4-H STATE AMBASSADOR

HANDBOOK

LEADERSHIP

EXTENSION
UtahStateUniversity

4-H STATE AMBASSDORS

Craig Dart
Utah State University Extension

4-H State Ambassadors

A 4-H Ambassador is an official envoy, an authorized representative of our Utah 4-H program. A 4-H Ambassador is a self-motivated, enthusiastic leader who promotes 4-H using the skills, knowledge and leadership abilities acquired in 4-H with fellow members, area residents, community leaders, elected officials and non-4-H youth. A 4-H Ambassador serves to strengthen the 4-H program through public relations.

EXTENSION
UtahStateUniversity
Utah State University is an affirmative action/equal opportunity institution.

Utah 4-H State Ambassadors

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Craig Dart | Kelsey Romney
Utah State University Extension

LEADERSHIP
4-H REGION AMBASSADORS

4-H Ambassador Program

Utah's State 4-H Ambassador Program

A 4-H State Ambassador is an official envoy, an authorized representative of our Utah 4-H program. A 4-H State Ambassador is a self-motivated, enthusiastic leader who promotes 4-H using the skill, knowledge and leadership abilities acquired in 4-H with fellow members, area residents, community leaders, elected officials and non 4-H youth. A 4-H State Ambassador serves to strengthen the 4-H program through public relations.

Outstanding 4-Hers are chosen to represent Utah as 4-H State Ambassadors. Applications for 4-H State Ambassador are due the beginning of December. 4-H State Ambassador Applicants are requested periodically to complete tasks as part of the Ambassador application process. The application can be found the Utah 4-H website.

Purposes

- Represent 4-H in public relations role
- Promote 4-H with potential members, parents, and general public
- Help conduct 4-H events
- Organize 4-H promotion activities
- Develop personal leadership skills and self-confidence
- Encourage financial support for 4-H

Duties

- Attend Ambassador orientation sessions
- Serve as a 4-H representative to other oganizations
- Promote 4-H through media and speaking appearances
- Serve as coordinator or emcee for 4-H activties and events
- Meet with 4-H supporters and potential donors
- Recruit new members and help organize clubs
- Work directly with County and Region Ambassadors
- Attend teen retreats
- Sign scholarship agreement

Qualifications

- A two-year 4-H member with experience as a Junior and/or Teen Leader
- Apply during 10th or 11th grade year to serve 11th or 12th grade year
- Active in local club
- Enthusiastic and passionate about 4-H
- Have time available to fulfill role of Ambasador
- Responsible
- Willing to serve in Ambassador roles when asked
- Willing to travel
- Willing to make 4-H Ambassadorship #1 extracurricular activity
- Have and maintain minimum high school GPA of 3.0 (B average) or above
- Have parents and/or guardian support
- Have County Extension staff support
- Capable and willing to get out of school on a limited basis for special programs
- Previously selected State Ambassadors must reapply each year

How to Apply

The State Ambassador application has two main components of their application. These include an official Ambassador Application, and a Three Month Project Proposal. Applications are due the first business day of December. The Ambassador Application can be found online at:

http://utah4h.org/htm/featured-programs/state-ambassadors-teen-leadership

APPLICATION PROCESS

State Ambassador Three Month Project

Each State Ambassador application must include a Three Month Project Proposal from the applicant detailing a county project approved by the County Extension staff. This will be a three (3) month project conducted by and through the leadership of the Ambassador applicant. The three month project should take place from December – March, but may be completed at a different time with prior approval.

This project must fit into one of the following categories:

- 4-H Public Relations and Awareness
- 4-H Fund Raising
- 4-H County Teen Development
- 4-H County Recruitment
- 4-H Club Leader (TRY Team) or Sponsor a County wide 4-H Event

It is not necessary to complete separate ambassador projects for the county, regional, and state levels. One project may meet the requirements for all three.

Selection Process

Upon acceptance of the application, candidates begin the selection process. The 4-H Ambassador selection process timeline is as follows:

December 1st	• Final date for 4-H State Ambassador Application and 3 Month Project proposall due (Early start dates may be pre-approved).
December - March	• Monthly tasks will be assigned through email and social media.
April 1st	• Items submitted for State AMbassador Selection Process: Portfolio/Resume, Cover Letter Three Month Project Summary Three Letters of Recommendation
1st Week of April	• Announcement of Finalists (12 - 20 youth selected - notified via email)
2nd Week of April	• Finalist 2 Day Interviews (in-person interview)
3rd Week of April	• Announcement of New Ambassadors
2nd Week of May	• New Ambassador Training

Three Month Project Summary

The 3 Month Project Summary is in addition to the applicant's 4-H Portfolio/Resume and Cover letter.

You have 2 pages to describe your 3 month 4-H State Ambassador project. Please include:

- Overview/Abstract Summary
- Assess – Why did you do what you did? What issue or problem did you identify? How did you identify this need? What were your goals and objectives?
- Plan – How did you plan your project? What was the process? What were the details? Who did you call upon to help? How did you advertise or promote your project?
- Implement – What did you do? Did you follow the plan? What changes did you have to make? What went well? What didn't go well?
- Evaluate – What impact did you have: What did you learn? What would you do differently? Did you meet your goals and objectives?
- Summary

4-H Portfolio Resume and Cover Letter

Resume

The resume should represent a cumulative summary of the 4-H members background, skills, and accomplishments. The 4-H member should summarize their 4-H experience by highlighting their project involvement, activities, awards/recognitions, leadership experiences, and community service. Each year, applicants will need to update their information, maintaining the most pertinent information over time. Content should be clearly identified as 4-H or non-4-H; style of resume and formatting are at the discretion of the applicant. Applicants should include contact information, county, school grade, and year in 4-H.

Cover Letter

The Cover Letter should be sent in with a resume to include additional information about skills and experience. Applicants should review the objectives on the scoring rubric depending on the opportunity, and construct their message based to address each point. Each 4-H cover letter will have four required objectives to be scored. For the 4-H State Ambassador Cover Letter please address these four questions.

Why do you want be a 4-H State Ambassador?

How do you plan to serve your community and 4-H as an Ambassador?

What skills do you bring to the 4-H State Ambassador team?

What have you done in the past to be an Ambassador for 4-H (with legislators, community leaders, funders or the general public)?

More information about the 4-H Portfolio can be found on the Utah 4-H Portfolio web page.
https://utah4h.org/projects/leadership/portfolio/

Letters of Recommendation

Confidential letters of recommendation can be found at:

http://utah4h.org/htm/featured-programs/state-ambassadors-teen-leadership.

One letter of recommendation should be from the county extension staff and the other two from community members who benefited from the 3 month project.

Interview Process

The interview process is usually a two day event. All Ambassador finalists will be subject to the interview process which will consist of:

- 4-H Public Speech (State Contest guidelines. Use this statement as the speech topic
  "The impact of 4-H in my life and why 4-H needs you."
- 4-H Impromptu Public Speech (State Contest guidelines)
- 20 minute hands-on workshop on a leadership topic of your choice (5 minute ice breaker and 15 minute workshop)
- Personal Interview (questions from portfolio, application, project, general 4-H, Ambassador/Teen Council Handbook etc.)
- Skill-a-thon
  - -Elevator Speech
  - -Emcee Skills
  - -Mix and Mingle Skills
  - -Problem Solving Scenario

4-H Activities and Events

Junior Youth Conference

Held at Snow College each June. It is a tremendous experience for 5th and 6th grade 4-Hers to participate in fun workshops, the annual Snow Follies, and great learning experiences. With older
4-H youth serving as mentors, 4-Hers improve self-esteem, strengthen involvement and interest in 4-H, and have opportunities to meet other youth throughout the state.

Intermediate 4-H

A fun-filled adventure targeted for 7th and 8th grade youth to help them discover the future of 4-H in their lives. Learn more about and/or develop teamwork and leadership skills. Older teens serve as group leaders. Highlights of the camp include: ropes course, rappelling, canoeing, camping, hiking, and learning different kinds of outdoor education.

Teen Leadership Training

Held in the fall on the USU Logan campus, this is an in-depth training for youth in grades 9-12.
Workshops are presented on leadership and communication skills, as well as the workings of the State and District Ambassador Program. Usually held over UEA break.

Teen Winter Retreat

Teen Winter Retreat is held in January for High School aged teens who come to a two day camp about relationships. Teens are taught by the State Ambassadors about how to interact with peers, family members, and dating.

Mock Legislature

In April 4-Hers actually take over the leadership of the House of Representatives for a day in our State Capitol Building in Salt Lake. They go through the Legislative Process from presenting a Bill to Committee work to passing the Bill.

Utah 4-H Activities & Events

State 4-H Contests

State contests are held in July on the campus of Utah State University in Logan over a three-day period. Check website for current categories. (http://utah4-h.org) Winners receive a variety of prizes, including savings bonds, a serger, trips or jackets. Chaperons are always welcome!

State Fair

The Utah State Fair provides youth with an opportunity to display 4-H projects from crafts to livestock. 4-H Day at the Fair includes a variety of activities for 4-H youth, including, talent show, fashion show, etc.

4-H Day at Lagoon

Held in late June, the State Office provides discount tickets for 4-H members and families.

Portfolios

4-H members are invited to keep records of their project learning experiences, leadership, and service involvement. Members in grades 9-12 are eligible to submit portfolios to the State 4-H Office on June 1.

4-H Univeristy

4-H University is a two day camp hosted by the State 4-H Office at Utah State University to teach Intermediate aged 4-H members about the next steps toward a successful future. We will focus on scholarship opportunities, degrees related to 4-H project areas, tips for living away from home, and taking the intimidation out of big decisions. This is an incredible opportunity for 6-8th grade youth to explore ideas for their education and Career Readiness

National Western 4-H Roundup (Denver Roundup)

Held in January and attended by several state 4-H contest winners in the following contests: horse demonstrations, horse public speaking, horse bowl, livestock judging, and horse judging. Compete nationally. Adult chaperones needed..

National 4-H Congress

Outstanding 4-H members from all over the nation are honored and recognized at the annual 4-H Congress. Attendees are selected from their portfolios and interviews. Interviews are during state contests. Portfolios due June 1. 4-H Congress is held in late November in Atlanta, Georgia.

National 4-H Conference

Each year several youth are interviewed and selected to represent Utah at the national conference. They spend ten days in our nation's capitol meeting with other 4-Hers from across the U.S., developing recommendations for future 4-H programming. Adult volunteer or agent chaperons are welcome. Applications are due in September. The conference is held the following April.

Citizenship Washington Focus

This program enables a minimum of six Utah youth (6-12 grades) and a volunteer leader to observe our national government in action, visit with their elected officials, and see historic sites. Held in the summer. For dates, applications and more information about these activities, check out our website at http:// Utah4-h.org.

National Collegiate 4-H Conference

Held in early spring, USU Collegiate 4-Hers meet with other collegiate 4-Hers from across the U.S.

USDA

The USDA provides leadership on food, agriculture, natural resources, rural development, nutrition, and related issues based on sound policy, the best available science, and efficient management. The USDA vision is, "To expand economic opportunity through innovation, helping rural America to thrive; to promote agriculture production sustainability that better nourishes Americans while also helping feed others throughout the world; and to preserve and conserve our Nation's natural resources through restored forests, improved watersheds, and healthy private working lands." USDA created a strategic plan to implement its vision. The framework of this plan depends on these key activities: expanding markets for agricultural products and support international economic development, further develop alternative markets for agricultural products and activities, provide financing needed to help expand job opportunities and improve housing, utilities and infrastructure in rural America, enhancing food safety by taking steps to reduce the prevalence of foodborne hazards from farm to table, improving nutrition and health by providing food assistance and nutrition education and promotion, and managing and protecting America's public and private lands working cooperatively with other levels of government and the private sector.

Secretary of Agriculture Sonny Perdue

SONNY PERDUE SERVES AS THE NATION'S 31ST SECRETARY OF AGRICULTURE

Sonny Perdue came by his knowledge of agriculture through the family farm in Bonaire, Georgia. From childhood, and through his life in business and elected office, Perdue has experienced the industry from every perspective. Uniquely qualified as a former farmer, agribusinessman, veterinarian, legislator, and governor of Georgia, he became the 31st United States Secretary of Agriculture on April 25, 2017.

Perdue's policies as U.S. Secretary of Agriculture are guided by four principles. First, to maximize the ability of the men and women of America's agriculture to create jobs, produce and sell the foods and fiber that feed and clothe the world, and reap the earned reward of their labor. Second, prioritize customer service every day for American taxpayers and consumers. Third, USDA will continue to serve in the critical role of ensuring our food supply meets the strict safety standards we've established. Lastly, remember that America's agricultural bounty comes directly from the land, and today, those land resources sustain more than 320 million Americans and countless millions more around the globe.

As a youngster growing up on a dairy and diversified row crop farm in rural Georgia, Perdue never fully realized that the blessings of purposeful, meaningful work would serve him as well as they have in life. When he was a young boy feeding the calves and plowing the fields, he was an integral part of the workforce on his father's farm. As the son of a mother who was an English teacher for 42 years, he benefitted from her teachings as well – not just by instilling in him the beliefs he still holds dear, but also by lending him an appreciation and respect for language and proper grammar. More than anything in his life, it was the family farm which shaped Sonny Perdue. He has lived and breathed the exhilaration of a great crop and the despair and devastation of a drought. As a younger man, he served in the U.S. Air Force, rising to the rank of Captain. After earning a Doctor of Veterinary Medicine from the University of Georgia, he put that training to use in private practice in North Carolina. As a member of the Georgia State Senate for eleven years, he eventually ascended to the position of President Pro Tempore as elected by his senate colleagues. As a two-term governor of Georgia, he was credited with transforming a budget deficit into a surplus, dramatically increasing the student performance in public schools, and fostering an economic environment that allowed employers to flourish and manufacturers and agricultural producers to achieve record levels of exports. Addition, he was named "Public Official of the Year" in October 2010 by Governing Magazine. Perdue has long-standing, close relationships with the leadership of the American Farm Bureau and has been recognized by the Georgia 4-H and FFA programs, among others, for his leadership in agriculture.

Perdue has been married to Mary Ruff Perdue for 45 years and has four adult children and fourteen grandchildren who affectionatly refer to him as *Buddy* . He and his wife have served as foster parents for eight children awaiting adoption. Perdue remains a licensed airplane and helicopter pilot and avid outdoor sportsman.

UNDER SECRETARY FOR RESEARCH, EDUCATION, AND ECONOMICS DR. SCOTT HUTCHINS

The Research, Education, and Economics Mission Area is dedicated to the creation of a safe, sustainable, competitive U.S. food and fiber system and strong, healthy communities, families, and youth through integrated research, analysis and education. REE oversees the National Institute for Food and Agriculture. Visit the USDA's webpage about Research, Education, and Economics for more resources: http://www.ree.usda.gov/

National Institute for Food & Agriculture

The National Institute of Food and Agriculture (NIFA) is an agency within the U.S. Department of Agriculture (USDA), part of the executive branch of the Federal Government. Congress created NIFA through the Food, Conservation, and Energy Act of 2008.

NIFA is one of four USDA agencies that make up its Research, Education, and Economics (REE) mission area. The other three agencies are:

- Agricultural Research Service (ARS)
- Economics Research Service (ERS)
- National Agricultural Statistics Service (NASS)

The USDA-REE agencies provide federal leadership in creating and disseminating knowledge spanning the biological, physical, and social sciences related to agricultural research, economic analysis, statistics, extension, and higher education.

NIFA's mission is to lead food and agricultural sciences to create a better future for the Nation and the world by supporting research, education, and extension programs in the Land-Grant University System and other partner organizations. NIFA doesn't perform actual research, education, or extension work but rather helps fund it at the state and local level and provides program leadership in these areas. The broad expectation is that NIFA will enhance the stature and impact of food, agricultural, and natural resource sciences and ultimately grow support for agricultural research, education, and extension.

NIFA'S TWO KEY MECHANISMS FOR ACCOMPLISHING ITS MISSION OF "ADVANCING KNOWLEDGE" ARE:

- National program leadership. NIFA helps states identify and meet research, extension, and education priorities in areas of public concern that affect agricultural producers, small business owners, youth and families, and others.
- Federal assistance. NIFA provides annual formula grants to land-grant universities and competitively granted funds to researchers in land-grant and other universities.

NIFA collaborates or has formal working partnerships with many institutions and individuals. NIFA's key partners are Land-Grant Universities; however, they also partner with other federal agencies, non-profit associations, professional societies, commodity groups and grower associations, multistate research committees, private industry, citizen groups, foundations, regional centers, the military, task forces, and other groups.

NIFA and its partners focus on critical issues affecting people's daily lives and the nation's future. The advanced research and educational technologies they support empower people and communities to solve problems and improve their lives on the local level.

The agency acomplishes this through an extensive network of state, regional, and county extension offices in every U.S. state and territory. These offices have agents, educators, and other staff who respond to public inquiries and conduct informal, noncredit workshops and other educational events. NIFA also supports, along with more than 600,000 volunteers, 4-H—USDA's over 100-year-old youth development program.

DIRECTOR OF NIFA DR. J. SCOTT ANGLE

Dr. J. Scott Angle serves as the Director of NIFA. He become the third director of the institute on October 29, 2018. Dr. Angle received his B.S. and M.S. at the University of Maryland. He obtained his Ph.D., from the University of Missouri with an emphasis on Soil Microbiology.

Angle worked for 24 years as a Professor of Soil Science and Director of Extension at the University of Maryland. In 2005, he moved to Athens, Georgia, where he served as Dean and Director of the College of Agricultural and Environmental Sciences at the University of Georgia for 10 years. He is a fellow in the American Society of Agronomy and the Soil Science Society of America. He is also a Fulbright Fellow having worked at the Rothamsted (Research) Experimental Station, in the United Kingdom.

Most recently, he served as President and CEO of the International Fertilizer Development Center (IFDC), where he oversaw a staff of over 800 and coordinated development projects in diverse regions of the world.

Institute of Youth, Family, & Community

Strong families, youth, and communities are important to a prosperous and productive American society. In cooperation with public and private sector partners and the Land-Grant University System, NIFA:

- Offers integrated research, education, and extension perspectives.
- Provides national leadership for programs addressing critical issues relating to families, youth, and communities.
- Conducts programs primarily in partnership with land-grant university scientists, cooperative extension faculty, and federal partners.

Division of Youth & 4-H

Through the Division of Youth & 4-H, NIFA provides leadership and oversight to 4-H National Headquarters (4-H), Agriculture in the Classroom (AITC), Children, Youth and Families At-Risk (CYFAR), and the Rural Youth Development (RYD) Grant Program. These positive youth development programs engage youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive; recognizes, utilizes, and enhances youth's strengths; and promotes positive outcomes for young people by providing opportunities, fostering positive relationships, and furnishing the support needed to build on their leadership strengths. This is accomplished in cooperation with the land-grant university system and public and private partnerships.

Land Grant Institution & Utah State University

During the Civil War, President Abraham Lincoln signed the Morrill Land-Grant Colleges Act, providing funding for the establishment of a new college in each state and territory. These schools were to promote higher education and practical learning to people of all classes and walks of life, especially rural life. In 1888, the Agricultural College of Utah was founded as the state's land-grant institution. It became Utah State University in 1957.

Throughout time, USU has remained true to its roots as an institution dedicated to the land and its people. With the land-grant distinction, USU has the responsibility to "educate the state," and it continues to maintain a presence in every county in Utah. Through academic and research prowess, athletic success, and unparalleled student experience, USU's rich history and traditions color who we are today.

4-H, THE LAND GRANT UNIVERSITY / COOPERATIVE EXTENSION & USDA

Though more than 100 years old, Extension is as vital as ever, and perhaps even more so, due to the increased diversity and complexity of the issues people encounter today. The Extension system continues its longstanding tradition of extending the university to the people to improve the quality of life for individuals, families, and communities.

Extension is unique in structure and function. As a partnership of federal, state, and local governments, the Extension system--with its network of county offices and state universities, is in a position to deliver educational programs at the grassroots level throughout the nation. With its university faculty and staff serving the states and territories most located in the over 3,000 counties across the country, the county Extension office is truly the front door to America's land-grant universities. This integration of teaching, research, and public service enables the Extension system to respond to critical and emerging issues with research-based, unbiased information.

EXTENSION HISTORY

In the late 19th and early 20th century a number of youth serving organizations were formed to meet the needs of youth across America. Boys & Girls Clubs of America had its beginnings in 1860 with three women in Hartford, Conn. In 1906, several Boys Clubs decided to affiliate. The Federated Boys Clubs in Boston was formed with 53 member organizations.

The League of Woodcraft Indians was an American youth program, established by Ernest Thompson Seton. Despite the name, it was developed for non-Indian boys. It was later renamed the "Woodcraft League of America", and also allowed girls to join.
The Boy Scouts of America was incorporated in 1910 with the purpose "to teach [boys] patriotism, courage, self-reliance, and kindred values" (Boy Scouts of America, 1910).
Girl Scouts of America aims to empower girls and to help teach values such as honesty, fairness, courage, compassion, character, sisterhood, confidence, and citizenship through activities including camping, community service, learning first aid, and earning badges by acquiring other practical skills. This organization was founded in 1912.

4-H had its beginning at a similar time and sought to work with children and youth. Unlike any other youth serving organization founded at a similar time, it was the only program connected to a land grant university. Another major difference is that 4-H was created to not only improve the knowledge, skills, and attitude of youth; it was to serve as a tool to disseminate the knowledge of the land grant to communities across America.

During the late 1800's, researchers at public universities saw that adults in the farming community did not readily accept the new agricultural discoveries being developed on university campuses. However, they found that young people were open to new thinking and would "experiment" with new ideas and share their experiences and successes with adults. In this way, rural youth programs became an innovative way to introduce new agriculture technology to their communities.

The seed of the 4-H idea of practical and "hands-on" learning came from the desire to make public school education more connected to country life. Early programs tied both public and private resources together for the purpose of helping rural youth. Building community clubs to help solve these agricultural challenges was a first step toward youth learning more about the industries in their community. (4-H.org, 2013)

Utah and the Extension Division of the Utah State Agricultural College (USAC) began the work of youth engagement in the spring and summer of 1912. James C. Hogensen toured the state of Utah planning to organize Boys Potato Growing Clubs in every county. This project helped to fulfill a requirement that the division "provide agricultural and home science information to anyone not attending a land-grant institution," including young people. Hogensen's trip was a success. He visited 58 schools and talked with 6,786 boys. With the cooperation of local school officials he organized clubs. (Murphy, 1996)

LAND-GRANT UNIVERSITY AFFILIATION

As part of the Utah State University Extension System, 4-H provides non-formal, off-campus, research-based educational programs to the people of Utah. These programs are based on youth development research from the entire land-grant university system. Thus, 4-H is an off-campus laboratory of learning and might be considered a part of the university's student services. The 4-H "student body" is often several times the size of the on-campus student body, and the "faculty" is comprised of volunteers dedicated to enhancing technical and life skills for today's young people.

The cooperative relationship that exists between 4-H, state and local governments, and the U.S. Department of Agriculture, provides a unique foundation for the 4-H program. The resources and versatility of these entities are available to 4-H clubs.

PRESIDENT OF UNIVERSITY - NOELLE E. COCKETT

Noelle E. Cockett was appointed as Utah State University's 16th president in October 2016, beginning her official tenure in January 2017. At the time of the announcement, Cockett was serving as executive vice president and provost at USU and has held that position since 2013. Prior to that, she served USU as vice president for Extension from 2006 to 2013; dean of the College of Agriculture and Applied Sciences from 2002 to 2013; and director of the Utah Agriculture Experiment Station from 2009 to 2013.

Cockett has built a distinguished career in sheep genomics research, maintaining an active research program even while serving in various leadership positions at USU. Her research program has centered on the identification of genetic markers associated with economically important traits in sheep, as well as the development of resources that advance research on the sheep genome. Cockett and her colleagues published an article describing the sheep genome sequence in Science in 2014. Her current project focuses on the identification of genetic regions associated with entropion in newborn lambs. Cockett has served as the United States coordinator for sheep genome mapping since 1993 and is an active member of the International Sheep Genomics Consortium.

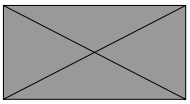
As an active researcher, Cockett has received many awards and accolades throughout her career including a Young Scientist Award from the Western Section of the American Society of Animal Science (ASAS), the Utah Governor's Medal for Science and Technology (2004 and 2015) and one of USU's top honors, the D. Wynne Thorne Research Award.

After receiving her master's and doctorate in animal breeding and genetics from Oregon State University, Cockett spent five years as a research geneticist at the United States Department of Agriculture, Agriculture Research Service U.S. Meat Animal Research Center in Clay Center, Nebraska. She joined USU in 1990 as a researcher and assistant professor in the Department of Animal, Dairy and Veterinary Sciences in the College of Agriculture and Applied Sciences.

Cockett grew up on a beef cattle ranch in eastern Montana and is married to John Cockett, director of technology in USU's Emma Eccles Jones College of Education and Human Services. Noelle and John have two children, Dylan and Chantelle.

VICE PRESIDENT OF EXTENSION - KENNETH L. WHITE

Dr. Kenneth L. White is the Dean of College of Agriculture & Applied Sciences, Vice President for Extension, Director of the Utah Agricultural Experiment Station (UAES). His specialties include Reproductive physiology and developmental biology. Prior to his arrival at Utah State University, White received his PhD at the University of California in Physiology. In July of 1995, Ken was a Professor in the ADVS department at Utah State University. In 2008, he became the ADVS Department Head, and is now the Dean of the College of Agriculture and Applied Sciences and the Vice President for Extension.



ASSOCIATE VICE PRESIDENT OF EXTENSION - BRIAN HIGGINBOTHAM

Brian Higginbotham has been the Associate Vice President of Extension since July 15, 2014. He has also been the Extension specialist in the USU Family, Consumer and Human Development Department since 2005. Brian has done extensive research on the development and enhancement of healthy interpersonal relationships and mentoring at-risk youth and their families. His Extension program areas have focused on couple and relationship education, university-military partnership and relationship quality in diverse family environments. He recently secured a grant for $785,000 to continue his Smart Steps to Healthy Relationships in Utah program. He brings an excellent skill set, a strong track record of developing high impact Extension programing and an excellent knowledge base of Extension to this assignment.

State Program Directors

ANDREE' WALKER BRAVO Director of County Opperations
DAVE FRANCIS Director of Youth Programs and 4-H
MARGIE MAMMOTT Director of Home and Community
JUSTEN SMITH Director of Agriculture and Natural Resources

County Directors

County Directors oversee Extension as a whole. They are responsible for interacting with County Commissioners.

Extension Faculty

Extension faculty work to create inovative programs and support the land grant mission across the state.

4-H Coordinators

4-H Program Coordinators help to make positive youth development happen with help from volunteers, youth leadership, events. and contests.

Volunteer 4-H Leaders

Volunteer 4-H Leaders are the engine behind the operation of 4-H. They are the frontrunners who rally and support 4-H clubs and programs.

4-H Members

4-H Members are the heart of 4-H. They act as catalysts, bettering their communities through project areas and experiential learning. 4-H Members are the future of society.

National 4-H Council is the private sector, non-profit partner of 4-H National Headquarters located at the National Institute Food and Agriculture (NIFA) within the U.S. Department of Agriculture (USDA). 4-H programs are implemented by the nation's 109 land-grant colleges and universities and the Cooperative Extension System through 3,100 local offices across the country.

Established in 1976 through the merger of the National 4-H Foundation and the National 4-H Service Committee, National 4-H Council partners with 4-H at all levels - national, state and local – to build stronger 4-H programs and distribute national financial support to benefit the nation's youth. Other revenue generators include the National 4-H Youth Conference Center and the National 4-H Supply Service, both subsidiaries of National 4-H Council.

National 4-H Council supports national and state 4-H programs with a focus on fundraising, brand management, communications, and legal and fiduciary services. Council also oversees National 4-H Youth Conference Center, and the National 4-H Supply Service, the authorized agent for items bearing the 4-H Name and Emblem.
As a Better Business Bureau Accredited Charity and one of just 1,800 charities to be given 4-Stars by Charity Navigator, National 4-H Council is a strong leader in the non-profit community.

JENNIFER SIRANGELO - PRESIDENT & CHIEF EXECUTIVE OFFICER

Jennifer Sirangelo, president & CEO, is a believer in young people and their capacity to change the world. She assumed the top post on January 1, 2014 and leads Council in its mission to increase investment and participation in high-quality 4-H positive youth development programs around the world. Sirangelo, who joined Council in 2006 to grow support for the 4-H movement worldwide, succeeds Donald T. Floyd, who served in leadership roles at Council for nearly 23 years including president & CEO for the past 13 years.

Mission Statement

4-H empowers youth to reach their full potential, working and learning in partnership with caring adults.

4-H Vision

A world in which youth and adults learn, grow and work together as catalysts for positive change.

The 4-Hs

Head, Heart, Hands, and Health are the four Hs in 4-H, and they are the four values members work on through fun and engaging programs.

- Head - Managing, Thinking
- Heart - Relating, Caring
- Hands - Giving, Working
- Health - Being, Living

Motto

To Make the Best Better

Pledge

I pledge my head to clearer thinking,
my heart to greater loyalty,
my hands to larger service, and
my health to better living,
for my club, my community, my country and my world.

Slogan

"Learn by Doing"

4-H Mission Mandates

The mission of 4-H is to provide meaningful opportunities for youth and adults to work together creating sustainable community change. This is accomplished within three primary content areas: citizenship, healthy living, and science. The educational foundation of 4-H lies in these three mission mandates. These mandates reiterate the founding purposes of Extension (e.g., community leadership, quality of life, and technology transfer) in the context of 21st century challenges and opportunities.

Each community and state faces diverse needs in these initiative areas. Each 4-H program brings unique resources and priorities to this work. In the cooperative spirit of the Extension Service, collaboration among state 4-H programs on curriculum, training and evaluation will strengthen each program, enhancing the outcomes of each initiative.

HEALTHY LIVING

Healthy food and nutrition has been addressed by the program since its inception in 1902. Having a long history of promoting healthy living among youth and their families, 4-H has become a national leader in health-related education. The 4-H Healthy Living Mission Mandate engages youth and families through accessible opportunities to achieve optimal physical, social, and emotional well-being.

The core areas of the Healthy Living Mandate are:

- Nutrition
- Fitness
- Social-Emotional Health
- Prevention of Injuries
- Prevention of Tobacco, Alcohol, and other Drug Use

Healthy living is entwined in learning experiences through occasions provided to make decisions that lead to positive well-being for the individual and the community in which they live.

CITIZENSHIP

Since its inception, 4-H has placed emphasis on the importance of young people being engaged, well-informed citizens. By connecting to their communities and community leaders, youth understand their role in civic affairs expanding their role in decision making processes. It's clear that civic engagement provides the foundation that encourages youth to understand the "big picture" of life, helping to find purpose and meaning. The core areas of Citizenship are:

- Civic Engagement (voice, advocacy, activism)
- Service (community service, service learning, community youth development)
- Civic Education (government principles, processes and structure; personal roles & responsibilities, history & cultural heritage)
- Leadership (leadership, respect, understanding, character development)

Citizenship is interwoven into learning experiences through opportunities to engage with the community. Building relationships with both youth and adults from diverse backgrounds presents these opportunities for citizenship development.

SCIENCE

The need for science, engineering, and technology education is essential for today's young people. 4-H programs prepare youth for the challenges of the 21st century by engaging them in a process of discovery and exploration.

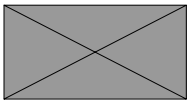
The core areas of Science are:

- Animal Science & Agriculture
- Applied Mathematics
- Consumer Science
- Engineering
- Environmental Science & Natural Resources
- Life Science
- Technology

Science is interwoven into learning experiences through inquiry based opportunities that connect knowledge, skills, and resources to practical application across multiple settings.

The three mission mandates – citizenship, healthy living, and science – can be integrated across project areas and activities. The content development of the mission mandates is closely tied to the research and teaching of the land grant university system, and provides the educational foundation of 4-H.

Positive Youth Development Essential Elements



4-H Intentionally Creates Positive Environments for Positive Youth Development

Within the field of Youth Development there are various frameworks and lists of elements that researchers have and utilize to define and guide the design and structure of youth development programs. The 4-H program nationally has adopted a list of eight essential elements that are often summarized into 4 key concepts: belonging, mastery, independence, and generosity. In Utah, we often refer to these Essential Elements as the "BIG M". These elements are considered environmental attributes necessary or conducive to optimizing youth development. The four concepts were introduced as part of the Native American philosophy of rearing children (Brendto, Brokenleg & Van Bockern, 2002).

4-H, one the most effective and renowned youth development systems, deliberately creates opportunities and provides environments rich with essential elements of positive youth development. The findings from the 4-H Study of Positive Youth Development reveal that participation in quality youth development programs, such as 4-H, leads to positive outcomes for youth defined as the 5 "C's"-competence, confidence, connection, character, and caring (Lerner, 2007).

In 1998, the National 4-H Impact Design Implementation Team formed a task force to study characteristics of effective programs for positive youth development. The team identified early studies (Konopka, G., 1973; Pittman, K., 1991) that revealed eight critical elements that must be present for encouraging and effective experiences benefiting youth. These critical components are now known as the Eight Essential Elements:

1. A positive relationship with a caring adult.
2. A safe emotional and physical environment.
3. An inclusive environment.
4. Engagement in learning.
5. Opportunity for mastery.
6. Opportunity to see oneself as an active participant in the future.
7. Opportunity for self-determination.
8. Opportunity to value and practice service for others.

Positive Youth Development Essential Elements

BELONGING

Positive Relationship with a Caring Adult

A caring adult (4-H staff and/or leader) acts as an advisor, guide, and mentor. The adult helps set boundaries and expectations for young people. The caring adult should be viewed as a supporter, friend, and advocate.

A Safe Emotional and Physical Environment

Youth should not fear physical or emotional harm while participating in the 4-H experience. A sense of safety should exist from the learning environment itself, from adults, other participants, and spectators.

An Inclusive Environment

An inclusive environment allows a sense of belonging to develop, supports members, offering encouragement with positive and specific feedback. Healthy groups celebrate the success of all members, taking pride in the collective efforts of all.

GENEROSITY

Opportunity to Value and Practice Service for Others

Finding oneself begins with losing the self in service to others. Service is a way for members to gain exposure to the larger community and the world's entirety. It is necessary to actively practice and uphold service in order to develop a sense of generosity. People understand others and themselves by comprehending how they can make a positive impact throughout the rest of their lives.

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INDEPENDENCE

Opportunity to See Oneself as an Active Participant in the Future

The ability to see foresee oneself is by possessing hope and optimism that shape life choices to facilitate the transition into future participation.

Opportunity for Self-Determination

Believing that one has impact over life's events rather than passively submitting to the will or whims of others defines self-determination. Youth must exert a sense of influence over their lives, exercising their potential to become self-directing, autonomous adults.

MASTERY

Engagement in Learning

A youth engaged in learning is one who is mindful of the subject area, building relationships in order to develop greater understanding. Through self-reflection, youth have the ability to self-connect and learn from experience. The engaged learner has a higher degree of self motivation and an inexhaustible capacity for creativity.

Opportunity for Mastery

Mastery is the building of knowledge, skills or attitudes, and then demonstrating the competent use of knowledge in the manner of a proficient practitioner. The level of mastery is dependent on the developmental ability of the youth. The development of mastery is a process that exists in an evolution over time.

4-H Project Categories

4-H has a total of 8 general project areas where participants may choose to focus their interests. It is essential that each project area encompasses the values of science, citizenship, and healthy living in the teachings of their own specificity.

Citizenship & Civic Education

A trio of programs designed by 4-H allows young people a chance to contribute thousands of hours to community projects each year. Events such as Citizenship Washington Focus show students interested in learning more about how our country is governed the U.S. Capitol first-hand; Rural Youth Development encourages communities to involve youth as partners in decision-making and governance; and Service Learning allows older students to design their own community-service projects.

Communications and Expressive Arts

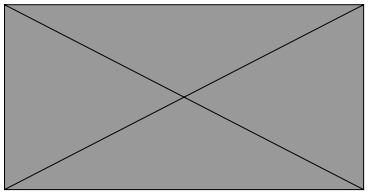
From filmmaking to photography, our communication arts programs and curricula emphasize artistic expression and communication.

Consumer and Family Sciences

Family and Consumer Sciences is one of several educational disciplines in which Cooperative Extension provides programs. Years ago, it was called "Home Economics." Areas of programming (depending on state or county program priorities) may include family relationships and child development, parenting information, nutrition and food preparation, safety and protection (clothing), housing and interior design, personal money management, and other home- and family-related subjects.

Environmental Education & Earth Science

4-H's programs provide young people first-hand experience in utilizing alternative energy, conserving energy and learning how to limit humanity's impact on our environment. Completing programs such as 4-H2Online, which teaches water conservation, and The Power of the Wind, which teaches youth how to take advantage of wind energy, allows young people an entry point into these important conversations. With this knowledge, 4-H'ers can interact with their community's decision-makers and help foment environmentally conscious policy.



4-H Project Categories

Healthy Lifestyle Education

Healthy living has been at the core of 4-H and remains a foundation of our pledge. Although 4-H believes that healthy living habits of young people begin in the context of their families and communities, we strive to equip youth with healthy living knowledge and skills that will prepare them physically, emotionally and socially to meet the challenges of the 21st century.
To meet the needs of today's youth, 4-H Healthy Living programs seek to address national issues including nutrition and physical fitness, substance abuse, safety, and social and emotional wellness.

Personal Development and Leadership

Leadership encompasses the most important goal of 4-H which is preparing our youth to be successful adults who contribute to their community throughout life. It is essential that each individual youth involved in 4-H be exposed to opportunities of leadership in every club. We strive to provide components that allow our youth to learn the life skills associated with leadership that can be generalized to enrich development. 4-H members are offered experiences that build feelings of mastery directly influencing a sense of self efficacy.

Plants and Animals

These programs are designed to engage and excite young people in the modern, high-tech, and fascinating field of agricultural science. There are several programs available in this field including 4-H AgriScience, Project Butterfly W.I.N.G.S., Veterinary Science, Dog, and Horse.

Science & Technology

Studies show American students are not taking enough interest in engineering and technology to maintain our country's ability to lead innovation in the future. 4-H hopes to reverse that trend via its engaging programs in filmmaking and robotics.

While all project areas are very specific in nature, participants are still expected to fulfill all three areas of the Mission Mandates in some manner. Citizenship, healthy living, and science should all play a role in each of the eight listed project areas.

Utah 4-H Mission

The Mission of Utah 4-H is to assist youth in acquiring knowledge, building character, and developing.

Youth will be actively involved as equal partners and recognized as resources in defining, developing, implementing and continually diversifying and improving 4-H Youth Development Education. The 4-H youth development education program creates supportive environments for culturally diverse youth and adults to reach their fullest potential. In support of this mission we will:

- Provide formal and non-formal community focused experiential learning
- Develop skills that benefit youth through life
- Foster leadership and volunteerism in youth and adults
- Build internal and external partnerships for programming and funding
- Strengthen families and communities
- Use research-based knowledge and the land grant university system

Utah 4-H Working Groups

Dave Francis – Director of 4-H and Youth Programs
Craig Dart – 4-H Operations
Stacey MacArthur – Health and Wellness
Kelsey Romney – College and Career Readiness
Jesse Hadfirled – Agri Science/Livestock
Megan Rowley – Camps / Marketing
Vernon Parent - Leadership / Community Development
Jolene Bunnell - Family and Consumer Science
Zuri Garcia - Military partnerships
Blake Clark - Outdoor Education
Deb Ivie - STEM / Art
Kimberly Duke – Administrative Assistant

Teamwork & Group Dynamics

Kurt Lewin, a social psychologist and change management expert, is credited with coining the term "group dynamics" in the early 1940s. He noted that people often take on distinct roles and behaviors when they work in a group. "Group dynamics" describes the effects of these roles and behaviors on other group members, and on the group as a whole.

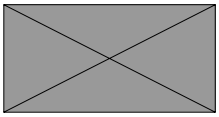
More recent researchers have built on Lewin's ideas, and this work has become central to good management practice.

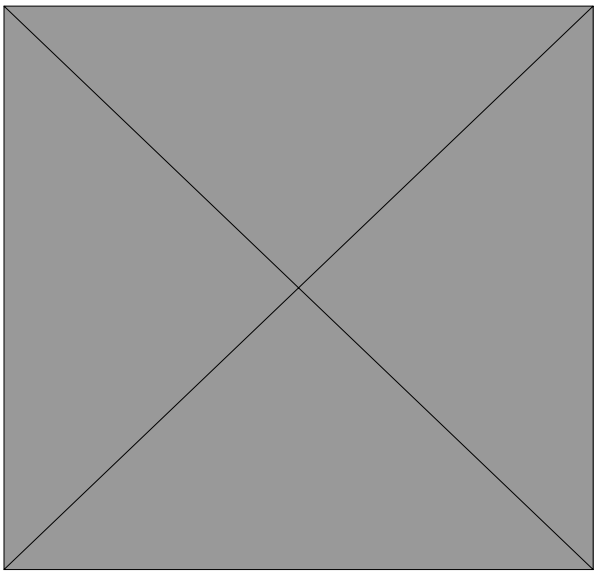
A group with a positive dynamic is easy to spot. Team members trust one another, they work towards a collective decision, and they hold one another accountable for making things happen. As well as this, researchers have found that when a team has a positive dynamic, its members are nearly twice as creative as an average group.

In a group with poor group dynamics, people's behavior disrupts work. As a result, the group may not come to any decision, or it may make the wrong choice, because group members could not explore options effectively.

• Use research-based knowledge and the land grant university system

Discovering Identity





Defining Values

The main benefit of knowing your values is that you will gain tremendous clarity and focus, but ultimately you must use that newfound clarity to make consistent decisions and take committed action. So the whole point of discovering your values is to improve the results you get in those areas that are truly most important to you.

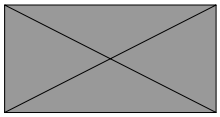
Values are priorities that tell you how to spend your time, right here, right now. There are two reasons that priorities are important for our lives.

The first reason is that time is our most limited resource; time does not renew itself. Once we spend a day, it's gone forever. If we waste that day by investing our time in actions that don't produce the results we want, that loss is permanent. We can earn more money, improve our physical bodies, and repair broken relationships, but we cannot redo yesterday. If we all had infinite time, then values and priorities would be irrelevant.

The second reason priorities matter is that we human beings tend to be fairly inconsistent in how we invest our time and energy. Most of us are easily distracted. It's easy for us to fall into the trap of living by different priorities every day. One day you exercise; the next day you slack off. One day you work productively; the next day you're stricken with a bout of laziness. If we don't consciously use our priorities to stick to a clear and consistent course, we'll naturally drift off course and shift all over the place. And this kind of living yields poor results. Imagine an airplane that went wherever the wind took it - who knows where it would eventually land? And the flight itself would likely be stressful and uncertain.

Personality Assessment

TRUE COLORS



The theory behind True Colors can be traced back to when Hippocrates (460BC) identified four different temperaments of humans: Sanguine, Choleric, Phlegmatic, and the Melancholic… and in Plato's (428BC) ideas about character and personality.

Many great thinkers around the world have expounded upon this theory throughout the ages from the ancient Egyptian and Mesopotamian civilizations to modern psychologists with relative consistency of these various interpretations (Adickes, Jung, Spranger, Kreschmar, Fromm, Keirsey).

In 1978 founder Don Lowry, further developed the personality concepts he had studied and was the first to apply the color metaphors of Blue, Gold, Green and Orange to the four temperaments, coining this methodology: True Colors.

True Colors™ is a model for understanding yourself and others based on your personality temperament. The colors of Orange, Green, Blue and Gold are used to differentiate the four central personality styles of True Colors™.

Each of us has a combination of these True Colors that make up our personality spectrum, usually with one of the styles being the most dominant.

Identifying your personality and the personalities of others using True Colors provides you with insights into different motivations, actions and communication approaches.

True Colors works because it is based on true principles and easy to remember and use – in all kinds of circumstances – from personal relationships to professional success.

"Successful people know who they are and what their True Colors are… when you know what your core values and needs are and feel good about them, you can perform at your highest potential in every area of life. And when you share a working, mutual understanding of other' core values and needs, you have the basis to communicate, motivate, and achieve common goals with utmost dignity, efficacy, and mutual respect."

- Don Lowry, creator of True Colors.

Unwritten Expectations

Leaders

A. Focus on working with youth as equal partners in the educational process.

B. Involve youth in full decision-making roles on committees and boards at all levels of the Extension System.

C. Involve youth in teaching and research roles.

D. Involve diverse populations of youth in needs assessments to determine critical issues facing them and develop new programs based on that assessment.

E. Youth will explore creating a national youth leadership role and structure including an appropriate role for Collegiate 4-H.

Youth

Refer to Purposes, Duties, and Qualifications.

Informal/Unwritten: http://www.youtube.com/watch?v=NUMXLmyAJV8

Accountability & Attitude

LOOKING GLASS SELF

Do you sometimes experience that the mere presence of other people leads to feelings of discomfort and tension? When not knowing exactly what other people think of you it may lead to self-doubt and feelings of insecurity. According to the American sociologist Charles Horton Cooley (1864-1929), the degree of personal insecurity you display in social situations is determined by what you believe other people think of you.

Cooley´s concept of the looking glass self, states that a person's self grows out of a person´s social interactions with others. The view of ourselves comes from the contemplation of personal qualities and impressions of how others perceive us. Actually, how we see ourselves does not come from who we really are, but rather from how we believe others see us.

The main point is that people shape their self-concepts based on their understanding of how others perceive them. We form our self-image as the reflections of the response and evaluations of others in our environment. As children we were treated in a variety of ways. If parents, relatives and other important people look at a child as smart, they will tend to raise him with certain types of expectations. As a consequence the child will eventually believe that he is a smart person. This is a process that continues when we grow up. For instance, if you believe that your closest friends look at you as some kind of superhero, you are likely to project that self-image, regardless of whether this has anything to do with reality.

The concept of the looking glass-self theory constitutes the cornerstone of the sociological theory of socialization. The idea is that people in our close environment serve as the "mirrors" that reflect images of ourselves. According to Cooley, this process has three steps. First, we imagine how we appear to another person. Sometimes this imagination is correct, but may also be wrong since it is merely based on our assumptions. Second, we imagine what judgments people make of us based on our appearance. Lastly, we imagine how the person feels about us, based on the judgments made of us. The ultimate result is that we often change our behavior based on how we feel people perceive us.

Reference: http://www.popularsocialscience.com/2013/05/27/the-looking-glass-self-how-our-self-image-is-shaped-by-society/

Being Present

There are so many ways to be present. Holding someone's hand when they are having a painful medical treatment, listening with your whole mind and doing nothing but listening to a child describe their day in first grade, and going to a friend's house at midnight to sit with her while she cries because a supposed friend told lies about her are all examples of being present.

Multi-tasking while you listen to your teenager's story about his soccer game is not being present. Being present means giving all your attention to the person you are validating.

Often one of the reasons other people are uncomfortable with intense emotion is that they don't know what to say. Just being present, paying complete attention to the person in a nonjudgmental way, is often the answer. For yourself, being mindful of your own emotion is the first step to accepting your emotion.

Accurate Reflection

Accurate reflection means you summarize what you have heard from someone else or summarize your own feelings. This type of validation can be done by others in an awkward, sing-songy, artificial way that is truly irritating or by yourself in a criticizing way. When done in an authentic manner, with the intent of truly understanding the experience and not judging it, accurate reflection is validating.

Sometimes this type of validation helps someone sort through their thoughts and separate thoughts from emotions. "So basically I'm feeling pretty angry and hurt," would be a self-reflection. "Sounds like you're disappointed in yourself because you didn't call him back," could be accurate reflection by someone else.

Seek Clarification

Mindreading is guessing what another person might be feeling or thinking. People vary in their ability to know their own feelings. For example, some confuse anxiety and excitement and some confuse excitement and happiness. Some may not be clear about what they are feeling because they weren't allowed to experience their feelings or learned to be afraid of their feelings.

People may mask their feelings because they have learned that others don't react well to their sensitivity. This masking can lead to not acknowledging their feelings even to themselves, which makes the emotions more difficult to manage. Being able to accurately label feelings is an important step to being able to regulate them.

When someone is describing a situation, notice their emotional state. Then either name the emotions you hear or guess at what the person might be feeling.

"I'm guessing you must have felt pretty hurt by her comment" is Level Three validation. Remember that you may guess wrong and the person could correct you. It's her emotion and she is the only one who knows how she feels. Accepting her correction is validating.

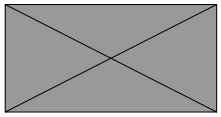
Understanding the Person's Behavior in Terms of their History and Biology

Your experiences and biology influence your emotional reactions. If your best friend was bitten by a dog a few years ago, she is not likely to enjoy playing with your German Shepherd. Validation at this level would be saying, "Given what happened to you, I completely understand your not wanting to be around my dog."
Self-validation would be understanding your own reactions in the context of your past experiences.

Normalizing or Recognizing Emotional Reactions that Anyone Would Have

Understanding that your emotions are normal is helpful for everyone. For the emotionally sensitive person, knowing that anyone would be upset in a specific situation is validating. For example, "Of course you're anxious. Speaking before an audience the first time is scary for anyone."

Genuineness



Genuineness is when you understand the emotion someone is feeling on a very deep level. Maybe you have had a similar experience. Genuineness is sharing that experience as equals.
Understanding the levels may be easy. Putting them into practice is often more difficult. Practice is the key to making validation a natural part of the way you communicate.

Reference: http://www.psychologytoday.com/blog/pieces-mind/201204/understanding-validation-way-communicate-acceptance

Celebrate What's Right with the World

How easy it is to celebrate a birthday, a marriage, a holiday. How hard it is to hold that same perspective in our daily lives. Every day we are inundated with messages that tell us what's wrong with our world. It's not surprising that we lose sight of all the things that are right with it; of all that is truly worth celebrating.

Etiquette & Manners

Etiquette is a code of behavior based on treating others with honesty, respect, and consideration. This finds its way into every interaction we have, from planning a party or calculating a tip to writing a thank-you note or taking a cell phone call in public (or not!).
For more resources about etiquette, visit: http://www.emilypost.com/everyday-manners

Dining Manners

As meals are social events, it is essential to practice proper manners. This includes setting the table, serving yourself and others, using utensils, and cleaning up. It also can mean dealing with those unexpected dining difficulties, such as specific allergies, unruly children, or guests that over wear their stay. As with any social situation, consideration for those around you can make a world of difference to the outcome.

Basic B's for Publicity

- Be the only person from your group to contact news media. Two members calling the same editor or program director are bound to bring conflict or confusion.
- Be quick to establish personal contact with the right people at each newspaper, radio, and television station in your area.
- Be sure to write everything down. Train your memory, but don't trust it.
- Be prompt in meeting every deadline.
- Be legible. Type news releases. Erase and correct errors.
- Be accurate. Double check dates, names, and places before you submit your copy.
- Be honest and impartial. Give credit where due.
- Be brief. Newspaper space and airtime are costly.
- Be brave. Don't be afraid to suggest something new if you honestly believe you have a workable idea. Media people welcome original ideas when they are practical and organized logically.
- Be business-like. Never try to obtain publicity by pressure of friendship or business connections. Never ask when a story will appear. Never ask for clippings.
- Be appreciative of all space and time given your club's publicity. The media giving it to you also have space and time for sale.
- Be professional. Members of the press are always invited guests. Never ask them to buy tickets or pay admission. Arrange a special "press table" for large banquets.

Mastering the Handshake

Why is a handshake so important? Because in less than five seconds, a prospective employer, client or business associate can learn a lot about you - whether you're trustworthy, confident and competent, and whether you follow through. Want a handshake that delivers a winning first impression? Here are five things you need to know.

1. Two pumps -- that's it!

Fitzpatrick says you should always be ready to initiate or receive a handshake. Squarely facing the other person, you extend your hand with thumb up and fingers out, until you're web to web, then it's two smooth pumps (the American custom, she says), with the shake coming from the elbow. While you're shaking, you should say, "Pleasure to meet you, Mr. Smith," or something along those lines, Fitzpatrick advises. And if you're at an event with name tags, your name tag should be worn on your right so the person can read your name as he or she is shaking your hand. Just hope they do the same.

2. A handshake reflects your personality.

Different handshakes convey different traits. You only have a few seconds to "explain" yourself in a handshake, and choosing the wrong one can definitely leave a bad impression. Some of the more common ones include:

- The Winner. A firm handshake, as discussed above..
- The Dead Fish. "The worst handshake in the world," says Patricia Rossi, author of Everyday Etiquette Made Easy. You know which one that is -- the loose, floppy handshake. Rossi says this handshake tells someone you're not fully committed, and it also makes you seem weak and subservient, even though there are times when very powerful people give that handshake.
- The Politician. When you shake with the right hand and cover the shaking hands with your left hand -- it's too per sonal and too early in the relationship to make that sort of gesture, says Matthew Rothenberg, co-author of You're Better Than Your Job Search. Rossi agrees, noting, "It's like kissing on a first date."
- The Wrestler. That's the vigorous shake that almost rips the arm out of the socket -- and conveys that you're eager, pushy and tend to jump the gun, according to Rossi. Not someone you'd want to do business with, huh?
- The Queen (or "The Fingertip"). Extending just the fingertips conveys to another person, "I'm better than you, and I don't know if I even want to touch you," Rossi says. However, this handshake is OK if you're shaking an elderly, arthritic person's hand.

3. Keep it clean.

Try to avoid large rings on your right hand that could make handshaking awkward, and don't wear a fragrance on your hands, Fitzpatrick says. If you tend to have sweaty hands, Rothenberg says you should wipe them on your pants before shaking. And if the hand you just shook was clammy, wait until there is a moment to wipe your hand discreetly, so as to not offend the perpetrator.

4. Demeanor matters.

There is much more to a handshake than the tight grip and two pumps -- you also have to consider eye contact, posture and body language. When you first meet someone, Fitzpatrick says, 55 percent of the first impression is your appearance, your posture, whether you maintain eye contact, how you dress and how you shake hands. After that, 38 percent is how your voice sounds, and only 7 percent is what you actually say. "If you can't make a good impression with 93 percent, then it doesn't even matter what you say," she points out. "People don't care."

5. The wrong shake could cost you.

"Eighty-five percent of success in getting, keeping, and advancing in a job is social skills," Fitzpatrick says. So you better know how to interact with people. That includes writing a thank-you note after a meeting with a new or potential client. And when you're meeting a client, remember that "a good handshake and eye contact inspire confidence," says Jill Peters, human resources manager at Meredith. After all, who wants to work with someone who doesn't exude confidence in themselves and their work?

Reference: http://www.huffingtonpost.com/2010/11/17/mastering-the-handshake-5-things_n_917310.html

Prepared Speech

Research Your Topic

Research your topic and take notes: also use your knowledge and your own experiences related to the topic. Put your ideas on paper; don't rely on your memory. From the very start, begin writing down your ideas. A small notebook will do, but many people find that using 3x5 white note cards work best. The advantage of note cards is that if each contains only one idea or fact, the cards can be shifted and placed in the proper order when the speech is being organized. Search in the library and search the Internet. Then, talk with people who are authorities on the subject and get their opinions.

Spontaneity

The best speakers are those who make their words sound spontaneous even if memorized. We've found it's best to learn a speech point by point, not word for word. Careful preparation and a great deal of practice are required to make it come together smoothly and easily. Mark Twain once said, "It takes three weeks to prepare a good ad-lib speech." Don't be fooled when you rehearse. It takes longer to deliver a speech than to read it. Most speakers peg along at about 100 words a minute.

Introductions

Introduce the speaker by first and last name and affiliation. Tell where he or she came from and where they live at present. Briefly tell the qualifications relating to the subject, as well as any unusual facts which will capture the audience's attention. Relate the topic to be presented to its benefit to the audience with a brief statement which will give the audience a sense of anticipation.

Presentations

Tell why the honor is being awarded; by whom it is being awarded; and how the awardee has merited it. Mention other specific accomplishments of the awardee and the influence this person's work continues to have on others. Build anticipation for the introduction then announce the name of the awardee. Present the award, congratulate the awardee and step away from the microphone so that the recipient may acknowledge the presentation. Do not comment on the recipient's speech, manner or appearance, even jokingly. Emphasize the symbolic and inspirational meaning of the award or gift.

Acceptance

Appreciation is the keynote of the acceptance speech. Thank the person presenting the gift, the donor or donor organization. Express gratitude to those who helped you win the award or those who placed you in the position to achieve it. Express your regard for the significance of the award and the responsibility it places on you to continue to live up to it. Express your thanks again briefly. A humorous experience (that is not too personal and can be shared with the audience) is certain to be enjoyed.

Impromptu Speech

Brevity

A sensible plan, if you have been asked to speak to an exact limit, is to talk your speech into a mirror and stop at your allotted time; then cut the speech accordingly. The more familiar you become with your speech, the faster you can deliver it. As anyone who listens to speeches knows, brevity is an asset. Twenty minutes are ideal. An hour is the limit an audience can listen comfortably. It's worth mentioning that the shortest inaugural address was George Washington's—just 135 words.

The longest was William Henry Harrison's in 1841. He delivered a two-hour 9,000-word speech into the teeth of a freezing northeast wind. He came down with a cold the following day and a month later he died of pneumonia.

Grammar

Consult a dictionary for proper meanings and pronunciations. Your audience won't know if you're a bad speller, but they will know if you use or pronounce a word improperly. In my first remarks on the dais, I used to thank people for their "fulsome introduction," until I discovered to my dismay that "fulsome" means offensive and insincere.

Nerves

It helps one's nerves to pick out three or four people in the audience — preferably in different sectors so that the speaker is apparently giving his attention to the entire room — on whom to focus.

Pick out people who seem to be having a good time.

Questions

A question period at the end of a speech is a good idea. One would not ask questions following a tribute to the company treasurer on his retirement, but a technical talk or informative speech can be enlivened with a question.

The Crowd

The larger the crowd, the easier it is to speak, because the response is multiplied and increased. Most people do not believe this. They peek out from behind the curtain and if the auditorium is filled to the rafters they begin to moan softly in the back of their throats

10 Steps to Being a Great MC

1. Know your event.

These instructions apply to all types of ceremonies, from graduations to bar mitzvahs to celebrity roasts. The key to being a good MC is confidence. Knowing what's going on (and thus what you should talk about) is everything. There's nothing more embarrassing than announcing to 100 people that Joe Blow is about to juggle bowling balls, only to have Jane Doe come out singing a song.

2. Establish your contact well in advance of the event day. Your contact will tell you the schedule and order of events, allowing you to be prepared. Your preparation will let you focus on interacting with the crowd, instead of trying to be entertaining, and figure out what's going on at the same time.

3. Smile constantly. Smiling shows the crowd that you're at ease and having a good time. You want them to be at ease and have a good time, so you've got to set the example. If need be, imagine in advance several happy or funny scenarios. Play out these scenarios in your head while you're talking to the crowd. Remember the old speech class advice - imagine everyone in the crowd is in their underwear. Your light-heartedness is sure to rub off.

4. Don't forget your main job is to talk to the crowd. You're keeping them informed about the ceremony, and giving the talent or featured individual time to prepare to go onstage.

5. Study your lines. Usually people have lines before they do the actual thing. So study them so your mind won't go blank during the show.

6. Don't stop when you mess up. Sometimes people say the wrong things when they're talking because they're nervous. Don't stress and move on.

7. Try to be funny. Nobody likes a dull host! Try to laugh sometimes and crack a joke once in a while.

8. Stare at something or think of something that makes you "less" nervous. Stare at the wall or a clock and talk to them to make you less nervous.

9. Slow down with your words. If you talk too fast it can lead to stuttering and people watching you can't understand what you say. So slow down when you are talking.

10. Ask questions that people might answer. Especially younger crowds with answer "yes" or "no" if you ask a question. It keeps them focused and they won't get distracted.

Reference: http://www.wikihow.com/Be-a-Good-Master-of-Ceremonies

Know Your Team

As a leader, you need to guide the development of your group. So, start by learning about the phases that a group goes through as it develops. When you understand these, you'll be able to preempt problems that could arise, including issues with poor group dynamics.

Tackle Problems Quickly

If you notice that one member of your team has adopted a behavior that's affecting the group unhelpfully, act quickly to challenge it. Provide feedback that shows your team member the impact of her actions, and encourage her to reflect on how she can change her behavior.

Define Roles and Responsibilities

Teams that lack focus or direction can quickly develop poor dynamics, as people struggle to understand their role in the group.

Create a team charter – defining the group's mission and objective, and everyone's responsibilities – as soon as you form the team. Make sure that everyone has a copy of the document, and remind people of it regularly.

Break Down Barriers

Use team-building exercises to help everyone get to know one another, particularly when new members join the group. These exercises ease new colleagues into the group gently, and also help to combat the "black sheep effect," which happens when group members turn against people they consider different.

Focus on Communication

Open communication is central to good team dynamics, so make sure that everyone is communicating clearly. Include all of the forms of communication that your group uses – emails, meetings, and shared documents, for example – to avoid any ambiguity. If the status of a project changes, or if you have an announcement to make, let people know as soon as possible. That way, you can ensure that everyone has the same information.

Opinionated team members can overwhelm their quieter colleagues in meetings. Where this happens, use techniques such as Crawford's Slip Writing Method , and make sure that you develop strong facilitation skills.

Pay Attention

Watch out for the warning signs of poor group dynamics. Pay particular attention to frequent unanimous decisions, as these can be a sign of groupthink , bullying , or free riding. If there are frequent unanimous decisions in your group, consider exploring new ways to encourage people to discuss their views, or to share them anonymously.

Meeting Management

AGENDA CREATION

Every meeting should have an agenda. This should be prepared and given to everyone in attendance before the meeting starts. Don't worry about making it too formal. Typed is nice, but it can be handwritten and photocopied. Or it could be written on a chalkboard or flip-chart for everyone to see. Agendas are great tools to make meetings short and effective. When everyone can see what needs to be achieved during the meeting, it is easier to focus on what must be done. Here are some tips on creating agendas:

Choose a Format and Use it Every Time

This will help everyone recognize what is being handed out at the beginning of the meeting and get them ready to go to work. It can also make creating each agenda faster.

Put the Most Important Items at the Top

When an event that the Teen Council is involved in is coming up, put it at the top of the agenda so these items are taken care of and not forgotten.

Always Put the Date and Council Name

These are very important parts of the agenda, especially for people who might be members of more than one youth council. This also makes it easier for you to know what was discussed on a certain day. Those who couldn't attend the meeting will also know what happened.

Conducting a Meeting

Establish a regular order to your club meetings. This helps provide continuity. It also gives members the feeling of importance and professionalism as they take part. Feel free to alter the format as necessary. It is suggested that meetings last from 1 to 1½ hours, realizing that some of your meetings will be shorter and some longer.

Call to Order – President
Pledges and Motto – Pledge Officer
Roll Call – Secretary
Minutes of Last Meeting – Secretary
Treasurer Report – Treasurer
Songs – Song Leader
Ice Breakers, Team Building Activity, or Initiative Game – Games Coordinator
Introduction of Visitors – Vice President
Special Reports by Chairpeople – Special Chairperson
Old Business
New Business
Project Activities
4-H Portfolio and 4-H Minute Book Updates
Plans for Next Meeting

Steps for Consensus Decision Making

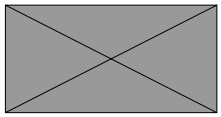
1. Definition – Define or explain the problem that needs a decision.
2. Ideas – Give everyone a chance to suggest ways to solve the problem.
3. Discussion - Discuss the ideas that have been suggested. They can be changed or improved as they are discussed.
4. Selection – Decide on the best idea to solve the problem. Everyone may not agree that it is the best solution, but everyone should agree to accept the solution and help make it work.
5. Action Plan- Put the decision into action. Decide who will do what, by when, and how. Record these items in the minutes.
6. Evaluation – Evaluate the solutions after trying it. Determine how well it is working, and make some changes, if necessary.

Consensus Decision Making

Sometimes groups have trouble making problem solving decisions. Parliamentary procedure may seem to get in the way and cause members to feel they do not have a chance to share their ideas. When this happens in your group, you can use consensus decision making.

Under this method, the group reaches agreement on an issue that they have been discussing. The method encourages each member to suggest ways to solve the problem. The goal is to give everyone the opportunity to share ideas and thoughts with the group. Consensus results in creating many ideas, which usually leads to a solution that everyone finds acceptable. Rather than having one side win, all members accept the final decision and feel responsible for carrying out the decision.

Ten Commandments of Communication



Be Yourself

The most important thing in effective communication is to be yourself. Avoid technical jargon or fancy, pretentious language. It doesn't impress anyone. In fact, it confuses people and cuts you off from the audience.

Be Comfortable and Confident

Relax and remember that you probably know more about your subject than anyone in the audience.

Be Honest

If you don't know the answer to a question, admit it. Your credibility is crucial. Don't jeopardize it.

Be Brief

Keep it short and simple. You'll look and sound better if you get right to the point.

Be Human

Don't be afraid to use humor. It promotes a friendly and confident image.

Be Personal

Personal stories and anecdotes help get across an idea or concept. The audience remembers the key points because of your personal highlights.

Be Positive and Consistent

Keep your goals in mind and stick to them. Control and focus all of your material.

Be Attentive

Concentrate — don't be concerned with any distractions. Listen carefully to any questions asked. Say what you mean and mean what you say.

Be Energetic

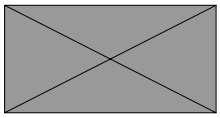
Use gestures, facial expressions and body language to add vitality to your words. Keep your voice conversational but imagine that it has a "face" which can show different emotions and expressions.

Be Committed and Sincere

Speak convincingly. Don't be afraid to pause. Every time you open your mouth, look and sound as if you really care.

Remember to Have Gratitude

Donor & Thank You Letters



A WORD ABOUT DONORS

Donors are vital to the 4-H program on the local, state and national level. Dealers, distributors, stores, plants and other facilities that represent or handle the products of national, state and local donors have a natural tie to your program. In 4-H there has always been a proud tradition of partnership with the private sector.

The involvement of 4-H donor organizations strengthens the human and material resources available to you. It also increases awareness of 4-H programs among the general public, and it provides a closer identity between the donor and 4-H. One reason donors support 4-H is for the visibility they will gain. Whenever possible, help donors receive the recognition they deserve.

Why 4-Hers Should Say "Thanks"

by Kenneth Anderson
Associate Director
National 4-H Service Committee

The 4-H club program deserves much credit for the training it provides youth in skills, knowledge and attitudes. In the area of attitudes, one of the important opportunities and responsibilities for volunteer leaders is that of teaching 4-H members to express appreciation for the cooperation and support of 4-H friends and donors. Beyond the fact that it is always appropriate to express appreciation, the matter of saying "thank you" is highly important to both obtaining and retaining support for the 4-H program. In our work with national and regional 4-H donors, we have frequently heard business leaders make the comment that, "We support the 4-H movement because 4-H boys and girls are always so appreciative."

A letter from John or Jane Doe that expresses appreciation doesn't mean much to a busy executive, you might say. We can provide concrete evidence to the contrary. A well-written thank-you letter is frequently read by several top executives in a business organization. Many donors with whom we work keep a file of appreciation letters by states. All are reviewed by the public relations department and the best are routed to vice-presidents, presidents and board chairmen. Some are reprinted in company newsletters. On several occasions, donors have been so enthusiastic about a letter that they have called to read it to us over the phone. And, of course, letters from volunteer leaders, parents and Extension agents are deeply appreciated. One particularly meaningful letter which comes to mind is that of a 4-H member who, 10 years after receiving his scholarship, again wrote to the donor company president, pointing out that he was successfully established in his career and that the scholarship funds had enabled him to get started in college at a time when he had given up hope of ever attending.

In the 1970s Kenneth Thomas and Ralph Kilmann identified five main styles of dealing with conflict that vary in their degrees of cooperativeness and assertiveness. They argued that people typically have a preferred conflict resolution style. However they also noted that different styles were most useful in different situations. They developed the Thomas-Kilmann Conflict Mode Instrument (TKI) which helps you to identify which style you tend towards when conflict arises.

THOMAS AND KILMANN'S STYLES:

Competitive: People who tend towards a competitive style take a firm stand, and know what they want. They usually operate from a position of power, drawn from things like position, rank, expertise, or persuasive ability. This style can be useful when there is an emergency and a decision needs to be made fast; when the decision is unpopular; or when defending against someone who is trying to exploit the situation selfishly. However it can leave people feeling bruised, unsatisfied and resentful when used in less urgent situations.

Collaborative: People tending towards a collaborative style try to meet the needs of all people involved. These people can be highly assertive but unlike the competitor, they cooperate effectively and acknowledge that everyone is important. This style is useful when you need to bring together a variety of viewpoints to get the best solution; when there have been previous conflicts in the group; or when the situation is too important for a simple trade-off.

Compromising: People who prefer a compromising style try to find a solution that will at least partially satisfy everyone. Everyone is expected to give up something, and the compromiser him- or herself also expects to relinquish something. Compromise is useful when the cost of conflict is higher than the cost of losing ground, when equal strength opponents are at a standstill and when there is a deadline looming.

Accommodating: This style indicates a willingness to meet the needs of others at the expense of the person's own needs. The accommodator often knows when to give in to others, but can be persuaded to surrender a position even when it is not warranted. This person is not assertive but is highly cooperative. Accommodation is appropriate when the issues matter more to the other party, when peace is more valuable than winning, or when you want to be in a position to collect on this "favor" you gave. However people may not return favors, and overall this approach is unlikely to give the best outcomes.

Avoiding: People tending towards this style seek to evade the conflict entirely. This style is typified by delegating controversial decisions, accepting default decisions, and not wanting to hurt anyone's feelings. It can be appropriate when victory is impossible, when the controversy is trivial, or when someone else is in a better position to solve the problem. However in many situations this is a weak and ineffective approach to take.

Once you understand the different styles, you can use them to think about the most appropriate approach (or mixture of approaches) for the situation you're in. You can also think about your own instinctive approach, and learn how you need to change this if necessary. Ideally you can adopt an approach that meets the situation, resolves the problem, respects people's legitimate interests, and mends damaged working relationships. Based on these approaches, a starting point for dealing with conflict is to identify the overriding conflict style employed by yourself, your team or your organization. Over time, people's conflict management styles tend to mesh, and a "right" way to solve conflict emerges. It's good to recognize when this style can be used effectively, however make sure that people understand that different styles may suit different situations.

Look at the circumstances, and think about the style that may be appropriate. Then use the process below to resolve the conflict:

Step One: Set the Scene

Make sure that people understand that the conflict may be a mutual problem, which may be best resolved through discussion and negotiation rather than through raw aggression.

If you are involved in the conflict, emphasize the fact that you are presenting your perception of the problem. Use active listening skills to ensure you hear and understand other's positions and perceptions.

- Restate.
- Paraphrase.
- Summarize.

And make sure that when you talk, you're using an adult, assertive approach rather than a submissive or aggressive style.

Step Two: Gather Information

Here you are trying to get to the underlying interests, needs, and concerns. Ask for the other person's viewpoint and confirm that you respect his or her opinion and need his or her cooperation to solve the problem.

Try to understand his or her motivations and goals, and see how your actions may be affecting these.

Also, try to understand the conflict in objective terms: Is it affecting work performance? damaging the delivery to the client? disrupting team work? hampering decision-making? or so on. Be sure to focus on work issues and leave personalities out of the discussion.

- Listen with empathy and see the conflict from the other person's point of view.
- Identify issues clearly and concisely.
- Use "I" statements.
- Remain flexible.
- Clarify feelings.

Step Three: Agree the Problem

This sounds like an obvious step, but often different underlying needs, interests and goals can cause people to perceive problems very differently. You'll need to agree the problems that you are trying to solve before you'll find a mutually acceptable solution.

Sometimes different people will see different but interlocking problems – if you can't reach a common perception of the problem, then at the very least, you need to understand what the other person sees as the problem.

Step Four: Brainstorm Possible Solutions

If everyone is going to feel satisfied with the resolution, it will help if everyone has had fair input in generating solutions. Brainstorm possible solutions, and be open to all ideas, including ones you never considered before.

Step Five: Negotiate a Solution

By this stage, the conflict may be resolved: Both sides may better understand the position of the other, and a mutually satisfactory solution may be clear to all.

However you may also have uncovered real differences between your positions. This is where a technique like win-win negotiation can be useful to find a solution that, at least to some extent, satisfies everyone.

There are three guiding principles here: Be Calm, Be Patient, Have Respect.

Reference: http://www.mindtools.com/pages/article/newLDR_81.htm

Meaningful Service

Service is a large part of 4-H. 4-H would not exist without volunteer leaders. But thanks to the many hours of service they give to the 4-H youth, there are over 6.7 million 4-H members, making 4-H the second largest educational system in America. Only the Public Education System is larger.

HOW SERVICE CAN HELP

Experts agree that service learning--helping teenagers learn new skills, ideas and perspectives by doing things for others--appears to impact both young people and their communities in a number of positive ways:

Builds Skills

Service involvement can improve problem-solving abilities, critical thinking and open-mindedness.
Service projects often provide opportunities to strengthen leadership and communication skills like organizing, cooperating and effective listening. When service is partly school-based, it can be integrated into the curriculum. According to the National Youth Leadership Council, active learning with a values-oriented dimension of service has not only been proven to affect personal development, it also has a statistically significant effect on academic achievement.

Enhances Self-esteem and Personal Responsibility

Community service appears to positively influence teenagers' social and psychological development. It also gives them a sense of being part of and contributing to something bigger than themselves. As
Martin Luther King, Jr. once said, "Everyone can be great because everyone can serve."

Promotes Positive Values

The experience of giving of themselves can change the way young people look at their own lives.
Personal journals of young people who serve others sometimes show altered career plans and new perspectives on the world. Furthermore, young people often learn new skills in relation to others and develop stronger empathy for those in need.

Helps Others

Although much of the research on youth service focuses on effects on the volunteer, there are obvious benefits to the individuals, schools, churches and communities on the receiving end.

Builds Bridges Across Barriers

Whether it involves working with those in poverty, the elderly, people of a different ethnic background, or people with different learning abilities, service can be an important element in building understanding and empathy.

Reduces Risky Behavior

The Troubled Journey Survey found that young people who regularly engage in helping behaviors are somewhat less likely than non-helpers to report at-risk behaviors such as alcohol use, illicit drug use, sexual experimentation and antisocial behavior. Other studies indicate that service involvement may reduce alienation and decrease school discipline problems.

Continue to Lead

More to 4-H Leadership

Congratulations on earning a State Leadership Position!
Continue with additional curriculum in your current project area, or discover other 4-H project areas. Check out the following links for additional 4-H curriculum.

1. http://utah4h.org/htm/featured-programs/state-ambassadors-teen-leadership
2. http://utah4h.org/htm/members/4-h-state-officers/

Promote Leadership to Others in Your County

Keep an eye out for opportunities to others around you. Learning to be a great leader includes setting the people around you up for success. Help Utah 4-H "Make the Best Better!"

Stay Connected

Visit Your County Extension Office

Stay connected with 4-H activities and news through your county Extension office. Ask about volunteer opportunities
and don't forget to register for your county newsletter. Find contact information for counties in Utah here:

http://extension.usu.edu/htm/counties

Enjoy the Fair!

Enter your project or create a new project for the county fair. Learn about your county fair and fair judging here:

http://utah4h.org/htm/events-registration/county-fairs