



County Ambassador Administration Manual



University of California

Agriculture and Natural Resources | 4-H Youth Development Program

Preface

This County Ambassador Administration Manual is a new document created to standardize the administration of the County Ambassador Program across California. It will guide the work to select County Ambassadors and their coaches. It will guide the program objectives and design and be used in conjunction with the County Ambassador Handbook.

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

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Table of Contents

County Ambassador Program Basics	Page 4
Section 1: Application & Selection	Page 5
Application Requirements	5
Ambassador Selection Process	6
Ambassador Coaches	8
Section 2: Core Program Components	Page 9
Plan of Action	9
Leadership Competencies	10
Activity #1: Apple Analogy	11
Activity #2: Finding My Niche/Either or Neither	12
Appendices	Page 16
Application Cover Sheet	17
Application Requirements	18
Evaluation Rubric Template	19
Acceptance Letter Template	21
Regret Letter Template	22
Plan of Action Worksheet	23
GPS Goal Management Worksheet	24
GPS Goal Management Reflection	25
Bibliography	Page 26

County Ambassador Program Basics

Time Commitment: 12 – 24 months (determined by county calendar and program design)

The county can design a one year, two year or overlapping time commitment. Options to consider:

- 12 months: manageable for most youth; no time for incoming team to learn from outgoing team.
- 16 – 18 months: provides a period of overlap, where an incoming team can learn from the outgoing team and the outgoing team can mentor the incoming team.
- 24 months: a combined team of 1st year and 2nd year adds dimension of growth and improvement, 1st years learn from 2nd years and 2nd years have another type of opportunity to mentor.

Qualifications

- 1) County Ambassadors must be between 14 – 18 years old and meet the 4-H membership requirements for the length of the term of service. On the first day of the appointment to County Ambassador, applicant must be at least 14 years old.
- 2) Applicant must have completed at least one year of membership in 4-H prior to the year of application. Membership does not have to be the most recent consecutive year.
- 3) Applicant must have demonstrated leadership experience and skills. To ensure that the position of County Ambassador is open to 4-H members in all program delivery modes (community club, afterschool club, SPIN club, summer camp, etc.), a member must document the following:
 - a) Mastery of a project as demonstrated by at least 6 hours of instruction, documented by a statement of skills
 - b) 40 hours of significant leadership roles, either inside or outside of 4-H, with at least 10 hours of leadership contributed to 4-H
 - c) 30 hours of citizenship and/or community service, either inside or outside of 4-H, with at least 6 hours through 4-H
 - d) 10 public speaking engagements, at least 2 of which must have been given at a 4-H event
 - e) Demonstrate involvement in 4-H as evidenced by a list of activities that are a combination of 15 of the following: project skill activities, 4-H events attended, and honors/recognition. Definitions for these three categories are found in the Record Book Manual under the section describing the Personal Development Report (PDR). Completing a PDR is not an application requirement for County Ambassador.

Alternatively, a member may submit documentation of having achieved a Gold Star Rank to satisfy the above 5 requirements. Documentation can be the signed and dated Star Rank chart or other written documentation, that is signed by an adult volunteer other than the parent, that the Gold Star Rank was achieved.

SECTION 1: APPLICATION & SELECTION

Application Requirements

Applicants will send the required application form, substantiating documents and letters of recommendation to their designated county contact by the date set by their county office or committee designated to administer the County Ambassador Program. Applications and related documents may be processed electronically or by paper forms. Required application elements include the following:

1. **Application Cover Sheet**
2. **Essay Responses** to questions on the Application.
3. **Resume** highlighting leadership and citizenship skills, as well as personal and professional development.
4. **Written Evidence of Leadership Experience and Skills**
5. **Letters of Recommendation (3):**
 - a. One letter from a 4-H youth member.
 - b. Two letters from adults who have knowledge of the applicant's leadership experience, skills and character. At least one of the letters must be from a 4-H adult who has knowledge of the applicant's skills and character demonstrated in the 4-H Youth Development Program.
 - c. Recommendations may not be from a parent/guardian, sibling or other family member residing in the same household as the applicant.

The county can determine how Letters of Recommendation are received. Consider if the county would prefer electronic survey, mailed or delivered directly to the county office, sealed in an envelope and submitted with the whole packet from the member, etc.

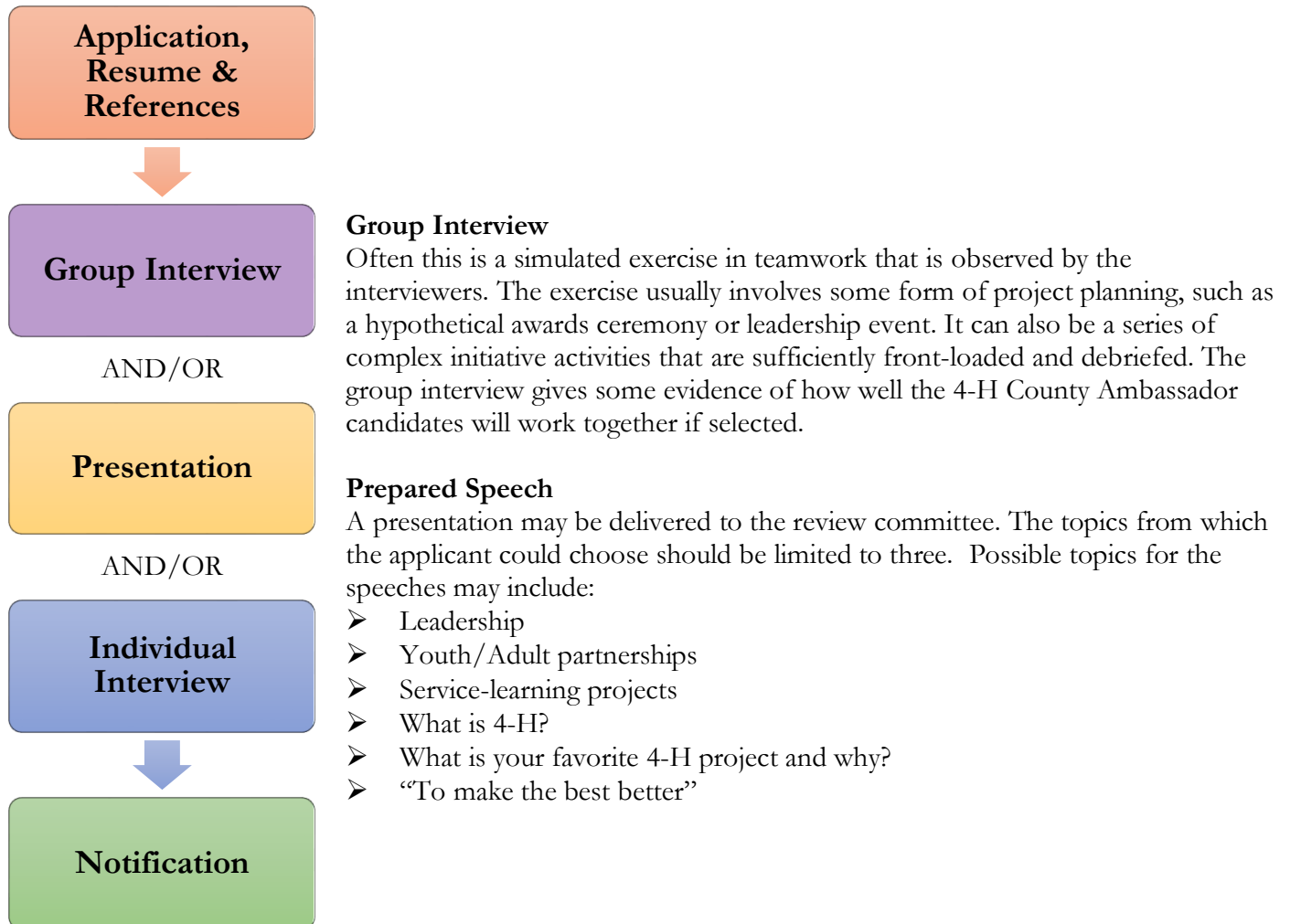
The application process CANNOT require a 4-H Record Book or any parts of the Record Book (except the 4-H Resume and the Star Rank chart as evidence of attaining the Gold Star).

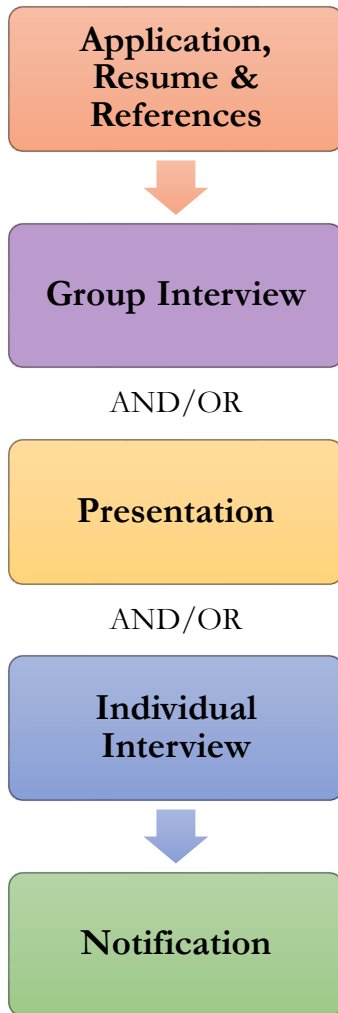
Ambassador Selection Process

The county's review committee shall review the applications. The UCCE 4-H staff, 4-H Advisor and/or a designated volunteer committee should determine the best mix of people to serve on the review committee. **At least one member of the committee must be a youth member.** The review committee may include UCCE 4-H staff, current Ambassadors, current Ambassador Coaches, county I&R Committee members, community members or Volunteer Management Organization (VMO) designees.

The first review of the application should establish that the applicant meets the qualifying criteria. In addition to the application packet, the selection process can include additional steps.

Each county's selection process can contain any of the following components. The application and notification components are both mandatory. Selection committees should choose the components that best fit the size and style of their County Ambassador program. ***Evaluation rubrics should be modified to mirror the selection process and total maximum points adjusted to fit the components of the selection process.***





Individual Interview

The process may include an individual interview for each applicant with a panel of 2-3 county designees. Interview questions should be made available to the applicants. The same question(s) should be posed to each applicant. Possible interview questions may include:

Describe something that you have accomplished in the last year that was hard to do. What challenges did you face and how did you change plans to achieve this accomplishment?

Describe a conflict you have been in and talk about how you handled it.

How would someone else describe your leadership style?

If you could teach everyone in the world one thing, what would it be and why?

How would you describe 4-H to someone who is not familiar with the program?

thing, what would it be

who is not familiar with the program?

Notification

At a certain date designated by the county, applicants will be notified in writing of their selection status. Applicants shall be told when notification will occur.

Applicants who are not accepted should be given detailed examples of what they need to do to apply next year. If they need more experience in a certain area, tell them exactly what would help improve their skills to achieve a potentially successful application.

County Ambassador Coaches

Coach Role

The Coach's role is one of partnering and collaborating with County Ambassadors to implement best practices in positive youth development. Best practices include but are not limited to: setting group agreements at the beginning of the term as to how the group will function, facilitating educational components of the program and allowing youth to facilitate meetings and rotating leadership responsibility. A Coach should be flexible when working with County Ambassadors. Also, depending on the County's program, being a Coach could involve significant time commitments. Coaches are expected to:

- Chaperone events and conferences when Ambassadors are present.
- Partner with County Ambassador team to coordinate meetings.
- Provide guidance to and collaborate with the County Ambassador team to ensure the team has clear, reasonable and obtainable goals.
- Facilitate good communications between the coaches and the team, as well as between team members.
- Ensure that the team considers possible resources, including content experts, to accomplish the team's goals.

- Be knowledgeable of 4-H policies and ensure that the policies are followed. (The UCCE 4-H Program Representative or 4-H Advisor is a resource for policy interpretations.)

Coach Selection

There should be two coaches, at least one of which must be 21 years of age or older.

- One should be appointed by the 4-H Volunteer Management Organization (VMO) with approval and endorsement from the UCCE 4-H Program Professionals and should have experience working with teens, preferably the County Ambassador program.
- One should be selected by the County Ambassador team. Selection should be based on skills that help the team reach their goals. Consider recent alumnus or past County Ambassador. **This coach must be approved and endorsed by UCCE 4-H Program Professionals.**

Both coaches must:

- Be currently registered as a 4-H volunteer.
- Have the ability to travel and drive youth to events.
- Not be a parent or sibling of a current County Ambassador or related to the other coach.
 - If this cannot be avoided, the parent may serve as a County Ambassador coach only if they recuse themselves from selection interviews. **This arrangement must be approved by UCCE 4-H Program Professionals.**

In cases when the county has less than 4 County Ambassadors, one coach may be acceptable if another adult is present at all meetings, events and activities. This second adult could be a rotating parent responsibility or any other solution that meets the two-deep policy.

SECTION 2: CORE PROGRAM COMPONENTS

Plan of Action

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

These components are described in more detail in the County Ambassador Handbook. Develop the Plan of Action early in the term, using the Plan of Action worksheets found in the Handbook and in the appendix of this manual. Blank forms can also be found on the State 4-H website at 4h.ucanr.edu/Projects/Leadership/CountyAmbassador.

The team will follow these steps:

- 1) Learn about and choose three Leadership Competencies to work on during the term.
- 2) Develop and complete a Service Learning Project that combines the use of all three selected leadership competencies.
- 3) Set and manage team goals for the selected leadership competencies. Goals should be realistic and achievable while at the same time allow the team to dream big and stretch the skills and strengths of the members.
- 4) Reflect on the goals and achievements of the year.

Leadership Competencies

The Leadership Competencies are specific skill sets researched and developed by the University of Illinois 4-H Program. The University of California 4-H Youth Development Program is piloting the use of these competencies to standardize core leadership programs. The California 4-H State Ambassadors have been using these competencies since 2014 to help guide their work.

There are two activities included in this manual that will help the team understand and develop a working knowledge of the competencies. Coaches should facilitate the team through these activities early in the term and prior to working on the Plan of Action worksheets.

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 is a pillar of the 4-H citizenship mission mandate. Service learning connects meaningful community actions and service with learning, personal growth and civic responsibility. For more information on Service Learning and to access the Service Learning Toolkit, see:

http://4h.ucanr.edu/Projects/Citizenship/service_learning/

GPS Goal Management

Goal management skills are used by almost all successful people in the world. It is easier to get somewhere when you know where you are going, how you are getting there, and what you are going to do when things get in your way. The 4-H Study of Positive Youth Development indicates that adolescents who exhibit higher levels of goal-directed strategies and behaviors are more likely to thrive and contribute to society. (Lerner, 2007)

Leadership Competencies with Example Activities

ADVISE

- **Participate and be involved in decision-making at 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

Leadership Competencies Activities

Apple Analogy

Objective: Understanding different types of leadership roles
Supplies: Variety of apples, Leadership Competencies Chart
Length: 10 Minutes

Presenters Notes	Question for the Group	Summary Point
Describe the produce department at your local grocery store and how the apples are displayed. Lots of varieties.	Have each participant select an apple. How many options were available? How many people picked variety A, variety B, variety C, etc.? Why did you pick the apple you did? Are their varieties of apples you don't like so well?	Variety is good. One type of apple would be boring. Variety in teen leadership roles is important. A youth that likes planning may not like speaking. Six teen leadership roles are available in 4-H – Advisor, Advocate, Mentor, Planner, Promoter, and Teacher
My grocery store has a chart that tells the sweetness or tartness of an apple and its best uses.	What variety of apple would you select to eat as a snack? For a pie? To make applesauce?	Using the correct apple for a recipe improves the outcome. Helping youth find their niche, or spark, is our job. The leadership competencies can help. Read the description for each leadership role.
Although there are numerous varieties of apples available at the store, I usually only buy one or two varieties to have on-hand at home.	Do you have apples in your kitchen currently? How many varieties?	You don't need every variety of apple that is available. Likewise, 4-Hers do not need to experience all six types of leadership. Let them gravitate to the few that fit them best. And, remember that there is no best or most important leadership role. All are equally valued in 4-H. There is no hierarchy.
<p>Call to Action: What leadership role(s) do we already offer in our county? What leadership role(s) could we strengthen?</p>		

Finding My Niche As a County Ambassador

Objective: Selecting the roles that are right for them

Supplies: Series of questions to ask

Copy of *Either or Neither?* (1 per participant); Pencil/Pen

Signs posted on walls, scattered around the room: Advising, Advocating, Mentoring, Planning, Promoting, Teaching

Length: 20-30 Minutes, depending upon the size of group

Outline: *(Italics indicate the script to read.)*

There are lots of places for teen leaders in the 4-H program. Some you may be familiar with; others you may have never thought of before. And there even may be some that you're thinking "that's not for me!" That's okay – we all have different skills and abilities and enjoy doing different things. Today, we're going to help you think about what you like to do and are good at and how that might fit into being a teen leader in the 4-H program.

I'm going to ask you a series of questions and give you some choices as to the answers. You can pick one or the other answer OR you can decide that you do not like either answer. Depending upon the answer you select, we'll ask you to move towards one of the leadership roles posted on the walls. If you decide not to select an answer for that particular question, you can stay in the middle of the room.

After you've made each selection, mark on your sheet what your decision was so that we can keep a tally of your leadership preferences.

Go through the list of questions and choices on Part A Finding My Niche. Give the members time to select their responses, move to the location and mark their tally sheets. After finishing all of the questions, give the ambassadors a chance to tally their lists and have them move to the sign that illustrates their most favored spot.

Now that you've tentatively "selected" a spot that uses your skills and that interests you, gather with the others who selected that spot and discuss the following questions. We'll ask individuals to share some of your answers after your discussion time.

What were the main items that brought you to this location – what answers appealed to you the most?

In our current 4-H program, where do you think you can use these skills and interests the most? Is there already a specific group you see focusing on these items or what new type of group could be created to fulfill the role you would like to fulfill? How do you see a new group being organized?

What types of things do you think you would need to help you become successful (or more successful) at completing this role?

Refer to the Leadership Competencies, found on page 13 of the County Ambassador Handbook.

We all have different strengths, likes and dislikes. The Leadership Competencies are meant to help 4-H teens determine the best way for them to develop their leadership skills by doing what they already like to do. No role is better than another; they are all important to our program and offer opportunities for you to learn and grow. We hope this activity has helped you determine which roles might be best for you.

Using the information you learned about yourself and the members of your ambassador team, we'll select 3 of competencies to develop the Plan of Action for the year.

Part A: Finding My Niche

Six signs representing the six teen leader competencies should be posted on walls in different locations of the room: **Advising, Advocating, Mentoring, Planning, Promoting, Teaching**. As you read the pairs of statements below aloud, they should compare the two examples and move towards the sign of the one they like better. If they do not like either response, they should stay in the center of the room.

Each youth should have a copy of the *Either or Neither?* handout and a pencil. As they move towards a sign, they should also circle that response on the handout. If they stay in the middle, they should circle *Neither*.

Instructions to Group:

Of the following pairs of tasks, which do you like better? Remember that if you do not like either of the items, you can stay in the middle and circle “Neither”. **Note that some tasks may be listed more than once since they are important in more than one area.**

	<i>If you like to,</i>	<i>Move here.</i>	<i>If you like to,</i>	<i>Move here.</i>
1.	Work in partnership with adults and other youth	Advising	Collect specific data about your neighborhood	Advocating
2.	Arrange community service projects	Planning	Listen to other’s questions and help them work through the answers	Teaching
3.	Teach life skills	Mentoring	Encourage adults to become involved in 4-H	Promoting
4.	Learn to evaluate and analyze data	Advocating	Have a youth voice in activities for my county 4-H program	Planning
5.	Work with younger youth	Teaching	Assist older adults with understanding and using technology	Mentoring
6.	Speak to civic groups about 4-H	Promoting	Work with others to improve your local 4-H program	Advising
7.	Ask others to share their opinions of what should be done	Advising	Share what I’ve learned in an area of interest	Teaching
8.	Help others try new things	Mentoring	Make positive change happen in my hometown	Advocating
9.	Brainstorm new ideas for programs	Planning	Inspire good behavior	Teaching
10.	Share my 4-H Story	Promoting	Help others work through challenges as a team	Mentoring
11.	Research an issue	Advocating	Coordinate activities with Extension staff	Planning
12.	Make decisions related to learning activities	Teaching	Share ideas based on your experiences	Advising
13.	Educate legislators about the 4-H program	Promoting	Work in partnership with adults and other youth	Planning
14.	Make recommendations for informed decisions	Advising	Discuss issues related to my community	Advocating
15.	Make decisions related to activities	Planning	Provide a welcoming & safe environment for others	Mentoring

	<i>If you like to,</i>	<i>Move here.</i>	<i>If you like to,</i>	<i>Move here.</i>
16.	Speak in public	Promoting	Work with my peers on a joint project	Advocating
17.	Learn a specific subject matter to share with others	Teaching	Serve as a role model for other youth	Mentoring
18.	Make decisions regarding local 4-H policies/guidelines	Advising	Staff displays about 4-H	Promoting
19.	Provide opportunities for others to have fun while learning	Mentoring	Influence community officials regarding an issue	Advocating
20.	Organize details for an event	Planning	Assist younger members understand 4-H	Mentoring
21.	Design lesson plans	Teaching	Represent 4-H on a community teen board	Advising
22.	Solve community problems	Advocating	Present a positive image of 4-H	Promoting
23.	Provide youth voice on a primarily adult group	Advising	Design event schedules	Planning
24.	Provide a safe & welcoming environment for others	Teaching	Work in partnership with adults and other youth	Advocating
25.	Build my leadership skills as I help others	Mentoring	Share information so others become involved	Promoting
26.	Create messages about being a 4-H member	Promoting	Seek information from my team members	Planning
27.	Work with local government on area improvements	Advocating	Help others learn	Teaching
28.	Budget our group's funds	Planning	Share your opinions	Advising
29.	Plan hands-on activities for others	Teaching	Talk to county board members about 4-H and Extension	Promoting
30.	Serve on a local Extension Council or Committee	Advising	Listen to younger youth	Mentoring
31.	Use data to prove a point	Advocating	Contact speakers and special event guests	Planning
32.	Plan and lead scheduled lessons	Teaching	Talk to youth about joining 4-H	Promoting
33.	Help others set and reach goals	Mentoring	Work to improve our 4-H programs	Planning
34.	Discuss issues related to 4-H and Extension	Advising	Increase my level of responsibility	Mentoring
35.	Identify & work with diverse stakeholders on a common issue	Advocating	Improve my own skills in listening, decision-making, and communication	Teaching
36.	Solicit possible donors for 4-H	Promoting	Represent 4-H on the county fair board	Advising

Part B: Either or Neither?

Circle the Leadership Competency that you preferred for each question. If you didn't like either option and stayed in the middle of the room, circle Neither.

Total up the number of each Teen Leadership Competency that you circled. The Competency (or Competencies) with the highest numbers include items that you enjoy doing and wish to do more. We suggest that you try activities in those Competencies.

MY COMPETENCIES:

Advising: _____

Advocating: _____

Mentoring: _____

Promoting: _____

Planning: _____

Teaching: _____

1.	Advising	Advocating	Neither
2.	Planning	Teaching	Neither
3.	Mentoring	Promoting	Neither
4.	Advocating	Planning	Neither
5.	Teaching	Mentoring	Neither
6.	Promoting	Advising	Neither
7.	Advising	Teaching	Neither
8.	Mentoring	Advocating	Neither
9.	Planning	Teaching	Neither
10.	Promoting	Mentoring	Neither
11.	Advocating	Planning	Neither
12.	Teaching	Advising	Neither
13.	Promoting	Planning	Neither
14.	Advising	Advocating	Neither
15.	Planning	Mentoring	Neither
16.	Promoting	Advocating	Neither
17.	Teaching	Mentoring	Neither
18.	Advising	Promoting	Neither
19.	Mentoring	Advocating	Neither
20.	Planning	Mentoring	Neither
21.	Teaching	Advising	Neither
22.	Advocating	Promoting	Neither
23.	Advising	Planning	Neither
24.	Teaching	Advocating	Neither
25.	Mentoring	Promoting	Neither
26.	Promoting	Planning	Neither
27.	Advocating	Teaching	Neither
28.	Planning	Advising	Neither
29.	Teaching	Promoting	Neither
30.	Advising	Mentoring	Neither
31.	Advocating	Planning	Neither
32.	Teaching	Promoting	Neither
33.	Mentoring	Planning	Neither
34.	Advising	Mentoring	Neither
35.	Advocating	Teaching	Neither
36.	Promoting	Advising	Neither

APPENDIX

Application Cover Sheet	17
Application Requirements	18
Evaluation Rubric Template	19
Acceptance Letter Template	21
Regret Letter Template	22
Plan of Action Worksheet	23
GPS Goal Management Worksheet	24
GPS Goal Management Reflection	25

**<Insert County Name> County 4-H
County Ambassador Application Cover Sheet**

Name _____ Club/Unit/Program _____

Age on December 31st _____ Birthdate _____ Years in 4-H _____

Home Address _____

Member Email Address _____

Member Home Phone _____ Member Cell Phone _____

Parent/Guardian Name(s) _____

Parent/Guardian Home Phone _____ Parent/Guardian Cell Phone _____

Create a packet of all written documents required (see next page) and attach to this cover sheet. Give the whole packet to an adult who will review and certify your involvement and ask them to complete the bottom portion of this cover sheet.

Complete applications (including this form and the components listed above) are due to the <insert county name> County 4-H Office by <insert county due date>. Incomplete applications will not be considered for evaluation.

By signing below, I certify that the applicant has provided the required application documentation and that, to the best of my knowledge, they meet all the qualifying criteria to apply for a 4-H County Ambassador.

Signature of Certifying Adult _____ Date _____

Printed Name of Adult _____ Role/Title _____

Email Address _____

Phone Number _____

Name of Organization (if other than 4-H) _____

<Insert County Name> County 4-H County Ambassador Application Requirements

1. Essays: Answer the following prompts in three separate essays. Essays should not exceed 300 words and may be typed or handwritten.

- Why do you want to become a 4-H County Ambassador?
- What do you hope to gain from your County Ambassador experience?
- What do you hope to give to 4-H from your County Ambassador experience?

2. A Resume: highlighting leadership and citizenship skills, as well as personal and professional development. Find the template here: http://4h.ucanr.edu/Resources/Members/4-H_Resumes/

- Resume

3. Written Evidence of Leadership Experience and Skills (all the first five OR achievement of Gold Star Rank):

- Mastery of a project as demonstrated by at least 6 hours of instruction. Provide a statement of what project skills you have mastered
- 40 hours of significant leadership roles, either inside or outside of 4-H
- 30 hours of citizenship and/or community service, either inside or outside of 4-H
- 10 public speaking engagements, at least 2 of those must have been given at a 4-H event
- Demonstrate involvement in 4-H as evidenced by a list of activities that are a combination of 15 of the following: project skill activities, 4-H events attended, and honors/recognition. Definitions for these three categories are found in the Record Book Manual under the section describing the Personal Development Report (PDR). Completing a PDR is not an application requirement for County Ambassador

OR

- Achievement of a Gold Star Rank as evidenced by the signed and dated Star Rank chart or other documentation that verifies you have achieved this rank

4. Three (3) Letters of Recommendation:

- One letter from a 4-H youth member
- Two letters from adults who have knowledge of your leadership experience, skills and character. At least one of the letters must be from a 4-H adult who has knowledge of your skills and character demonstrated in the 4-H Youth Development Program
- Recommendations may not be from a parent/guardian, sibling or other family member residing in the same household as the applicant

County Ambassador Evaluation Rubric

(Each evaluator completes one per applicant, scores are averaged, all forms turned in)

Applicant Name: _____

Evaluator: _____ Evaluator's Initials: _____ Date: _____

Essays					
Criteria	Poor (0 point)	Average (1 points)	Good (2 points)	Excellent (3 points)	
Interest in County Ambassador Program	Applicant shows no interest in serving as a County Ambassador	Applicant shows interest in program but provides no reasons or goals	Applicant shows clear interest in County Ambassador program and outlines goals	Applicant shows passion for county 4-H program and leadership; details appropriate goals in essays	
Resume					
Criteria	Poor (0 point)	Average (1 points)	Good (2 points)	Excellent (3 points)	
Demonstrates Involvement in 4-H	Resume does not document examples of leadership, citizenship, or personal/professional development	Resume documents at least 1 entry each for leadership, citizenship, and personal/professional development	Resume documents at least 2 entries each for leadership, citizenship, and personal/professional development	Resume documents at least 3 entries each for leadership, citizenship, and personal/professional development	
Evidence of Skills and Character (Documentation and Letters of Recommendation)					
Criteria	Poor (0 point)	Average (1 points)	Good (2 points)	Excellent (3 points)	
Leadership Skills & Character	Documentation does not meet the criteria and references do NOT recommend the applicant for this position	Documentation meets the criteria and references recommend the applicant for the position citing minimal reasoning	Documentation meets the criteria and references recommend applicant which generally support their professionalism, skills and character	Documentation meets the criteria and references highly recommend and cite specific examples in support of professionalism, skills and character	
Group Interview					
Criteria	Poor (0 point)	Average (1 points)	Good (2 points)	Excellent (3 points)	
Teamwork	Applicant demonstrates poor teamwork skills; listening and cooperative skills need improvement	Applicant passively works as a member of the team; contributes to a larger team effort	Applicant is active in uniting the team and performs well in both 'leader' and 'follower' roles	Applicant leads the group in setting goals, achieving them, and/or shifting gears along the way	
Individual Interview					
Criteria	Poor (0 point)	Average (1 points)	Good (2 points)	Excellent (3 points)	
The 6 Cs (confidence, competence, character, caring, connection, contribution)	Applicant shows little to no indication of development of any of the 6 Cs	Applicant shows some indication in the development of one or two of the 6 Cs, evidence is weak	Applicant shows clear indication in the development of 3 or more of the 6 Cs	Applicant shows strong indication in the development of 4 or more of the 6 Cs	
Presentation					
Criteria	Poor (0 point)	Average (1 points)	Good (2 points)	Excellent (3 points)	
Program Knowledge & Presentation Ability	Inadequate information; unorganized; volume, pronunciation or vocal variation needs improvement; body language or gestures need improvement	Adequate knowledge of subject; logical progression; voice and language are adequate; closing is clear and organized	In-depth knowledge of subject; skill and creativity in organization; voice and language are effective; businesslike and personable conduct; closing well organized	Full subject knowledge; strong structure that enhances effect of the presentation; volume, tone, timing, inflection, and language enhance presentation; professional and personable demeanor	
Total Points (18 max):					

Page 2 of 2

Criteria	Not Recommended (0 pts)	Recommended with Reservation (1 points)	Recommended (2 points)	Highly Recommended (3 points)
Overall Recommendation	I do not recommend this applicant for the role of County Ambassador.	This applicant meets the basic qualifications for the position, but I have hesitations about recommending them.	I recommend this applicant for the position as they have demonstrated good leadership skills and works well with a team.	I am confident that the applicant will make an excellent County Ambassador as they have met and/or exceeded all qualifications for the position.

Evaluator Notes

Applicant Name: _____ **Total Points:** _____

Use this section to make notes that will help you to remember the applicant during selection deliberations. These notes may also be used to write a Letter of Acceptance or Regret, so please be specific. If you would not recommend this applicant at this time, please write comments in the “Recommendations for Improvement” section that may help the applicant be successful the next time.

Summary of County Ambassador qualities:

Summary of challenges to being a County Ambassador:

Recommendations for Improvement:

Acceptance Letter Template

This template can be edited to fit your county's County Ambassador program. Please note that the fields highlighted in yellow will need to be filled when you create your letter. This letter should be sent on the appropriate 4-H letterhead for your county.

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Date

Dear [Applicant],

Congratulations! You have been selected to represent the [County] County 4-H Youth Development Program as a 20XX-20XX County Ambassador. Your years of hard work and leadership will be put to good use as you further your 4-H involvement during your 18-month term.

The County Ambassador title is a working honor that provides 4-H members expanded opportunities to serve the University of California 4-H Youth Development Program. 4-H County Ambassadors are selected to serve their County 4-H Youth Development Program and community in roles that promote leadership through education and service. 4-H County Ambassador coaches are adult volunteers who are experienced in working with older youth in a youth-adult partnership.

If you have any questions, feel free to contact me. Again, congratulations on being selected as a 20XX-20XX 4-H County Ambassador! I'm looking forward to working with you.

Sincerely,

Name of County Ambassador Coach/Program Representative

Title

Phone Number

Email address

Regret Letter Template

This template is an example of a starting place. **Rejection letters should be personalized** to the individual applicant. Consider this process a learning experience for them, and give them specific feedback on what they can do to become a stronger applicant in the future. Please note that the fields **highlighted in yellow** will need to be filled when you create your letter.

--

Date

Dear **[Name]**,

Thank you for your interest in the **[County]** 4-H County Ambassador program. The selection committee has evaluated each applicant to the best of their ability, and I regret to inform you that you were not selected. The selection was incredibly difficult for the committee due to the high caliber of candidates. Your application and interview clearly demonstrate that you have grown through your 4-H participation. This is a solid foundation for attaining the goals you have set for yourself in the years to come.

The selection committee felt you **[specific feedback on one component of the application process]**. **[The component the applicant struggled most with]** was a substantial part of the selection criteria and unfortunately your scores did not meet the benchmark to be selected for the team. It may be beneficial to a future application if you **[specific ideas on what skills to develop or opportunities to seek out]**.

Although we did not select you to be a member of the County Ambassador team at this time, your application clearly demonstrates your commitment to the 4-H Youth Development Program. I encourage you to continue your involvement at the county, area and state level. Your participation is contributing greatly to 4-H and we appreciate your hard work.

Thank you for applying to the **[County]** 4-H County Ambassador program. Best of luck in your future endeavors!

Sincerely,

County Ambassador Coach or Program Staff

Phone Number

Email address

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.

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

County:		Coach(es):	
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.			
Leadership Competency		Main Goal	
Decide on a Service Learning Project 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>			

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, measureable, 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.

Leadership Competency Selected OR Service Learning Project Title:
Select Goals
Record the goals you have for this leadership competency.
Pursue Strategies
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.
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?

GPS Reflection

Reflection is where learning happens. Be sure to include time in your plans for the team to talk about what happened, what you learned and why it matters that you learned that. Think about how what you learned can be applied to other situations in your life.

Because everyone learns different things even through the same experience, the GPS Reflection worksheets will be completed individually.

After everyone has completed their own reflection, the team members should set a meeting time to share and discuss what each member learned.

Complete one reflection per competency and the Service Learning project after you have achieved your goals, or at the end of your County Ambassador term.

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 project/program/experience.

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