyone has been in the middle or the icebreaker has gone on long enough, end it. This works better for smaller groups.

Noodle-Thwacking! - *tricky*

This is a long-standing tradition of the Computer Corps and a lot of fun. A foam pool noodle is required.

Everyone introduces themselves and gathers their chairs in a circle facing towards the center. One person, standing in the middle, is armed with the noodle. The game starts with one of the seated persons standing. He/she says the name of another person sitting in the circle before sitting down. That person must say someone else's name before the noodle-bearer may thwack him/her in the knees. The next person must do the same and so on. No one is allowed to say the name of the person who said his/her name or they may be thwacked. When someone gets thwacked, they must trade places with the noodle-bearer and the game starts again. If the person – formerly the noodle-bearer – sits down before saying the name of another person, they may be thwacked back into the middle.

The icebreaker can go on as long as necessary. This works best with a small group so the noodle-thwacker can actually spin around and reach someone before they say another person's name.

Appendix 7 – Community Service Ideas

As an All Star 4-H Ambassador, you may be asked to take part in community service. The following are a few ideas for community service within the county and beyond the county level.

1. Coordinate and put together Food/Household Items Baskets for Thanksgiving/Christmas/Easter
2. Animal Sharing at County Fair
3. Help Clerk and Receive Exhibits at County Fair
4. Collect money for Easter Seals Lily Days (for people with disabilities)
5. Help put together Christmas boxes for Military Service Personnel
6. Sell newspapers to raise funds for Shriner's Hospital
7. Donate toys to the Toys for Tots program
8. Collect Used Cell Phones/Ink Cartridges/Soda Pull Tabs to raise funds for Easter Seals/other community service projects
9. Donate Silent Auction Items for State Leaders Forum
10. Work on Junior Task Force at California State Fair
11. Operation MOM
12. Operation Military Families
13. Help support Emerald Star Projects
14. Look for needs in the community [i.e. Children's Fantasy Faire for disabled children, help local Farm Bureau, coordinate with other county agencies, help with community fundraisers, fundraise for victims of a natural disaster (fire, hurricane, etc.)], raise funds to put local sheriff and dog through drug school, etc.]

References

Elaine Dorsi, Innovation Center
National 4-H Youth Directions Council
The Complete Idiot's Guide to the Perfect Interview
by Marc Dorio, Alpha Books



County All Star 4-H Ambassador Materials

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- Santa Barbara
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- Santa Cruz
- Shasta
- Siskiyou
- San Luis Obispo
- Solano
- Sonoma
- Stanislaus
- Tulare
- Tuolumne
- Ventura
- Yolo

“In organizations, real power and energy is generated through relationships. The patterns of relationships and the capacities to form them are more important than tasks, functions, roles, and positions.”

- Margaret Wheatly



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