

California State 4-H Interview Contest and Manual

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by

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## **Abstract**

The identified problem for this project is a lack of information and practice for youth to feel confident in effectively presenting themselves in interview settings. The purpose of this project is to provide youth information on how to prepare for an interview and how to put these necessary life skills into practice. It also provides a contest where the skills can be practiced and refined. The manual created in this project is the vessel for the needed information and provides the necessary guidelines and materials for continuing this contest at various levels.

This project included a base evaluation contest in 2008, a 128-page manual compiled to include lessons on preparing for an interview and contest guidelines with materials, and a second evaluation contest in 2009. The project was evaluated on criteria set by the client, the California State 4-H Program, and included: if the manual met the contest's participants needs, if the contest was held, the number of participants, and if the contest was an overall success through the guidelines of the manual.

The findings deemed this project successful as all evaluation criteria were met. The manual was able to condense an incredible amount of information and able to stand as an information resource and organizer's guide. The 208% growth in contest participants illustrated that the contest addressed an interest and need of life skills by youth for workforce and adult life preparedness.



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# Chapter One

## Introduction

Youth hold an important position in society, as they are the next leaders, innovators and contributors for the future. Adults of today, whether they are parents, volunteers or educators, are all charged with the task to prepare the youth of today with the skills and experience needed for them to be successful in the future. These skills are not only taught in a classroom, but also at home and in a wide array of activities and organizations. Many of these organizations are youth development programs, focused on teaching youth the necessary skills through activities. Though there are many such organizations, this project has focused on the 4-H program. 4-H is a youth development organization reaching 6.5 million youth between the ages of 5 and 19 in the United States. Many have completed this program and seen results in learning these skills, but as time changes, lessons and programs must also evolve. The author is one example of a person whom completed the program and continued to volunteer for the cause years after. Through working with youth in the California State 4-H Program, the author and colleagues observed a lack in youth's confidence in presentations, speaking and presenting themselves. This trend was even observed in interviews with high school students applying to become California 4-H State Ambassadors. The California 4-H State Ambassador is the highest achievement in California State 4-H and comparable to a State Officer or Eagle Scout in other organizations. A lack of these necessary skills at

that level, presented the inference that the program needed to focus efforts to teach and meet these skill competencies. In further working with these youth, it was discovered that many were nervous about interviewing for the position and subsequent interviews including scholarship, leadership and college interviews. Youth in these positions acknowledged not having skill competencies in communication, impromptu thinking, self-esteem and marketing skills. While work could be done to teach these skills to those in higher positions, it was also acknowledged the need for more opportunities for these skills to be taught in a new way to all youth in the program. In addition to the need to provide these skill lessons, it is also important to offer ample practice to master these skills and for youth to have the necessary confidence to enact them.

### **Statement of the Problem**

Through years of volunteering and working with youth in the California State 4-H Program, the author observed a lack in youth's confidence in presentations, speaking and presenting themselves and specifically seen in interviews. In working further with these youth, many were nervous about interviewing for positions and being prepared for subsequent interviews including scholarship, leadership and college interviews. *The problem is a lack of information and available practice for youth to feel confident in effectively communicating and presenting themselves in interview settings.*

## **Importance of the Project**

This project addresses the stated problem by providing the information and practice necessary to build youth's confidence in presenting oneself both verbally and in written forms. The 4-H program has begun to utilize the Iowa 4-H Targeting Life Skills Model to evaluate the importance, purpose and outcomes of 4-H programs. The interview contest and resource manual addresses several of the targeted life skills that are applied toward a youth's future, both professionally and personally. These skills include: critical thinking, evaluating experiences for skills and lessons, impromptu thinking, persuasive presentation, preparation skills, self-expression and social skills. These are also essential skills for effective communicators. Indirect benefits of these skills include: confidence and twenty other benefits for members, ten of which are included in the total thirty-five targeted life skills in the model. These skills are important for youth to learn to effectively present themselves, gain personal and professional skills and be prepared for any type of interview.

## **Purpose of the Project**

The purpose of this project is to provide youth information on how to prepare for an interview and how to put these life skills into practice. This information is to be compiled as a living document that can be used at various levels, in various situations

and over years to come while updated to reflect the needs by the youth development program. This project also provides a contest where the skills can be practiced, refined and continued from age nine through high school graduates. This will allow youth to be exposed and feel comfortable and confident in interviews and presenting themselves. A secondary purpose of this project is to outline the guidelines and provide all the necessary materials for the interview contest to be duplicated at any level. The project's final outcome will result in an increase in confidence and the essential life skills for those completing the contest by using the manual.

### **Objectives of the Project**

The objectives to accomplish the purposes of this project are:

- To develop a manual with information and resources for contest organization and contestant preparation meeting the below objectives and to be managed by the California State 4-H Program
  - To gather resources and information from 5 different sources on interviewing, preparation, resumes and cover letters for youth to use to prepare for the contest and for other interviews
  - To compile 10 areas of interviewing information in a lesson format for use in programs and tip sheets



- To determine and organize guidelines for future contests through the California State 4-H Field Day and at other levels of the 4-H program
- To gather and organize resources to be used by future contest organizers including: job descriptions, questions, rubrics, judging guidelines and contest formats
- To implement and run two contests for youth in 4-H at the California State 4-H Field Day with at least 20 youth participating in each contest
  - The first contest will be run as a baseline to identify key areas for planning the contest, identify information needed by members and to gather contestant evaluations for areas of improvement.
  - The second contest will use the manual both in planning and running the contest and by contestants to use the resources in preparation to evaluate the manual's effectiveness
- To set-up the contest to be continued to be run and allow the manual to be updated as needed

### **Definitions of Important Terms**

**4-H-** A youth organization with the mission of “engaging youth to reach their fullest potential while advancing the field of youth development.” The goal of the program is

to develop citizenship, leadership, responsibility and life skills of youth through experimental learning programs and a positive youth development approach. It has 6.5 million members in the United States and ranges from age 5 to 19.

**Youth Development-** The process through which young people acquire the cognitive, social and emotional skills and abilities required to navigate life.

**Positive Youth Development-** Intentional efforts of other youth, adults, communities, government agencies and schools to provide opportunities for youth to enhance their interests, skills and abilities into their adulthoods.

**Life Skills-** Problem solving behaviors used appropriately and responsibly to handle problems and questions commonly encountered in daily life and acquired through teaching or direct experience.

**Targeting Life Skills Model-** Developed by the Iowa State University Extension and intended to be inclusive for all possible life skills. The purpose is to provide a way to coordinate life skill development with age, stage programs to be developmentally appropriate and be more effective and measurable in achieving identified outcomes.

## **Summary**

Youth hold an important position in society and are expected to have gained certain skills by adult life. Adults and programs are charged with the effort to teach and

provide practice for these skills. In working with a youth development program, 4-H, the author and other volunteer colleagues identified a gap in certain life skills needed in older youth programs. The lack of confidence in communication, impromptu thinking, self-esteem and marketing skills was concerning as so many adult situations require these skills. The original lack was observed in interviews, but could be traced as a need to be focused on throughout the program. The problem identified was two-fold, as skills needed to be taught and but also practiced for mastery and confidence.

This project plans to address the outlined problem by hosting a base Interview Contest at the 2008 California 4-H State Field Day, compile a manual with necessary skills lessons and materials to host other contests and finish with a second Interview Contest at the 2009 State Field Day utilizing the materials in the manual. This project spans over a year and a half, but will be able to evaluate the skill lessons, materials to host other contests and if participants achieved the needed skills. The final outcomes for this project are a useable manual providing lessons and information for the contest participants and planners that will be maintained by the California State 4-H program and a venue where skills can be practiced for mastery.

## **Chapter Two**

### **Review of Literature**

**Introduction:** This project's goal is to implement an Interview Manual and Contest to increase 4-H youth knowledge and skills in interviewing. A secondary goal is to set guidelines and materials for the contest to be duplicated for continual practice of interview skill sets. The skills used in interviewing are also related to basic life skills, professional development skills, social skills and youth confidence. This literary review will cover topics including youth preparedness for the workforce and the various approaches to increase preparedness, including academic, vocation and youth development programs.

### **Youth Preparedness for the Workforce**

#### **Are Youth Prepared?**

There are several questions of whether youth are prepared for the workforce and adult-life after high school. This is a troubling question, but one that has had much attention and research completed to answer it. The report *Are They Really Ready to Work?* (Casner-Lotto & Barrington, 2006) framed the issue with:

At the high school level, well over one-half of new entrants are deficiently prepared in the most important skills – Oral and Written Communications, Professionalism/Work Ethic, and Critical Thinking/Problem Solving. College graduates are better prepared...but too few are excelling. (p. 7)

The skills gap present in our youth is also evident through a 2005 survey that found:

35 to 45% of high school graduates say they are deficient in skills that are expected of them in college and the workforce, such as writing and oral communication. (Peter D. Hart Research Associates, 2005, p. 4)

Research and evaluation of programs for youth development and employment indicate that employers are expecting higher level skills from youth to meet the demands of the knowledge and digital economy. These expectations require changes to be made to programs to prepare youth for the workforce. (Brown & Thakur, 2006) It also suggests evaluating what skills are necessary for preparedness in the workforce and in adult life.

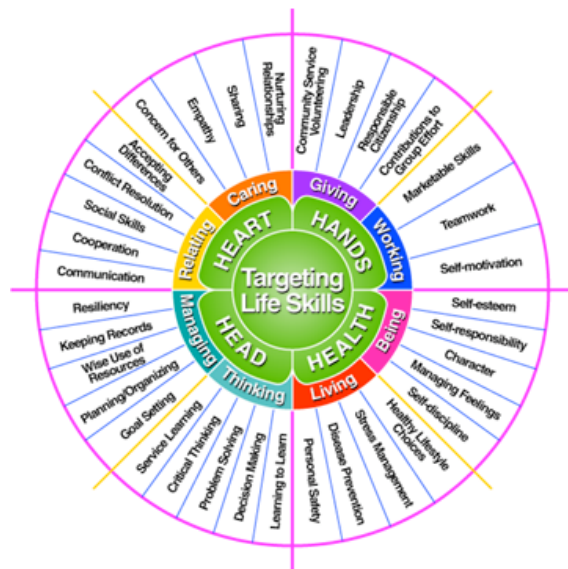
These findings are troubling to those working to prepare youth and for youth themselves. The issues to address this concern are evaluating what skills are needed in in today's changing workforce and how these skills should be obtained.

## **Life Skills**

There are different perspectives of the life skills needed by youth. There are also different terms used to identify the skills needed by youth to be prepared for the workforce and to be society-ready adults. These terms include: life skills, workforce competencies, soft skills, new basic skills, cross-function skills and attributes, applied skills and skills for success. (Cochrane & Ferrari, 2008) These terms represent specific skills that are included under the 4-H Life Skills Wheel and utilized in the Targeting Life Skills Model (Figure 1). Examples of the 36 skills in the model are: Critical

Thinking, Written and Verbal Communication, Organizational Skills, Preparation Skills, Self-Expression and Wise Use of Resources. (Hendricks, 1998) For the purpose of this project and research, the Targeting Life Skills Model will be used, as it is what the California State 4-H program utilizes in designing and evaluating programs for youth.

Figure 1. Targeting Life Skills Model (Hendricks, 1998)



## Approaches to Prepare Youth

### Academic Approach

Studies have assessed ways to increase job market outlook and higher employment with school outcomes for youth. The review of current youth career focused education and training in *Reshaping the American Workforce in a Changing Economy* evaluates ways to increase the current offerings in education and training for youth to be employable in the workforce with some high school or a high school

diploma. Most studies in this area evaluate at-risk youth, youth from minority groups and youth that have not completed high school. The study cites reforming high school curriculum by increasing work-based learning and career-focused education, in addition to academic standards. It also discusses expanding the capabilities of work-based learning, increasing postsecondary apprenticeships and increasing incentives for out-of-school youth to complete apprenticeships. (Holzer & Nightingale, 2007) This review provides ways to increase workforce preparedness of youth in an academic setting, especially for youth typically seen as having challenges in gaining skills to successfully enter the workplace.

Another study, “Workforce Development for Older Youth” in 2006, also focused on the academic setting. This study suggests programs broaden their education by: shifting process-focused evaluations to outcome accountability; expanding holistic approaches to integrate academics, vocational and work-based learning; teaching necessary skills such as interpersonal, thinking, resource and information gathering skills; obtaining and applying better information skill requirements for a variety of occupations and strengthening transitions from high school to postsecondary education for non-traditional students. (Brown & Thakur, 2006)

## **Vocational and Work-Based Approach**

While academic approaches have long been the main focus in skills training, many in academia and research are advocating for an increase in vocational and work-based approaches, as seen in the findings of the two previous studies.

Brown discusses the government's interest in increasing vocational training in "Workforce Development for Older Youth." In Brown's report, Congress evaluated reauthorizing the Workforce Investment Act of 1998. This reauthorized program would target out-of-school and vulnerable youth. These youth would include juvenile offenders, foster youth and youth with disabilities. This program would also include elements of financial literacy and job training, essential for workforce preparedness. (Brown & Thakur, 2006)

## **Psychological Preparedness through Vocational Approach**

Many of the current studies of youth employment preparedness and training are associated with youth that are deemed at-risk. The study, "Employment Training for At-Risk Youth: A Program Evaluation Focusing On Changes in Psychological Well-Being" evaluates programs that are specifically designed to assist at-risk youth to find work. At-risk youth for this study included those that have been affected by homelessness, not completing high school, battling substance addictions or those that



have a criminal record. The study concluded that several of these programs aid in increasing psychological well-being by training and finding work. This psychological well-being is an essential component to all youth in finding and keeping successful employment and healthy lives. The study concluded that programs that have a holistic approach and assist in the rooting of these psychological well-being problems have a higher success rate. (Matsuba, Elder, Petrucci, Marleau, 2008) The holistic approach outlined in vocational training can also be applied to youth development programs as a key aspect for psychological preparedness of youth.

### **Youth Development Program Approach**

Outside of the school-based and vocational perspective of life education, there are youth development programs that appeal to diverse backgrounds and aim to provide participation, positive life skill development and education. Examples of youth development programs include: church groups, sporting teams, Future Farmers of America, Boy and Girl Scouts and 4-H. These organizations can be used as an alternative source of education to support youth preparedness for the workforce and the transition to leading successful adult lives.

## **Youth Development Programs Providing Needed Life Skills**

Research from the 1990's evaluating youth services and support found that the developmental approach to youth learning not only helped youth avoid destructive behavior, but it also developed the academic, workforce preparation skills and personal attributes desired in new employees. This research led the way for comprehensive and long-term youth development initiatives. (Walker, 1997)

## **Work Based Learning in Youth Development Programs**

Work-based learning is identified in Cochrane and Ferrari's "Workforce Preparation" study as a way to integrate work preparedness into youth development organizations. With an adjustment to current methods in these organizations, workforce preparedness can be achieved and still meet the development goals of preparing youth for successful adult lives. This is achievable because many of the skills desired by employers are also aligned with skills and attributes designated as life skills for a healthy future. (Cochrane & Ferrari, 2008)

## **Workforce Preparation through Youth Development Organizations**

Youth development organizations can utilize many different theories of learning to be effective. One such theory described in Cochrane and Ferrari's "Workforce Preparation

in the Context of Youth Development Organizations” is transfer of learning with the actual and experimental learning models. (Cochrane & Ferrari, 2008) This theory of learning is identified in the 4-H Youth program and utilized in this project through the Interview Contest.

### **Youth Development Program Variance**

The 4-H program has embraced the Targeting Life Skills Model and encourages its use throughout projects and programs. The study, “A Comparison of 4-H and Other Youth Development Organizations in the Development of Life Skills,” published in 2006 evaluates the effectiveness of developing life skills in youth development organizations. In the study, 223 responses from Oklahoma State 4-H members from the years 1968 to 1998 were evaluated to see if and what 36 life skills were met through their program experience. 90% of respondents had been enrolled in 4-H for eight or more years and 92.6% had also been enrolled in another youth development program. Respondents in two or more programs were asked to rank the life skills gained in 4-H compared to the other youth development organizations (OYDO). The results of the study were:

The top five life skills most influenced by participation in 4-H were public speaking, community service volunteering, self-discipline, self-responsibility, and teamwork. The five life skills least influenced by 4-H participation were identified by the respondents as stress management, healthy lifestyle choices, conflict resolution, personal safety, and disease prevention. The top five life skills most influenced by participation in OYDO included character, self-discipline,

accepting differences, cooperation, and social skills. The life skills least influenced by OYDO were healthy lifestyle choices, keeping records, disease prevention, public speaking, learning to learn, and decision-making. (Maas, Wilken, Jordan, Culen & Place, 2006, p. 5RIB2)

This study can be used to guide programs to increase life skill lessons by addressing their strengths and weaknesses. This study also shows that different organizations have different strengths, but all attribute to positive youth development and the development of the needed 36 life skills identified in the Life Skills Model. This is a case study for programs in Oklahoma, but can be used as an inference to programs across the country. (Maas et al., 2006) To fully develop 4-H's potential, special consideration should be taken to provide lessons utilizing all components of the model and to work in collaboration with other programs to achieve society-ready adults.

## **Conclusion**

Youth preparedness for the workforce and adult life is essential. Studies revealing non-preparation are troubling, but can be resolved through changing efforts in approaches and remaining focused on the essential life skills.

The skills needed to prepare youth have been identified as life skills. There are multiple models and names for these skills, but most agree on the basic life skills

needed. These skills are also identified as needed in the multiple facets of a person's life including personally and professionally.

These skills can be taught to youth using multiple approaches. This literary review focused on the three main approaches, including academic, vocational and youth development programs. Utilizing a combination of the three approaches has been supported through the research found. Academic programs can reform curriculum to better address life skills in addition to standards, but can also implement holistic approaches to learning and increase capabilities to work based learning and apprenticeships. Vocational training provides specific skills for employment that are aligned with life skills, but can also integrate psychological well-being to all youth, not just those deemed at risk. Youth development programs reach a broad and diverse audience, but are also being reformed to clearly align with the development of specific life skills. By evaluating program strengths and weakness, as done in the Oklahoma State 4-H case study, programs can adjust curriculum and work together with other organizations to reach these needed life skills. Youth preparation for healthy and successful adult lives has always been needed, but our digital age now demands the change for these approaches to collaborate for youth to achieve preparedness.

### **Chapter Three**

The purpose of this project is to increase skills associated with interviewing and build competency in life skills that affect other areas of a youth member. Increased knowledge and information to benefit the youth in these areas can be found in the manual, along with guidelines for organizers to provide all needed information to run the contest. The manual was evaluated to determine its effectiveness and value.

The other half of this project is the actual interview contest. The purpose of the contest is to provide a venue for youth to implement the skills they have learned through the manual, as well as in other projects. This contest is evaluated on its organization and structure, so it can be reproduced at all levels feeding into the state contest.

#### **Methods and Materials**

The project was implemented to determine if an organized source of information would increase preparation and participation in interviewing. The 2008 State Field Day had the first Interview Contest. For this contest, there were four job postings created for the Junior and Intermediate combined division and three job postings for the Senior age division. These were posted a month before the contest. There was no preregistration for the contest. Participants needed to bring a printed cover letter and resume and participate in a 10-minute interview with three judges. There were 25 participants in this contest with an average breakdown of gold, blue and red awards.

After this contest, feedback was gathered from the judges, the State Program Representative and from the interviews. This information was used as the premise for the Interview Contest Manual (Appendix B). Information was compiled to address both member lessons and guidelines for the contest organizer. This manual was compiled with information and supplemental materials from several books, the Cal Poly Career Services Center and several interviewing seminars. Ten main topics for interviewing basics were compiled in lesson plan format handouts for member information and a complete resource guide for contest organizers. 4-H staff, volunteers and parents evaluated this information twice. A resource bank was created with thirty job postings for each of the three age categories. This manual and the selected job postings for 2009 were posted two months before the 2009 Interview Contest.

The 2009 Interview Contest was coordinated with a room of three judges for each age category. The 2009 contest had 52 participants representing all age categories. This was double the amount of participants as the previous year, which was a preliminary evaluation. The judges were trained and utilized the resources provided in the manual to provide consistency and evaluate the effectiveness of the organizer materials. Participants were asked to fill out evaluations on the manual and the contest for the project's final evaluation.

The project included several means of evaluation, both for the contest and the manual. These evaluations were conducted predominantly through surveys. The first contest was followed by the general 4-H State Field Day evaluation. The State Program Representative and judges were asked to provide feedback and suggestions for the following year. This information was used as a foundation for the changes to be made in the next contest. This information and contest interviewing experience set the foundation for the information needing to be covered and included in the manual.

Information for the manual (Appendix B) was gathered from varied sources, compiled and became the California 4-H Interview Contest Manual. This manual had two reviews from selected populations of varied backgrounds to aide in the final version of the manual. With the information from the evaluations, a final draft was submitted to the California State 4-H Office and was published by the Regents of the University of California. This manual can be found on the California 4-H website and is listed as a reference for other older youth programs within 4-H. This manual included a section calling for feedback on the manual. This manual survey was posted two months prior to the contest and four months after the contest. The data collected from this six month period will be used to evaluate the effectiveness of the manual for youth and for organizers.



The final evaluation for this project is the 2009 State Field Day evaluation survey sent to all participants. The results of this survey (Appendix A) will determine if participants needs were met and effectiveness of the contest organizer guidelines. This data will also be used to determine the future direction and changes to the contest.

### **Population**

The population evaluating the manual consisted of seven parents, leaders and professionals. Two of the reviewers work within the 4-H program, one at the state and one on the county level. These reviewers were selected to evaluate because they were familiar with 4-H youth needs, program implementation and contest organizing. Three of the reviewers were both parents and 4-H volunteers that work with youth to prepare for the contest. Two had children compete in the first interview contest. This allowed the volunteers to have a background of preparing for the contest without any set materials, and then evaluate how this manual would answer the questions and provide information to enhance the preparation process. One is also a human resources professional, contributing her professional knowledge and training in this area. These adults were not personally known, but are reputable volunteers in their home counties. Information provided from these leaders was carefully evaluated so all provided input was objective and had no personal bias to it. The last two reviewers were known to the

author, but brought a different background to the table. One was a volunteer for many years and still serves as a judge for 4-H events. This helped her evaluate if all needed information was provided for judges and contest organizers. The last reviewer was a senior in college and currently experiencing career interviewing. He is well versed in interviewing etiquette and has a great background on the 4-H program due to his youth involvement and participating in several of the program's contests.

All reviewers were not randomly selected, but were selected based on their interest into the contest and the unique background that they provided to make sure the manual was useful and effective for all groups involved.

After feedback was collected from these reviewers, changes were made and more evaluation was sought after. The population for the second round of reviewing was 4-H members, leaders, volunteers and parents utilizing the manual. The feedback survey (Appendix A) was provided in the 4-H Interview Manual, for a total of six months.

Feedback on the contest itself was solicited after the contest in 2008 and 2009. The population for this feedback was 4-H youth, parents, leaders and volunteers that attended the respective State Field Days. These surveys are emailed to the contact information on the registration materials and are managed through the California State 4-H office.

## **Instrumentation**

Data were collected by means of a survey for the event. All members registered for the event are sent a link with a post-event survey.

Data were collected for the manual through an open response time from selected evaluators and a survey from a larger population. The selected evaluators were emailed the manual and given a three week period to review and comment on the work. The data collected from the final manual was collected through a University of California survey. The manual included a page asking for feedback by completing the survey (Appendix A) through the provided link.

This survey (Appendix A) consisted of ranking, open and closed questions. The beginning has generic informational questions including the name, county, email address and if they participated in the 2009 Interview Contest. The first two questions were tailored to address the effectiveness and suggestions to increase effectiveness of the manual for preparing 4-H members for an interview. The next two questions evaluated the resources provided for the contest organizing aspect to the manual. The following question asked for other comments about the manual. The last question asked if the evaluator was going to participate in the contest the next year. This question mirrors the beginning information piece to determine if participation would change based on the manual.

## **Data Collection**

In order to obtain significant data for the manual, a page was included asking users to fill out an online survey through the University of California. This provided a reputable and secure data collecting source. Data were collected from this source for six months to analyze for this report. The data collected is specific to address if the 4-H member and contest organizers were better prepared as a result to the manual. It provided general suggestions for future revisions of the manual. The data also indicated if the manual would change participation in the contest for future years. Data were used to evaluate the effectiveness of the current manual and outline changes for future revisions or additions to the manual.

In order to obtain significant data on the contest, a survey was sent to all participants in the State Field Day for that year. This is sent after the event and has the same questions for every contest offered. This data were also collected through the University of California. This data is more general in nature, but shows indications of potential problems that can be addressed for future years and general feelings about the event. Data collected will assist the contest organizer and State 4-H Program Representative in changes to be made to the contest in future years.

## **Data Analysis**

Due to an insignificant number of responses to the data collection for evaluating this project, new guidelines were set in place by the client, the California State 4-H program. The program success features for the client were: if the manual met the contest participant's needs, if the contest was held, the number of participants, and if the contest was an overall success through the guidelines of the manual.

The program representative overseeing older youth programs for the client, the California State 4-H program, evaluated these new criteria in an interview. Other data to support the criteria were obtained through registration facts such as holding the contest and the number of contest participants. The responses to the evaluation interview and fact gathering on the contest specifics were recorded and used as the results for this contest.

## **Chapter Four**

Originally, this project was to be evaluated by the guidelines set forth in Chapter Three. The data were to be collected via an online survey that was first attached to the online publication of the Interview Contest Manual and the second was sent directly to the email address of those that registered for the California State 4-H Interview Contest. Data collection of both surveys was collected through third-party survey websites, the University of California and SurveyMonkey. The data were analyzed through rating of particular aspects of the contest and manual, as well as open ended comments.

Due to an insignificant number of responses to evaluate this project based on the prior guidelines, new guidelines were set in place by the client, the California State 4-H program. This project was subsequently evaluated on the criteria of: if the manual met the contests participant's needs, if the contest was held, the number of participants, and if the contest was an overall success through the guidelines of the manual.

A program representative for the client, the California State 4-H program, evaluated these new criteria. He oversaw the programs that utilize the manual and conducts the contests and was interviewed as the instrument for evaluation. The responses to the evaluation criteria were recorded and used as the results for this contest.

## **Results**

The results for the question of if the manual met the contest's participant's needs, was answered that it assisted participants with their preparation for this contest. This was not only the observation of the program representative, but was also evident in calls and emails based on questions or clarifications on aspects of the manual prior to the contest. Ninety percent of these inquiries were to clarify differences in what was expected in the contest and in future interview scenarios that were discussed in the manual. These elements raised concern as the contest presented some different circumstances, i.e.: attire, background information on company, etc., than typical interview settings. These inquiries lead to the observation that the manual was being used to prepare for the contest and was directly referenced in these inquiries. Also, in comparison to the baseline results of the previous year, the overall number of participants that had followed guidelines for resumes, cover letters and answers to interview questions was significantly higher than the previous year.

The criteria of if the contest was held and the number of participants was evaluated based on facts from the 2008 and 2009 California State 4-H Field Day. The 2009 contest was successfully held on May 30, 2009 and met all aspects of planning the contest including: pre-information, position selection and posting of the manual, contest pre-registration and a smooth contest running from 10 am to 3 pm. Results were tallied

and announced at 4 pm. There was a significant increase (208%) in the amount of participants, even with pre-registration for the event in 2009, unlike the 2008 contest.

Lastly, the contest was deemed a success through average ranking of gold and blue medals awarded and the confirmation of a successfully contest from the program representative. This success was also evident in the contest being added to the future State Field Day contest listing. The data gathered through the survey sent to participants also provided results that the event was a success. Nine out of twelve participants agreed that the 2009 Interview Contest was a success in preparation and execution (5 strongly agree, 4 agree, 2 neutral and 1 disagree). (Expectation met question on the survey.) At the conclusion of the event, there were no problems that surfaced through the preparation or execution of the event, which further identifies that the event was a success.

### **Summary of Results**

Overall, this project produced successful results of the manual meeting the contest's participant's needs and future needs of the client, the California State 4-H Program. The 2009 Interview Contest was successfully held on May 30, 2009 as an activity of the 2009 State Field Day with 52 participants covering all three age categories and utilized 12 judges. The contest was deemed an overall success through the positive



feedback from the client, participants and preparation in accordance to the guidelines of the Interview Contest manual.

## **Discussion**

The project was successful in meeting all of the set criteria by the client after the original data collection were deemed insignificant. The contest was held for two years and saw a 208% increase in the number of participants from 25 in 2008 to 52 in 2009. The manual aspect was also successful in providing the needed information to accurately prepare and present in interview settings and in organizing an interview contest. These results supported the overall goal of the project by providing the necessary information and practice for youth to become well versed and confident in presenting themselves and communicating clearly in interview settings. This also supports the need, outlined in the research for this project, for providing learning opportunities for youth that implement life skills that can easily be transferred into successful work skills.

Although original feedback collected from the surveys were insignificant, it did provide the inference that it was also successful. Concluding the event, 9 of twelve participants agreed that the Interview Contest was a success in preparation and execution. Though this was successful feedback, it is also important to be reminded that

the project is a contest and disagreements on judging are carefully checked, but also not uncommon. A certain amount of negative feedback can come from how a youth placed and how they anticipated to be placed. The manual and contest guidelines address this concern by utilizing a clear rubric provided to youth and judges ahead of time and three judges to provide sound and non-biased evaluation. Judges are also expected and training to offer quality constructive feedback to support the evaluation given and shape future skill growth for all youth participants.

Though this manual and project were deemed successful through the results, it is disappointing that the contest has not been continued at the State 4-H Field Day. This resulted from a lack of a volunteer organizer once time commitments for the author were strained. This discontinuance may also have been an implication of staff changes within the California State 4-H program, as the new representative would not have the invested interest and time to assist in the continuance of the contest in their new position. Though the contest has not continued at the state level, the manual is still referenced and used at multiple levels for older youth and is still an option for the State 4-H Field Day if there is an organizer. There have also been smaller contests continued at the county and regional levels.

## **Chapter Five**

This project was the result of many hours compiling the interview manual, working with the client to successfully organize and launch the contest and the contribution of many people to assist in bringing this type of contest into the California 4-H repertoire. At the end of this multi-year project, many conclusions and recommendations can be passed along for future endeavors of this kind.

### **Conclusions**

The conclusions of this study were:

1. There is an incredible amount of information concerning the life skills used in interview settings. A complete and concise guide of utilizing this information was needed not only for this contest, but also for use in multiple other youth development opportunities and leadership positions.
2. The Interview Contest Manual completed by this project has proved to be a stand-alone information resource for these types of settings, in addition to a guide to prepare participants for an Interview Contest.
3. The State Interview Contest was executed using the guidelines in the manual and has continued to assist contest organizers at multiple levels.

4. The manual and contest addressed an interest and life skill need by youth, evidenced by the doubling of participants in one year and utilization of the manual to prepare for the contest and other interview settings.
5. This project also illustrated the need to have volunteer support by leaders and parents to be able to continue the life skill development opportunities needed by youth.

### **Recommendations**

Based on the project results and conclusions, the following recommendations are made:

1. Excellent time and project management should be employed when completing a project with an extended timeline and extensive amount of information to compile and condense. While great detail and covering the topic thoroughly is important for any information resource, timeliness should also be addressed.
2. In continuing with this project or other projects focused on life skill development, greater emphasis should be placed on data collection and analysis. Better data collection can be used to examine specific skills gained through a particular project and can be used to address specific needs within a program. In retrospect, a focus group could have been used to examine skill levels at various stages throughout the project, such as: before the contest, after preparing with

the manual and after completion of the contest. This would be able to provide more complete and accurate results focused directly on life skill development.

3. When setting up a program or event, a clear exit strategy to transfer knowledge and leadership is needed. In this project, though special consideration and planning was used to provide all the needed information and materials for continuing the contest, there was a lack of volunteer support to follow through with this transfer at the State level. Better planning and exiting could have avoided this and continued this opportunity for California 4-H youth.

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## **Appendices**

### **Appendix A: California State 4-H Interview Contest Survey**



**1. Default Section**

**1. What was your participation status for the 2009 State Field Day?**

- Participant
- 4-H Staff Member
- Volunteer
- Parent

**2. Overall, was the 2009 Interview Contest a success in preparation and execution?**

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

**3. Did the 2009 Interview Contest meet your expectations?**

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

**4. What did you enjoy most about the Interview Contest?**

**5. What would you improve for next year's Interview Contest?**

**6. Will you participate in the 2010 Interview Contest?**

- Yes
- No
- I don't know
- Not eligible

Done

Powered by **SurveyMonkey**  
Create your own [free online survey](#) now!

## **Appendix B: California State 4-H Interview Contest Manual**

# California State 4-H

## Interview Contest Manual

*March 2009*

UNIVERSITY OF CALIFORNIA



CITIZENSHIP

LEADERSHIP

LIFE SKILLS

**4-H**  
**Youth**  
DEVELOPMENT  
**PROGRAM**



**California 4-H Youth Development Program**

University of California

DANR Building, One Shields Avenue

Davis, CA 95616-8575

Phone: 530-754-8518

Fax: 530-754-8541

[fourstateofc@ucdavis.edu](mailto:fourstateofc@ucdavis.edu)

[www.ca4h.org](http://www.ca4h.org)

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## **Introduction and Manual Overview**

Welcome! Thank you for using the California State 4-H Interview Contest Manual. This contest was first started at the 2008 California State 4-H Field Day. At the first contest, we had twenty-five members complete in the contest and received wonderful support for the future of this contest! After this success, this manual and contest became my senior project to help 4-H members prepare to effectively present themselves, gain personal and professional skills and be prepared for any type of interview.

This manual was developed out of the use of books, classes, workshops and personal experience. It is my goal that the tips in this manual will not only help members prepare for the contest, but be lifelong lessons to help in scholarship, college, job, club, organization, leadership positions and career interviews. It is also my goal to help members grow personally and learn to effectively present themselves to others. As a senior at California Polytechnic State University, San Luis Obispo, I have seen many of my friends struggle with interviewing and presenting themselves. It is my hope that this manual will help 4-H members avoid this struggle and succeed at all interviews!

This manual is composed of Part One for members and leaders on tips to interviewing and presenting yourself. The sections are designed to be handouts and can be used as a lesson plan. There is an Appendix for this part with examples to help members write résumés and cover letters and practice questions. Part Two of the manual focuses on the organizing of a contest. This can be on the project, club, county, sectional or state level. It goes through how to organize the contest, orientation of judges and how to evaluate interviewers. It also has an Appendix for references on examples, job descriptions, questions and the evaluation rubric.

This contest is still new and will see improvements in future years. Please use this manual, make comments and suggestions, and help this contest and manual to evolve to help future 4-H members succeed! Thank you.

Kelly M. Bishop  
Contest Founder and Coordinator  
January 1, 2009

## California State 4-H Interview Contest Goals

This contest was begun with several direct and indirect benefits for members and organizers in mind. It is the goal of this contest to consistently meet and practice the skills that bring these benefits.

Benefits for the member...

- Comfortable in Interview Scenarios
- Confidence
- Critical Thinking
- Effective Verbal Communication
- Effective Written Communication
- Evaluating Experiences for Skills and Lessons
- Evaluation Skills
- Impromptu Thinking
- Non-Verbal Communication Practice and Awareness
- Organizational Skills
- Persuasive Presentation
- Preparation Skills
- Relating Experiences to Questions
- Self-Esteem
- Self-Expression
- Sharing Skills
- Skills to Take Beyond the Contest
- Social Skills
- Wise Use of Resources



*Iowa 4-H Targeting Life Skills Model;  
<http://www.extension.iastate.edu/4H/lifeskills/>*

Benefits for the Organizer...

- Framework for a Consistent Contest
- Easy Reference Materials
- Needed Materials for the Contest
- Applicability to any Level

# Part One: *Tips for the Member*

Demeanor and Dress

Résumés

Cover Letters

Preparing for the Interview

Questions

Personal Touch

Ten Ways to Win An Interview

It's Interview Time

Interview Post-Evaluation

Thank You Notes

Employment Applications



# Demeanor and Dress *Tips!*

---

*You have a minute to make a Great First Impression!*

Be sure your hair is out of your face.

Avoid flashy and distracting earrings, piercing and hair accessories.

Avoid wearing too much makeup.

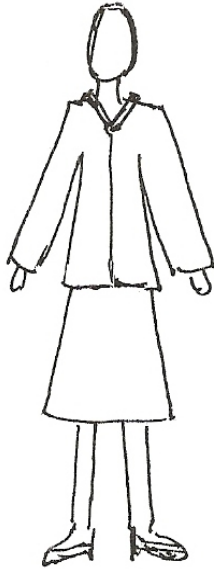
Watch your blouse cut.

No mid-drift showing.

If wearing a skirt, watch the length. It should be at your knee.

Nylons always look professional.

Heels should be close toed and not too high.



Hair brushed.

Teeth brushed.

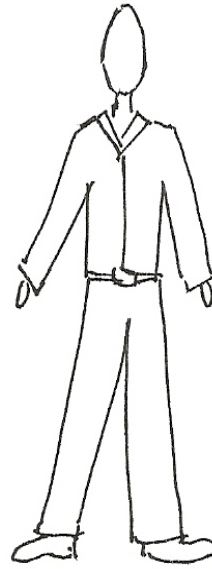
Smile!

Avoid wearing too much perfume or cologne. Usually go without.

Choose classic and rich colors, if wearing a suit. Make sure colors aren't flashy or distracting.

Clean and pressed outfit.

Polish shoes to avoid scuffs.



Clean shaven face.

Tuck in shirt.

Always wear a belt. Make sure it matches the color of your shoes.

Make sure socks match shoe color and match each other.

## Demeanor

- Grooming- Make sure your hair is brushed and teeth clean. Be sure to go over your body head-to-toe to make sure you look your best!
- Smile! Before you walk in to the interview, while in, and as you are thanking the interviewers. It helps you feel confident too!
- Handshake- Practice your handshake! Not too firm, but let people know you are there. Always look people in the eyes when you shake their hand for maximum effect and respect.
- Sitting- Ladies, sit with your legs together and cross at your ankles, not your knees. This will keep your legs together and not reveal anything. Gentlemen, sit with your legs together and up straight.

## Dress

- Importance is on professional and conservative. Avoid "trendy" outfits.
- Always over-dress to be sure not to appear under-dressed.
- Avoid flashy accessories- earrings, piercing, jewelry, hair, make-up, etc.
- Watch low cut blouses, see through blouses, skirts that are too short, mismatching prints or stained clothes. Colors are good, but avoid flashy or distracting colors.
- The devil is in the details! Set out what you are going to wear the night before to make sure it is pressed, clean and looks great!

# Résumé *Tips!*

*A Résumé is a Representation of Yourself!*

This is a template for a résumé. Please see examples in Appendix One.

1 inch margins on all edges

Appropriate Font and Size.  
Fonts: Times New Roman, Garamond, Arial.  
Sizes: Name 14 or 16; Headings 12 Bold; Text 12 or 10

Your name should be the largest on the page.

## JOHN DOE

1234 Lakeview Place - Heartland, California 95678 - 315-267-9876 - John.Doe@gmail.com

**OBJECTIVE:** One sentence stating the reason of the résumé.

Ex: To obtain the part time position of floral clerk at Flowers and More Floral Shop.

While in school education comes first. After your first full time position, experience comes over education.

### EDUCATION

Heartland High School

GPA: 3.5

September 2005 - June 2009

Lakeview Elementary School

September 1996 - June 2005

### WORK EXPERIENCE OR ACTIVITIES

#### Heartland 4-H Club

September 2000 – Present

Active in sheep, cooking, leadership and citizenship projects. Attended 4-H California Focus. Gained skills in presentations, communication, responsibility, and teaching others.

Include dates and order beginning with the most recent.

#### Pop Warner Football

June 2000 – November 2005

Gained skills in teamwork, responsibility and dependability in a team sport. Learned importance of practice and mentally preparing for every game. Voted "Most Dependable Player" in 2004.

### LEADERSHIP

#### Heartland 4-H Club

Vice President

2007-08

Reporter

2006-07

Sergeant-At-Arms

2004-2005

Sheep Project Teen Leader

2004-2005

Cooking Project Junior Leader

2003-2004

Experiences, Activities, Leadership, and Community Service are all a very important part of you. List skills learned in activities or work experience. Every leadership role or participation is important!

#### Heartland High School- Associated Student Body

Class of 2009 Treasurer

### COMMUNITY SERVICE

Toys For Tots- Donated, Collected and Sorted Toys in 2005- present

Heartland 4-H Canned Food Drive- Donated canned food to Food Bank in 2000-2009

### SKILLS

- Proficient in Microsoft Office Programs: Word, Excel and PowerPoint

### REFERENCES

*Available upon request.*

Unless asked for, references can be left off or available upon request.

## Cover Letter *Tips!*

---

*A Cover Letter is a How You Bring Your Résumé to Life!*

This is a template for a cover letter. Please see examples in Appendix One.

Feel free to design your own letterhead or use a regular letter format!

Company Name and Address  
1234 4-H Way  
Davis, CA 95056

February 23, 2009

Dear (Find the name of the person receiving the résumé or if name is unavailable, To Whom It May Concern),

### Introduction Paragraph

Introduce yourself and the position you are applying for.

### Body Paragraph

Share an experience that taught or exemplified a skill you have that is needed in the position from the position description. This may be what drew you to the position or a connection you had with the position. Think and share what makes you the perfect fit for this position.

### Closing Paragraph

Looking forward to meeting the person interviewing and excited to interview for the position.

Sincerely,

*Personally Sign your Name*

Type Name Under Signature

# Interview Preparation *Tips!*

---

*Preparation Will Help You Practice, and Practice Helps Make Perfect!*

**1. Review the position description, company or organization.**

Be sure to understand the position, the company offering it and where you might fit in the industry. This knowledge will help you prepare for the interview and show your interviewers that you are prepared and excited for the position. Information can be found on the internet, the newspaper and talking to employees.

**2. Match skills listed in the description to experiences or skills that you have.**

Understand these matches and practice how to communicate them to your interviewers. This can be through questions that they might ask or incorporating them to other topics. You can also think of questions that you might ask them that showcase your skills.

**3. Practice questions that interviewers are likely to ask.**

Find questions in the Appendix and practice questions. You don't want to sound "canned" or have responses that are memorized, but it does help you organize answers and showcase your skills that make you a perfect fit for the position.

**4. Select three things that you want the interviewers to know about you.**

These three things can include skills, values, or experiences that you want the interviewers to remember about you. These should exemplify your abilities and show that you are a perfect fit for the position. This is your chance to make your mark and show your personality!

**5. In answers, use examples to show you can do a particular thing, instead of just telling them that you can do it.**

Everyone can tell someone that they can do something, but it is different when you can show someone. If you can share an experience, it allows the interviewers to see your personality and brings the experience to life.

# Interview Question *Típs!*

---

*Don't Just Answer Questions, Wow Your Interviewer with Your Answers!*

Interview Questions can be about you, your skills, your experiences or the position, company or organization. To be prepared for your interview, be prepared for all types of questions!

**Examples are:**

## You Questions

- Tell me about yourself.
- Who are your role models? Why?
- What do you consider to be your greatest strengths? Greatest weaknesses?
- Where do you see yourself in 1, 3, or 5 years?

## Skill Questions

- How do you rate your written communication skills?
- What is your typical role in a group?
- How do you teach others something new?
- What skill do you want to improve? How do you plan to do this?

## Experience Questions

- Tell us about a time when you worked well on a team.
- Describe a time when you wished you had done more planning.
- Have you ever had to take charge of a project to get it done on time?

## Position/Company/Organization Questions

- What aspect of this position interests you most?
- What contributions can you make to our company?
- Why should we hire you?

Answers should be:

- ✓ Direct and Concise
- ✓ Answer the question that is asked
- ✓ Use examples to show experiences in answers
- ✓ Express your personality in answers
- ✓ Organized and complete answers

# Adding Your Personal Touch to An Interview *Tips!*

---

*Make Your Mark to Help Stand Out!*

## 5 Simple Ways To Make Your Mark!

1

**Personally sign your cover letter.**

Sign with Blue or Black ink. This will show your interviewers that you value details and a personal touch in your work.

2

**Don't just use a template letter or résumé.**

Add headings when you have a lot of experience in an area, such as Community Service. Remember to add personality to your cover letter to bring it and your résumé to life!

3

**Shake your interviewers hand before and after the interview.**

It's polite to greet with a handshake and wait to be asked to be seated. Finishing with a hand shake says thank you and that you appreciate their time. Remember- no handshake is complete without a smile!

4

**Include relevant personal experiences that show your experience and personality.**

Bring your answers to life with real examples! Don't forget that personality is shown through your words, your eyes, your hand gestures and your smile! It will also make you less nervous if you can be confident and be yourself.

5

**A hand written thank you note is always appreciated.**

Saying thank you or writing an email might do, but nothing is better than taking the time to show how much you mean thank you. A simple note and a few lines is all you need to show this gratitude and make someone's day.

# 10 Ways to Win an Interview

*Compiled From The Everything Job Interview Book, By Bob Adams, 2001*

## 1. Be Prepared

Be prepared by thinking out the interview before it happens. Know where it will be held, arrive 15 minutes early, and bring an extra copy of your cover letter and résumé just in case!

## 2. Dress Appropriately

Dress conservatively and it's always good to over-dress instead of under-dress. Dress also includes not having too much jewelry or makeup! Remember details make the difference.

## 3. Be Confident

Smile and believe in yourself. If you believe in yourself, your interviewers are more than likely to believe in you. Be careful to not sound cocky or conceited, but take pride in your skills and experiences that make you the perfect choice.

## 4. Make Eye-Contact

This can be difficult when you are nervous, but this is one of the best ways to show confidence. Make eye-contact with the person asking the question and then slowly roam making contact with each person, so you don't seem shifty or nervous.

## 5. Show Your Enthusiasm

Be excited to be at the interview! Show that you are eager and willing to learn, and excited about what the interviewer is discussing with you. This is done both with your words and body language!

## 6. Know the Position

Understand what you will be doing and form any questions you have about those tasks. Find matches between what you want to do and what the position offers.

## 7. Know the Industry

Understand where the company or organization fits in the industry and what their mission or goals are. This will help you see the big picture and where you might fit in that company or organization.

## 8. Know the Company

You might get the question, "Tell me what you know about this company." or you may have to insert information about the company in your answers. Either way, it shows dedication and that you did your homework when you know about the company!

## 9. Practice

Practice makes perfect! Don't memorize answers, but think about possible questions and how you might respond. Watch your non-verbal communication such as eye and facial expressions in the mirror or with a friend! You'll be confident and prepared if you practice.

## 10. Follow Up

Whether it's a thank you note, a call, or a quick email, thank the interviewer for their time soon after the interview, usually done within two days. This will keep your name at the top of their mind and shows that you appreciated their time.

## It's Interview Time *Típs!*

---

*Are You Ready?*

Interview Time Checklist:

- ☐ Do you know where and when your interview will be?
- ☐ Is your résumé edited by two other people?
- ☐ Is your cover letter edited by two other people?
- ☐ Is your résumé and cover letter printed on résumé or nice paper?
- ☐ Do you have an extra copy of your résumé and cover letter printed and ready to go just in case?
- ☐ Did you personally sign your cover letter?
- ☐ Did you practice likely questions?
- ☐ Do you know the position description?
- ☐ Do you feel prepared?
- ☐ Is your interviewing outfit clean and pressed?
- ☐ Are your earrings, make-up and hair not flashy or distracting?
- ☐ Are you conservative and classic?
- ☐ Smile ready?
- ☐ Excited?
- ☐ Confident?

**If all of these are checked- *You are Prepared and Ready***

***For Your Interview!***



## Post-Evaluation *Τίπς!*

---

*Let This Experience Help You In the Future!*

Name: \_\_\_\_\_

Interview Date: \_\_\_\_\_

What went well in the interview?

---

---

---

---

What could be improved?

---

---

---

---

What questions were asked?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Was I prepared for the interview?

Yes

No

What else can I do to prepare? \_\_\_\_\_  
\_\_\_\_\_

Did I practice for the interview?

Yes

No

What else can I do to practice? \_\_\_\_\_  
\_\_\_\_\_

Did I review the judge's comments?

Yes

No

What could I improve next time from these comments? \_\_\_\_\_  
\_\_\_\_\_

## Additional *Tips!*

---

*Excel in your next real interview with these additional tips!*

### **Thank You's**

Thank you notes have been mentioned several times throughout this manual and there are some tips for sending them after your next real interview.

You can choose to email or write a handwritten thank you. Here are some general guidelines to follow for either option.

- All types of thank you's should be sent within two days of the interview.
- Make sure the style of the thank you matches the organizational culture of the company you interviewed with.
- For all types of thank you's, be sure to use correct grammar, spelling and punctuation.
- Thank you's should include thanking them for their time and the opportunity to interview with them. You may want to include something special that you remembered about interview panel, company or the interview. Be genuine!
- A hand written note is appreciated, especially in a business or organization that would focus on providing a personal touch to others.
- Choose professional and classic note cards and write the note in ink.
- Send an email thank you for a company that is more technology focused or has a fast turn around time for decisions.
- Another thank you method includes a phone call, which would follow the same guidelines as what to write on a thank you.

Here are some appreciation words to consider using in your next thank you note.

- |              |               |
|--------------|---------------|
| • Beneficial | • Outstanding |
| • Character  | • Pleasant    |
| • Excellence | • Rewarding   |
| • Fine       | • Special     |
| • Great      | • Superb      |
| • Importance | • Treasure    |
| • Impressive | • Value       |
| • Kind       | • Worthwhile  |

## Additional Tips!

*Excel in your next real interview with these additional tips!*

### Employment or Job Applications

Every job application may be different, but there are some important tips to remember to have for any application.

**Work History**

Month/Year Began	Month/Year Left	Beginning Wage	Ending Wage
Employer	Job Title	Supervisor's Name	
Address, City, State, Zip		Telephone	
Reason For Leaving			
Responsibilities			

**Education/Training**

Type of Institution	Name and Location of School	Subjects	Dates of Attendance	Graduated? (Yes/No)
High School				
Vocational Schools, Junior College				
College/ University				
Other Training				

Academic Achievements

Approximate overall high school G.P.A.

**Please Read Carefully and Sign**

I understand that this application for employment will be given every consideration, but its receipt does not constitute a contract of employment, nor does it imply that I will be hired.

I certify that all answers given on this employment application are true and complete to the best of my knowledge and that any misrepresentation or omission is sufficient cause for immediate termination of employment by the employer without incurring any liability or obligation.

I hereby acknowledge that I have read and understand this agreement.

Signature of the Applicant \_\_\_\_\_ Date Signed \_\_\_\_\_

- Be sure to write in blue or black ink and print legibly or type the application.

- Be sure that the application is complete with no blanks. If it does not apply to you, put N/A or Not Applicable.

- Personal Information includes your address, phone number and your social security number.

- Educational Information includes your schools, their addresses, courses completed, GPA and degrees conferred.

- Work Experience includes the name of the company and address, supervisor name and contact information, job duties, dates of employment, reason for leaving and salary or hourly

wage.

- References should be people to confirm your information or character. These usually cannot be relatives or siblings. Include

the reference name, position title, company, address and contact information.

- Some may ask for availability on the days of the week and times.
- Electronic applications may ask you to upload a cover letter and resume. Be sure to have them ready and in a PDF format if it has a lot of formatting such as columns or bullet points.

## Part Two:

# *For The Contest Organizer*

Contest Format and Set-Up

Contest Timeline and Checklist

Rubric Explanation

Recruiting Judges

Judges Orientation

Job Description

Questions

Judging Cover Letters

Judging Résumés

## Contest Format and Set Up

---

The contest can be as large or small as needed. Each applicant turns in a cover letter, résumé and goes through a 5-10 minute interview. This contest is currently called the Interview Contest, but is based on job positions. This manual provides all the necessary information for the contest organizer and Part One includes information for Project Leaders and Members.

### **The Contest Format is:**

- Organizing Party provides two to three job positions for each age category. These should be posted at least one month prior to the contest.
- Questions for each age category and position should be compiled prior to the contest. These do not need to be posted, but should consist of questions based on the position, skills and about the member. Sample questions are provided in Appendix Two.
- For the contest, there should be two to three judges for each age category.
- There should be one room for each age category being judged, unless all categories are judged together, such as in small contests.
- Provide a holding room for contestants and a room host to help coordinate moving members to rooms for the interview.
- Judges will evaluate the interview based on the 4-H Interview Contest evaluation rubric, provided in this manual.
- Judges also judge the cover letter and résumé based on guidelines in this manual. Constructive criticism and comments are highly encouraged.
- Résumés and cover letters are returned to members so they can improve based on the comments and constructive criticism that is provided.
- Awards are presented according to Club, County, Sectional or State guidelines.

The set up can be changed by the size of the contest, but the basic format for the 4-H Interview Contest will remain the same.

### ***Contest Set Ups might be:***

#### **Small Contests (<10)**

Two to Three judges for all age categories. (Junior and Intermediate can be combined based on number of people.) Judges also judge the cover letter and résumé based on guidelines in this manual.

#### **Medium Contests (10-30)**

Two to Three judges for each age category, Junior, Intermediate, and Senior. Judges also judge the cover letter and résumé based on guidelines in this manual.

#### **Large Contests (>30)**

Two to Three judges for each age category (Junior, Intermediate, and Senior) with a separate judge for all résumés, and another judge for all cover letters.

## Contest Timeline and Checklist

---

### Ideal County Contest Timeline\*

*\* This timeline is for a County Contest but can be easily adapted to all desired levels. Dates are guidelines, but for a smoothly run contest, information should be provided as early as possible so any questions or concerns can be addressed prior to the contest.*

Two Months Before.....	Post two to three job descriptions for each age category being judged.
Two Months Before.....	Post the Contest Rubric and help sheets for résumés, cover letters and interviews. This information can be found in Part One of this manual and examples are provided in the Appendix.
At least One Month Before.....	Gather judges for the contest. Two to Three judges per category. Organizers are encouraged to gather a variety of judges. Please see Recruiting Judges in this manual.
Normal Registration.....	The contest can be provided as a pre-registration contest to know numbers of participating members and be accurate in gathering judges.
Optional.....	Have résumés and cover letters sent in prior to contest to judge before the contest day.
Two Weeks Before.....	Go through the contest checklist to verify that all items are covered.
Morning of Contest.....	Orientate all judges on rubric and guidelines. Make sure they understand the contest, moving up past this level and providing constructive criticism.

### Contest Checklist:

- ☐ Do you have the rooms needed for all categories?
- ☐ Do you have the judges you need?
- ☐ If collecting résumés and cover letters prior to the contest, are they organized in age categories for judge accessibility?
- ☐ Do you have questions for each age group and position compiled and printed for each judge?
- ☐ Do you have guidelines on judging cover letters and résumés printed for judges?
- ☐ Do you have the 4-H Interview Contest rubric printed for judges and enough for all possible contestants?
- ☐ Do you have an orientated room host to help coordinate the contestants?
- ☐ Do you have pencils provided for judges?
- ☐ Have you orientated judges on the rubric and guidelines for cover letters and résumés?
- ☐ Are judges informed of the encouragement to wear professional dress, but that it is not required and that members cannot be discounted for not wearing it?
- ☐ Have you provided guidelines on providing constructive criticism to positively help members grow and learn?
- ☐ Do you have the awards needed for this contest?

## 4-H Interview Evaluation

Date: \_\_\_\_\_

Member Name: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_

County: \_\_\_\_\_ Position: \_\_\_\_\_

	Level 1 (1 point)	Level 2 (2 points)	Level 3 (3 points)	Level 4 (4 points)	Points
<b>Interview Answers</b>	More practice needed to answer questions.	Questions answered or handled well when unable to provide answers.	Skillful answers to questions and related them well to the position.	Answers are used to exemplify skills beyond the questions, résumé and cover letter.	
<b>Position Knowledge and Coverage</b>	Not enough information is presented to judge speaker's knowledge.	Adequate knowledge of position is demonstrated.	In-depth knowledge of position is demonstrated.	Full position knowledge (more than required).	
<b>Organization</b>	Answers to questions are unorganized.	Answers to questions follow a logical progression.	Answers to questions show skill and creativity in organization.	Answers to questions show a strong structure and structure enhances effect of answer.	
<b>Voice</b>	Volume, pronunciation or vocal variation needs improvement.	Voice and language are adequate for the interview.	Voice and language are skillful and effective.	Volume, tone, timing, inflection, and language are used to enhance the interview.	
<b>Manner and Appearance</b>	Appearance, body language or gestures need improvement.	Appearance and mannerisms are appropriate.	Appearance and mannerisms are presented with business like conduct and style.	Appearance and mannerisms are presented with a professional demeanor and personal style.	
<b>Cover letter</b>	Cover letter is missing or unclear.	Cover letter is clear and organized.	Cover letter is well organized and effective. Tailored to position.	Cover letter is creative, organized and contributes to a professional presentation.	
<b>Résumé</b>	Résumé is missing or unclear.	Résumé is clear and organized.	Résumé is well organized and effective. Tailored to position.	Résumé is creative, organized and contributes to a professional presentation.	
Total Points _____					

Point Breakdown:    Gold: 24-28        Blue: 18-23        Red: 11-17        White: <11

Judge's Name: \_\_\_\_\_ County: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Comments:

## Rubric Explanation

Please be familiar with this rubric prior to the contest. Contest Goals are provided in the beginning of this manual. Ask any questions to the organizing party or to the California State 4-H Office.

### 4-H Interview Evaluation

Date: \_\_\_\_\_

Member Name: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_

County: \_\_\_\_\_ Position: \_\_\_\_\_

Complete the upper part of the rubric at the beginning of the interview. Be sure to ask age and grade.

	Level 1 (1 point)	Level 2 (2 points)	Level 3 (3 points)	Level 4 (4 points)	Points
Interview Answers	More practice needed to answer questions.	Questions answered or handled well when unable to provide answers.	Skillful answers to questions and related them well to the position.	Answers are used to exemplify skills beyond the questions, resume and cover letter.	
Position Knowledge and Coverage	Not enough information is presented to judge speaker's knowledge.	Adequate knowledge of position is demonstrated.	In-depth knowledge of position is demonstrated.	Full position knowledge (more than required).	
Organization	Answers to questions are unorganized.	Answers to questions follow a logical progression.	Answers to questions show skill and creativity in organization.	Answers to questions show a strong structure and structure enhances effect of answer.	
Voice	Volume, pronunciation or vocal variation needs improvement.	Voice and language are adequate for the interview.	Voice and language are skillful and effective.	Volume, tone, timing, inflection, and language are used to enhance the interview.	
Manner and Appearance	Appearance, body language or gestures need improvement.	Appearance and mannerisms are appropriate.	Appearance and mannerisms are presented with business like conduct and style.	Appearance and mannerisms are presented with a professional demeanor and personal style.	
Resume	Resume is missing or unclear.	Resume is clear and organized.	Resume is well organized and effective. Tailored to position.	Resume is creative, organized and contributes to a professional presentation.	
Cover letter	Cover letter is missing or unclear.	Cover letter is clear and organized.	Cover letter is well organized and effective. Tailored to position.	Cover letter is creative, organized and contributes to a professional presentation.	
Total Points _____					

Use the rubric descriptions to select points for each category. These descriptions are to assist you in identifying the appropriate level and corresponding points. Half points may be given if they border between two levels.

Judge's Name: \_\_\_\_\_ County: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Comments: \_\_\_\_\_

Judges should complete the lower part of the rubric at completion of judging the interview, résumé and cover letter.

Comments should be constructive. These materials will be returned to the members to help them continue to learn and grow through this contest.

***Professional attire or 4-H uniform are not required, but are encouraged.***

***Please remember that the actual dress and member needs only to be clean and neat in appearance.***

***Résumés and cover letters are encouraged to be typed and presented on appropriate paper, but may not be discounted if they are not.***



## Recruiting Judges

---

*Organizing Parties are encouraged to recruit a variety of judges for a diverse background of experiences and help!*

### Examples of Judges Can Be:

- Volunteer Leaders
- Local Community Leaders
- City Council Members
- 4-H Council Members
- 4-H Alumni
- Teachers
- Human Resources Professionals
- Representatives from Local Organizations
- Representatives from Local Companies
- Representatives from Local Fair Sponsors
- College Professors

### Guidelines for Recruiting Judges

- ✓ Ask well in advance of contest
- ✓ Bring in people with diverse backgrounds to get maximum help and different perspectives. *Example: a Business member, a teacher and a 4-H leader*
- ✓ Orientate judges with 4-H background, goals and the 4-H life skills wheel
- ✓ Properly orientate all judges on the rubric and cover letter and résumé guidelines
- ✓ Orientate judges on contest structure to advancement to higher levels and awards
- ✓ Answer any questions and check in on judges

### Judges are encouraged to:

- Wear Business Casual dress and be neat and appropriate
- Provide constructive criticism and comment on the interview, résumé and cover letter.
- View this judging opportunity as a connection with a younger generation and help them grow personally and professionally.

## Judge's Orientation

---

*Please use in conjunction with the Rubric Explanation, Judging Cover Letters and Judging Résumés sections of this manual.*

### ☐ Interviews

The member will have a 5-10 minute interview applying for a position in their age category. The rubric evaluates this in the following sections:

- ✓ **Interview Answers-** based on the answers they provide to questions in the interview. These answers should be used to exemplify their skills.
- ✓ **Position Knowledge and Coverage-** Based on answers to questions about the position or information the member includes in other questions.
- ✓ **Organization-** Answers should be clearly organized to present clear and concise answers. This should also enhance the effect of an answer.
- ✓ **Voice-** Answers should have good volume and use voice techniques to enhance answers such as timing, appropriate tone, voice inflection and appropriate language.
- ✓ **Manner and Appearance-** Youth should present themselves in dress and in mannerisms with a professional demeanor and personal style. Please note that members are encouraged to wear professional dress or the 4-H uniform, but are not required to do so.

### ☐ Cover Letters

Each member will submit a cover letter with their résumé in the interview.

The rubric evaluates this in:

- ✓ **Cover Letter-** The cover letter should bring the résumé to life. It should follow a concise manner, but be professional and friendly. The cover letter should be free of grammar and spelling errors. It should also be creative, organized and contributes to a professional presentation.

*Please note that members are encouraged to have resumes and cover letters typed on appropriate paper.*

### ☐ Résumés

Each member will submit a résumé with their cover letter in the interview.

The rubric evaluates this in:


- ✓ **Résumé-** The résumé is the members chance to shine and indicate all of their accomplishments and activities. It should be free of grammar and spelling errors. The résumé should also be creative, organized and contribute to a professional presentation.

*Please note that members are encouraged to have resumes and cover letters typed on appropriate paper.*

## Job Description

You will find sample Job Descriptions in Appendix Two. There are positions for Juniors, Intermediates and Seniors. You can also design some of your own! All were designed with the same easy to follow format. An explanation of this format is below.

**California State 4-H  
Interview Contest**  
<http://www.ca4h.org/projresource/fieldday/>



**Flowers and More Floral Shop**  
**Position: Floral Clerk**

**Position Overview**

Flowers and More Floral Shop is seeking a part-time employee to join their team! Position will assist in answering calls, taking floral orders, helping customers that come into the store, clean and organize floral design space, care and handle fresh cut flowers and assist the floral designer. Flowers can be for any occasion; hence applicant must be caring and friendly. This is a perfect position for a youth with availability after-school and has a joy in working with and learning about flowers and plants!

**Essential Job Functions**

- Answering phone calls
- Taking floral orders
- Assisting customers in the store
- Cleaning and Organizing the store and design table
- Caring for fresh cut flowers
- Assist the floral designer in special projects

**Other Necessary Skills**

- Contributions to a Group Effort
- Learning to Learn
- Social Skills
- Caring and Empathy
- Self-Responsibility

**Eligibility:** 4-H Intermediate or Senior category  
**Bring:** Cover letter and Résumé for this position

NOTE: This job description is not intended to be all-inclusive. Employee may perform other related duties as negotiated to meet the ongoing needs of the organization.

### Company Name and

**Position Title** These are fictitious, but represent a position that a youth could apply for.

### Position Overview

This overview describes the daily tasks of the position. This can be a source of questions based on duties and experience with these tasks.

### Essential Job Functions

This is the bulleted list where specific tasks and skills are listed for this position. This is another source for position questions based on experience and skills needed for this position. This is where members should be identifying similarities to what they like and can do that are needed in the position.

### Other Necessary Skills

This bulleted list of skills is more general than job specific and should correspond to the life skills wheel, citizenship and leadership taught in 4-H. This is an area where most members should have experience examples to share with you.

The Job Descriptions are used for:

- Questions Specific to the Position
- Experiences Relevant to the Position, 4-H and Other Organizations
- Knowledge of Position and Preparation
- Realization of 4-H Life Skills and Their Importance
- A Connection For Youth to This Contest and Real Positions

## Job Description Example

### California State 4-H Interview Contest

<http://www.ca4h.org/projresource/fieldday/>



### Flowers and More Floral Shop

**Position: Floral Clerk**

#### Position Overview

Flowers and More Floral Shop is seeking a part-time employee to join their team! Position will assist in answering calls, taking floral orders, helping customers that come into the store, clean and organize floral design space, care and handle fresh cut flowers and assist the floral designer. Flowers can be for any occasion; hence applicant must be caring and friendly. This is a perfect position for a youth with availability after-school and has a joy in working with and learning about flowers and plants!

#### Essential Job Functions

- Answering phone calls
- Taking floral orders
- Assisting customers in the store
- Cleaning and Organizing the store and design table
- Caring for fresh cut flowers
- Assist the floral designer in special projects

#### Other Necessary Skills

- Contributions to a Group Effort
- Willingness to Learn
- Social Skills
- Caring and Empathy
- Self-Responsibility

**Eligibility:** 4-H Intermediate or Senior category

**Bring:** Cover letter and Résumé for this position

NOTE: This job description is not intended to be all-inclusive. Employee may perform other related duties as negotiated to meet the ongoing needs of the organization.

## Job Description Template

### California State 4-H Interview Contest

<http://www.ca4h.org/projresource/fieldday/>



**Company Name**

**Position Title**

### Position Overview

### Essential Job Functions

- 
- 
- 
- 
- 

### Other Necessary Skills

- 
- 
- 
- 
- 

**Eligibility:** 4-H \_\_\_\_\_ category

**Bring:** Cover letter and Résumé for this position

NOTE: This job description is not intended to be all-inclusive. Employee may perform other related duties as negotiated to meet the ongoing needs of the organization.

## Interview Questions

---

Interview Questions can be about the member, the member's skills and experiences and about the position. Some youth will answer questions really quickly, while others will elaborate on experiences and will have answers that take more time.

Have about 10 questions ready, but 6 important questions that you would like answers to, if time gets short. You can also have the number of questions based on age categories. (Ex: Juniors: 6 questions, Intermediates: 8 questions and Seniors: 10 questions)

**The Appendix has many questions for you to choose from in these categories or you can design your own!**

Questions that address the member should:

- Be about them, their goals and activities
- These will help calm nerves because it is talking about them, not their position knowledge
- Provide an insight to their personality, character, and values

*Examples are: "Tell us about yourself and your activities." or "Who are your role models and why?"*

Questions that address the position should:

- Address skills or duties required in the job description
- Be relevant to the age of the member
- Test preparation and knowledge of the position

*Examples are: "What interests you most about the position?" or "If the children you were baby sitting finished their homework early, what would you do?"*

Questions that address experiences and skills should:

- Address skills in the job description under job functions or necessary skills
- Be relevant to the position, but also relevant to the life skills learned through 4-H and other activities
- These allow youth to bring their résumé to life by sharing an experience or lesson learned

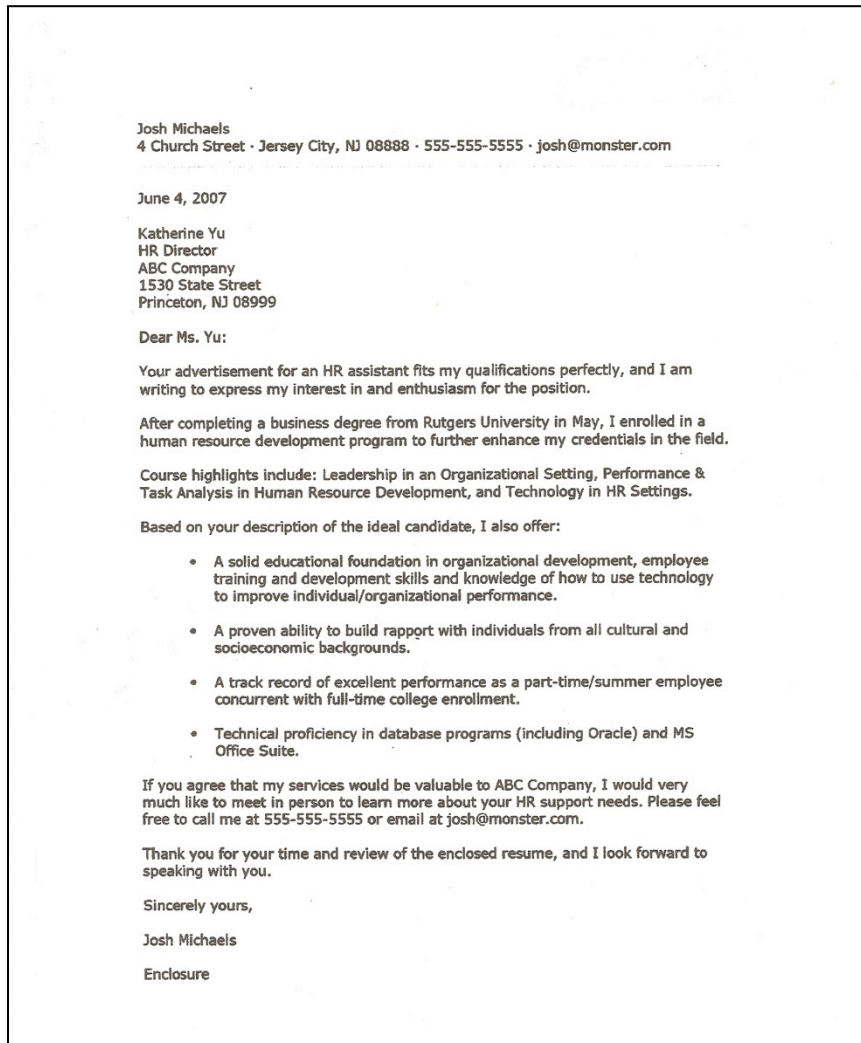
*Examples are: "Describe your animal experience." Or "Tell us about a time when you had to learn something new to accomplish a task."*

**Don't feel rigid to the question agenda! Feel free to ask more questions and really get to know the member. This shows that you are engaged and helps them share more of their experiences with you!**

## Judging Cover Letters

---

*Below is a smaller version of a sample cover letter. The comments on the right side are the tips given to members in Part One.*



Sample Cover Letter from Sue Brock, Cal Poly Professor in Communication Studies  
Selling Yourself... Surefire Résumés and Cover Letters Workshop, November 2008

- Personalized letterhead or business letter templates are both acceptable.
- Find the name of the person receiving the résumé, and address it to them.
- In the Introduction, introduce yourself and the position you are applying for.
- In the body, share an experience that taught or exemplified a skill you have that is needed in the position from the position description. Think and share what makes you the perfect fit for this position.
- In the closing, indicate that you are looking forward to meeting the person interviewing and excited to interview for the position.
- Always personally sign your name with blue or black ink and type your name underneath your signature.

Check to make sure these tips are followed, but that overall it is:

- Creative
- Organized
- Contributes to a Professional Presentation

Comments and constructive criticism is greatly appreciated! The cover letter is meant to be sent with the résumé to bring it to life. It should be professional, but friendly, concise and focus on the employer's needs. Check to make sure they proofread for grammar and spelling.

## Judging Résumés

---

*Below is a smaller version of a sample Senior Résumé. The comments on the right side are the tips given to members in Part One.*

**JOHN DOE**  
1234 Lakeview Place - Heartland, California 95678 - 315-267-9876 - John.Doe@gmail.com

**OBJECTIVE:** One sentence stating the reason of the résumé.  
Ex: To obtain the part time position of floral clerk at Flowers and More Floral Shop.

**EDUCATION**  
Heartland High School                      GPA: 3.5                      September 2005 - June 2009  
Lakeview Elementary School                      September 1996 - June 2005

**WORK EXPERIENCE OR ACTIVITIES**  
**Heartland 4-H Club**                      **September 2000 – Present**  
Active in sheep, cooking, leadership and citizenship projects. Attended 4-H California Focus. Gained skills in presentations, communication, responsibility, and teaching others.  
**Pop Warner Football**                      **June 2000 – November 2005**  
Gained skills in teamwork, responsibility and dependability in a team sport. Learned importance of practice and mentally preparing for every game. Voted “Most Dependable Player” in 2004.

**LEADERSHIP**  
**Heartland 4-H Club**  
Vice President                      2007-08  
Reporter                      2006-07  
Sergeant-At-Arms                      2004-2005  
Sheep Project Teen Leader                      2004-2005  
Cooking Project Junior Leader                      2003-2004  
**Heartland High School- Associated Student Body**  
Class of 2009 Treasurer

**COMMUNITY SERVICE**  
Toys For Tots- Donated, Collected and Sorted Toys in 2005- present  
Heartland 4-H Canned Food Drive- Donated canned food to Food Bank in 2000-2009

**SKILLS**  
• Proficient in Microsoft Office Programs: Word, Excel and PowerPoint

**REFERENCES**                      *Available upon request.*

- 1 inch margins on all edges.
- Appropriate Font and Size. Suggested Fonts: Times New Roman, Garamond, Arial. Sizes: Name: 14 or 16 Headings: 12 Bold or 14 Text: 12 or 10
- Your name should be the largest type on the page.
- Include experience and activity dates and order beginning with the most recent.
- Experiences, Activities, Leadership, and Community Service are all a very important part of you. List skills learned in activities or work experience. Every leadership role or participation is important!
- While in school education comes first. After your first full time position, experience comes over education.
- Unless asked for, references can be left off or available upon request.

Check to make sure these tips are followed, but that overall it is:

- Creative
- Organized
- Contributes to a Professional Presentation

Comments and constructive criticism is greatly appreciated! Congratulate them on an outstanding award! Suggest that they add a position they discussed in the interview but forgot in the résumé. Check grammar and spelling too!



## Appendix

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## Appropriate Appearance in Business Settings General Guidelines

1. Appearance should be appropriate for the organization's culture.
2. Appearance should be appropriate for the specific occasion.
3. Appearance should not be visually distracting.
4. Attention to detail is important (e.g. polished shoes, clean/groomed nails and hair, snugly tied neck-tie, buttons in line, etc.)
5. Remember: "Less is more" when it comes to cologne/perfume, make-up, accessories, etc.
6. When in doubt, be conservative; avoid revealing clothing.
7. When in doubt, overdress rather than underdress; however make an effort not to appear more formal than those in managerial positions. (Layers work well: if you notice the manager is not wearing a coat, remove yours as well.)
8. Know the tendencies of the particular geographical location (e.g. more conservative Northern California vs. more flamboyant Southern California).
9. When buying, choose classic styles rather than "trendy" choices.

---

Notes:

### **Demeanor and Dress**

Dr. Fahs, Business and Professional Communication Course  
California Polytechnic State University, San Luis Obispo  
Fall 2008



## Recruiter Roundtable: Fashion, Grooming Tips

Yahoo! HotJobs, Yahoo! HotJobs

*The Recruiter Roundtable is a monthly feature that collects career and job-seeking advice from a group of recruiting experts throughout the United States. The question we put before our panel this month is:*

**What is the one piece of fashion and/or grooming advice you wish more candidates would heed before going on an interview?**

### Get the Details Right

The night before the interview, lay out your wardrobe to make sure everything fits, is free of wrinkles and is current with today's styles. Also take the time to polish your shoes. While this may sound minor, showing up with scuffed shoes may signal to the employer you lack attention to detail. Finally, remember that the interview is not your time to make a fashion statement, so avoid tight clothing, limit your jewelry, and go easy on fragrances.

The interview is your opportunity to show hiring managers how talented you are, and maintaining proper appearance will ensure they focus on your abilities rather than your attire.

-- DeLynn Senna, executive director of North American permanent placement services, Robert Half International

### Accessorize With Mints

I wish more candidates would take a strong breath mint before their interviews. It may sound silly, but you would be surprised how distracting bad breath can be during an interview! Gum also works, but remember to discard your gum BEFORE the interview.

-- Bob Hancock, independent staffing consultant

### What Are Your Revealing?

Look in the mirror: If too much is showing, don't wear it! While low-cut blouses or shirts are in fashion, most are inappropriate for the workplace, including the initial interview. The interviewer could possibly be distracted by the inappropriateness of the candidate's attire and therefore not focused 100% on the interview. This is unfortunate for both parties; the candidate may not be getting the positive reaction to answers they want, and the interviewer may be less apt to probe for the information they need to make a solid hiring decision.

-- Joelle Thies, staffing specialist recruiter, Wells Fargo

### The Smell of Success Is Scent-Free

If your perfume or cologne enters the room before you do, chances are your scent may be interfering with your chances of landing the job. You'll see subtle signs from the interviewer -- he'll lean away from you, she'll wrinkle her nose or open a window. If someone on the interview team has allergies or asthma, and if you're meeting with them in a small room, your strong scent will be just the excuse they need to leave the room quickly, without them getting a chance to hear the details about the brilliant marketing campaign you developed at your last company.

The focus during the interview -- and afterward when the interview team gets together to discuss your interview -- should be on your accomplishments, abilities, and why you're the right person for the job. So keep it scent-free.

-- Cheryl Ferguson, recruiter, The Recruiter's Studio

### Also on Yahoo! HotJobs:

Recruiter Roundtable: Trying too hard  
Recruiter Roundtable: Salary mistakes  
Recruiter Roundtable: Resume length  
Find a new job near you



# Resume Guidelines

An excellent resume reflects your unique experience and style. Be descriptive and focused in communicating what makes you stand out as the best candidate for the position you are applying for. Don't underestimate the power of a really great resume!

## TIPS

- Customize your resume to match the job/employer
- Be specific, with examples of accomplishments, skills and results
- Be descriptive, using action verbs
- Quantify results whenever possible (e.g., "increased sales by 10%")
- Proofread carefully for grammatical and spelling errors
- Be clear and concise (generally one page)
- Attend a Career Services resume workshop, resume clinic, or make an appointment with a Career Counselor.

## SECTIONS

- Contact Information (include your email)
- Objective (tailor it to the job you are applying for)
- Education
- Experience
- Projects (team and individual)
- Categories unique to your resume (Foreign Languages, Laboratory Skills, Athletic Accomplishments, International Experience, Honors, Research, Publications, Military Experience)
- Leadership Involvement (campus organizations, clubs, professional affiliations)
- Computer/Technical Skills
- Community Service

## SAMPLES

Use the following samples to create your own unique resume to make an outstanding impression on employers. For more samples, see the "Career Services Sample Resumes" at [www.careerservices.calpoly.edu](http://www.careerservices.calpoly.edu).

Career Services

Division of Student Affairs

## Levi Lorenz

4321 Islay • San Luis Obispo, CA 93401 • (805) 544-1234 • [llorenz@calpoly.edu](mailto:llorenz@calpoly.edu)

### Objective

A career position in Industrial Engineering in the biomedical industry

### Summary of Qualifications

- Engineering work experience in a high-tech manufacturing environment
- Experience with the design, installation, and improvement of industrial systems that integrate people, technology, materials, and information
- Extensive hands-on project work involving efficiency, work design and measurement, industrial costs and controls, data management and system design, ergonomics, statistics and operations research
- Experience with customer service, sales techniques, and interpersonal social skills
- EIT Certified # 654321

### Education

California Polytechnic State University, San Luis Obispo  
Bachelor of Science in **Industrial Engineering** – June 2008  
Major GPA: 3.6 Overall GPA: 3.4 Dean's List – 4 quarters

### Industrial Engineering Experience

**Industrial and Manufacturing Engineering Co-op**  
Alcon Laboratories, Cataract Operations Division – Irvine, CA Spring/Summer 2007

- Designed and implemented a new mixed-model assembly line to accommodate a new product
- Reorganized inventory system to prevent material shortages while minimizing on-hand inventory
- Completed various other industrial and manufacturing projects to support the Cataract assembly line
- Presented several project updates to upper management, supervisors, and team members

### Senior Project – Cal Poly

- Developing a Decision Support System Software tool using Microsoft Excel and Access to create a small scale, but highly practical, ERP system
- The software will have an MRP engine, which will be integrated and linked with financial analysis of customer orders, supply chain costs, direct labor costs, inventory costs and overhead costs

### Technical Group Projects – Cal Poly

- Developed alternative layouts for C&D Aerospace's Dado Assembly Area while optimizing man hours and material flow
- Created Material Requirements Planning Program for three product structures containing parts with independent and dependent demand
- Used Operations Research Techniques to determine the best combination of foods to include in a Meal Ready to Eat
- Redesigned an alarm clock to be more ergonomically correct
- Developed and recommended improvements to an existing workstation located at DiOptics Medical Products

### Technical Skills

- Created a working database using Microsoft Access for given production systems
- Proficient using: Microsoft Excel, Word, PowerPoint, Minitab & CAD/CAM computer systems

### Leadership / Involvement

- **Vice-President**, Alpha Pi Mu - Industrial Engineering Honor Society
  - Increased membership by 20% through creative marketing
- Institute of Industrial Engineers (IIE)
- Cal Poly Intramural Soccer and Basketball

### Work History

Server – F. McClintocks, San Luis Obispo - Worked 20-25 hours per week while attending school full-time (1/05 – 12/06)

**CAREER SERVICES**  
Cal Poly, Building 124  
San Luis Obispo, CA 93407  
805.756.2501  
[www.careerservices.calpoly.edu](http://www.careerservices.calpoly.edu)



## SUSANNE MARTIN

573 Highland Dr., San Luis Obispo, CA 93405 (805) 555-5555 smartin@calpoly.edu

**Objective:** A career marketing position with a winery

### Education

California Polytechnic State University, San Luis Obispo  
Bachelor of Science in **Agribusiness**, June 2009  
Concentration: **Marketing** Minor: **Wine and Viticulture**

### Experience

California Polytechnic State University, San Luis Obispo, CA

#### Senior Research Project

1/09-6/09

- Performed primary and secondary research on optimal benefits package for employees of a medium sized winery

- Designed and administered survey to San Luis Obispo county wineries
- Analyzed data and prepared formal document for client

#### Marketing Planning Project

9/08-12/08

- Collected secondary and primary market research for a local vineyard and winery
- Developed test market surveys
- Statistically analyzed survey results using SPSS
- Formulated marketing strategy and presented recommendations to client

#### Wine Compliance and Market Analysis

3/08-6/08

- Analyzed the California wine industry creating a business plan for personal winery in San Luis Obispo
- Studied demand shifters, appellations, distribution regulations, operational costs, acreage trends and production

Edna Valley Vineyards, San Luis Obispo, CA

#### Public Relations/Marketing Intern

3/08-9/08

- Assisted with public relations and marketing for special events, wine club, gift shop
- Responded to national sales requests and updated website

Defronzo Wine, San Luis Obispo, CA

#### Viticulture Assistant

6/07-9/07

- Trained vines; performed and maintained irrigation
- Evaluated and reorganized wine cellar

Other: Customer service, retail sales, food booth operator

### Skills

Computer: Word, Excel, PowerPoint, QuickBooks, SPSS  
Language: Conversational Spanish

### Honors/Activities

Dean's List  
Vines to Wines Club: Vice-President  
National Agri-Marketing Association/Agribusiness Management Organization

## Elliott Smith

2005 Main St. #3, San Luis Obispo, CA 93401, (805) 555-5555, lsmith@calpoly.edu

**Objective:** To apply my research and laboratory experience in a summer internship in the biotechnology industry

### Summary of Qualifications

- Research experience in both industry and academic settings
- Strong presentation skills acquired through large and small group facilitation
- Excellent self-starter with demonstrated ability to multi-task
- Reliable and organized professional capable of adapting to new challenges

### Education

California Polytechnic State University (Cal Poly), San Luis Obispo

Bachelor of Science, June 2010

Major: **Biological Sciences**

GPA: **3.4**

Concentration: **Molecular and Cellular Biology**

- Fluent in Spanish
- Dean's List – 3 quarters
- Financing 80% of college expenses

### Research Experience

**Undergraduate Biotechnology Laboratory**, Cal Poly, San Luis Obispo, CA

Laboratory Assistant

- Design PCR primers and optimize reaction protocols for special projects
- Oversee all undergraduate DNA sequencing in Biological Sciences department
- Perform quality assurance checks on reagents and materials

7/07 – Present

### Minorities in Research Abroad (MIRA) Program

Instituto de Investigacion Nutricional, Lima, Peru

Funded by National Institute of Health

- Understanding the limitations to and motivations for offering young children infant instant cereal in complementary feeding programs: Why don't mothers take full advantage of the provision of free infant instant cereal mixes?*
- Presented findings at 8th Annual Biological Research Conference for Minorities

6/06 – 9/06

### Laboratory Skills

- High Pressure Liquid Chromatography
- Thin Layer Chromatography
- Gas Chromatography
- Ion Chromatography
- Electrophoresis
- PCR
- Infrared Spectroscopy
- Aseptic Techniques

- Microbial Staining and Plating
- ELISA
- Spectrophotometer Analysis
- Southern Blotting

### Relevant Coursework

- Emerging Infectious Diseases
- Industrial Microbiology and Biotechnology
- Molecular and Cellular Biology
- General and Cellular Physiology
- Biochemical Principles
- Classical and Molecular Genetics
- Protein Techniques Laboratory
- Applied Life Science Statistics

- Immunochemistry
- Chemical & Biological Warfare
- Metabolism
- Organic Chemistry Series

### Computer Skills

- Maple
- MS Office (Word, Excel, PowerPoint)

- Adobe Photoshop
- Web Design

### Other Selected Experience

**Firestone Grill**, San Luis Obispo, CA

Server

- Serve in excess of 100 customers per hour during peak times
- Place orders, prepared food, and provided customer service

8/05 – Present

### Honors & Activities

- Golden Key Honor Society
- Tri Beta Biological Sciences Honor Society
- College of Science and Math Ambassador
- Cal Poly LINKS Program Mentor
- Cal Poly Ski Club



## Tracee K. Watkins

524 Sand Road • San Francisco, CA 94023 • (203) 354-2045 • [traceewatkins@hotmail.com](mailto:traceewatkins@hotmail.com)

### Objective

A Program Associate position with Sadie Nash Leadership Project

### Education

California Polytechnic State University, San Luis Obispo, California  
Bachelor of Arts, **Political Science**, cum laude, June 2008  
Elective Concentration: **Survey of Underrepresented Populations**  
Cal Poly *London Study Program*, London, England, Fall 2006

### Leadership Training

Extreme Leadership Conference  
Week of Welcome Leadership Training  
Women's Leadership Conference  
State of the Student Forum

### Planning Experience

Summer Institute Program, Cal Poly, San Luis Obispo, CA April 2007-Sept. 2007, March 2008-present  
Assistant Program Coordinator  
• Plan and implement a summer bridge program, managing \$80,000 program budget  
• Conduct interviews and hire educational instructors, resident advisors, and learning assistants  
• Supervise twelve staff members, coordinate and facilitate weekly meetings  
• Coordinate three banquets and four special events for all Summer Institute students

### Parks and Recreation, San Luis Obispo, CA

Program "X" Coordinator September 2007-June 2008  
• Organized and managed complex monthly calendar of activities for middle school after school program  
• Coordinated all aspects of Teen Hang-Out program including organizing activities and managing budget  
• Supervised and coordinated daily activities for program participants

### College of Liberal Arts Student Council, Cal Poly, San Luis Obispo, CA

Council Chair September 2005-June 2006, September 2007-June 2008  
• Planned agendas and facilitated weekly meetings  
• Coordinated all aspects of four campus-wide events  
• Participated on several budget and award committees

### Research/Assessment

Cal Poly, San Luis Obispo, CA January 2008-present  
Research Assistant—Political Science Department  
• Research and analyze abortion-related, statistical data for Dr. Anna Blue  
• Edit and check references for each book chapter  
• Transcribe six interviews conducted by Dr. Blue regarding abortion research  
• Collect information regarding abortion in relation to media attention

### Political Science Research

September 2004-June 2008  
• Utilized numerous research tools including professional journals, databases, and internet  
• Wrote over fifty academic papers analyzing political, legal, and diversity issues  
• Compiled information from ten to sixty sources into five to fifty page papers in length  
• Researched, compiled and analyzed data for statistical research

### Senior Project: Dollars and Sense: Reforming the College Based Fee Guidelines in the Political Science Department

April 2005-June 2007  
• Researched extensively to design new process, collaborating with the Dean  
• Created and implemented new survey to collect student input  
• Advised department chairs on college based fee process reformation  
• Interviewed faculty and students to determine departmental expectations

### Administrative Experience

Administrative Clerk, California Department of Forestry, San Luis Obispo, CA June 2006-April 2007  
Casher, The Avenue, Cal Poly Foundation, San Luis Obispo, CA September 2006-September 2008  
Receptionist, Trinity Hall, Cal Poly, San Luis Obispo, CA January 2005-June 2005

### Computer Skills

Microsoft Word, Excel, Front Page, Access, Power Point, Publisher, Outlook, FileMaker Pro, Open Time, Student Information System, SPSS, Minitab, Corporate Time, 50 WPM

## Jenica Dominguez

[jdomingu@calpoly.edu](mailto:jdomingu@calpoly.edu)

2345 E. Laguna Avenue  
4778 Balboa Street

San Luis Obispo, CA 93401  
Newport Beach, CA 94778

(805) 543-2242  
(949) 855-4423

### SUMMARY

- Three years experience providing quality customer service
- Extensive use of Microsoft Word, Excel, Access and PowerPoint
- Proven ability to establish rapport with customers and co-workers
- Financed 100% of college expenses
- Fluent in Spanish

### EDUCATION

California Polytechnic State University, San Luis Obispo  
Bachelor of Science: **Business Administration**, June 2009  
Concentration: **Marketing** Minor: Spanish  
GPA 3.2 Major GPA 3.4  
University of Alicante, Spain - Study Abroad: 2007

### MARKETING EXPERIENCE

Clear Channel Radio San Luis Obispo, CA 3/08-9/08

### Marketing Internship

- Updated information and maintained client relationships
- Performed market research to compare competitor prices
- Attended several sales calls
- Created and edited sales reports using Excel

Lucero and Dunne Advertising Newport Beach, CA

### Summer Intern

- Assisted Media Buyer with all trafficking of commercials, budgets and campaign proposals
- Organized co-op advertising for Account Executives
- Re-organized monthly billing process
- Extensive use of software including Excel, Access, Word, and Smart Plus (media buying software)

Cal Poly San Luis Obispo, CA

### Senior Project: Marketing Career Day

- In a team of 10 students, coordinated first annual Marketing Career Day with 20 corporate representatives and 125 students in attendance
- Created prospecting letters, evaluation forms and informational student packets
- Developed flyers and creative emails to market event to students

### WORK EXPERIENCE

Tahoe Joe's Famous Steakhouse San Luis Obispo, CA 05/06-present

### Front Manager/Server

- Train, schedule and motivate seven hostesses
- Liaison between front staff and upper management
- Open and close restaurant and administer daily cash receipts
- Employee Customer Service Award, three times

### LEADERSHIP/INVOLVEMENT

American Marketing Association San Luis Obispo, CA 2005-2008

### Vice President of Promotions/Advertising

- Worked closely with 13 board members in one of the largest clubs on campus
- Responsible for all promotion and advertising for the club including posters, flyers, t-shirts and pens
- Facilitated and delegated responsibilities to 15-member promotions committee



## CALVIN S. MARTINI

184 Cascada Lane • Walnut Creek, CA 94596 • 925.330.6526 • cmartini@calpoly.edu

**OBJECTIVE** Architectural internship position, to attain architectural licensure

### EDUCATION

CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO

Bachelor of Architecture Degree, June 2010

- Minors: Sustainable Environments & City & Regional Planning

- GPA: 3.2 Dean's Honor List

### THAILAND STUDY ABROAD

4<sup>th</sup> Year Design, Southeast Asian Comparative Studies, Conversational Thai

### SUMMARY OF QUALIFICATIONS

**DESIGN** Hand rendering • drafting • model building • sketching • studio art • drawing painting

**MEDIA** Physical and digital modeling • India ink • Prismacolor/Pantone markers charcoal • photography • carpentry • blown glass

**COMPUTER** AutoCAD 2006 • ArchiCAD • PhotoShop • Illustrator • InDesign • PageMaker Form Z

**PLANNING** Site Analysis • GIS

**KNOWLEDGE** Structures • Environmental Control Systems • Sustainable Housing

### PROJECT THESIS, INTEGRATING ENVIRONMENTS, SAN FRANCISCO, CA

Created an urban environment, based on adaptable space created by plazas, landscape, and surrounding buildings in the midst of lively transportation hub. Dealt with issues including suburbanization, demographic conflict, campus edges, automobile dependency, and mass transit systems.

### WORK EXPERIENCE

#### Howard-Sneed Architecture and Design

Design Intern

- Participated in multiple levels of design, including schematic finish design, space planning, furniture design, site visit installations, and construction documents
- Directly interacted with clients, product representatives and consultants

Edwin S. Darden and Associates

Architect Assistant

- Assisted one architect throughout multiple phases of several elementary school remodels
- Communicated directly with consultants and participated in regular site visits and meetings
- Responsible for checking specifications for finishes, materials, and components during construction phase

### ACADEMIC COMPETITION

Bank of America Low-Income Housing Development Challenge

Team Member, Cal Poly

- Prepared comprehensive development proposal of \$50,000,000 for the redevelopment and expansion of existing affordable housing site owned by the Department of Housing and Urban Development

### LEADERSHIP INVOLVEMENT & AFFILIATION

Thai Student Association • Senior Thesis Show Student Planning Board • AIAS

## ACTION VERBS

Administrative/ Detail	Communication	Creative	Financial	Helping
Arranged	Addressed	Acted	Administered	Advised
Approved	Arbitrated	Conceptualized	Allocated	Assessed
Catalogued	Authored	Created	Analyzed	Assisted
Classified	Collaborated	Customized	Appraised	Attended
Collected	Convinced	Designed	Audited	Clarified
Collected	Corresponded	Developed	Balanced	Coached
Compared	Created	Enhanced	Budgeted	Counseled
Completed	Developed	Established	Calculated	Demonstrated
Coordinated	Directed	Founded	Computed	Diagnosed
Dispatched	Drafted	Generated	Controlled	Directed
Executed	Edited	Illustrated	Detailed	Educated
Facilitated	Enlisted	Imagined	Developed	Facilitated
Generated	Formulated	Initiated	Forecasted	Familiarized
Implemented	Influenced	Innovated	Managed	Guided
Inspected	Interpreted	Integrated	Planned	Led
Monitored	Lectured	Introduced	Prepared	Listened
Operated	Led	Invented	Projected	Mentored
Organized	Manipulated	Originated	Motivated	Perceived
Prepared	Mediated	Performed	Planned	Referred
Processed	Motivated	Revitalized	Rehabilitated	Related
Proofread	Negotiated	Shaped	Represented	Spoke
Purchased	Persuaded	Visualized		
Recorded	Promoted	Wrote		
Recruited	Read			
Retrieved	Reasoned			
Screened	Recruited			
Specified	Sold			
Systematized	Spoke			
Tabulated	Wrote			
Validated				

Leadership/ Management	Research	Results	Teaching/ Training	Technical
Administered	Abstracted	Accelerated	Adapted	Analyzed
Analyzed	Analyzed	Accomplished	Adopted	Automated
Assigned	Clarified	Achieved	Applied	Built
Chaired	Collected	Attained	Briefed	Calculated
Contracted	Compiled	Awarded	Briefed	Computed
Coordinated	Completed	Completed	Clarified	Configured
Delegated	Criticized	Contributed	Coached	Constructed
Developed	Diagnosed	Decreased	Communicated	Converted
Directed	Evaluated	Eliminated	Counseled	Designed
Evaluated	Examined	Established	Developed	Diagnosed
Executed	Extracted	Expanded	Encouraged	Drafted
Facilitated	Extrapolated	Improved	Enlightened	Engineered
Hired	Gathered	Increased	Enlightened	Fabricated
Implemented	Identified	Initiated	Evaluated	Inspected
Improved	Inspected	Introduced	Explained	Installed
Increased	Interpreted	Launched	Facilitated	Invented
Initiated	Interviewed	Pioneered	Guided	Maintained
Led	Investigated	Recognized as	Helped	Manufactured
Managed	Observed	Reduced	Influenced	Operated
Motivated	Organized	Resolved	Informed	Overhauled
Organized	Perceived	Selected as	Initiated	Performed
Oversaw	Researched	Succeeded	Instructed	Produced
Performed	Reviewed		Mentored	Programmed
Planned	Studied		Remodeled	Repaired
Prioritized	Summarized		Stimulated	Solved
Recommended	Surveyed		Trained	Tested
Reviewed	Synthesized		Valued	Troubled
Strengthened	Systematized			Upgraded
Supervised	Theorized			Validated
	Validated			Verified



Flush left, then use tab key to add permanent address as far right (not flush right) as possible

**NAME**  
GatorAE@ufl.edu

Name - 14pt font, 1" from the top, upper case and bolded

Contact info should be 10pt font

**Current Address:**

100 SE 1<sup>st</sup> Street, Apt. 3B  
Gainesville, Florida 32606  
(352) 123-4567

**Permanent Address:**

100 SE 1<sup>st</sup> Street, Apt. 3B  
Ft. Lauderdale, Florida 33065  
(954) 123-4567

May use one contact or two

All other text should be size 11 or 12pt

**OBJECTIVE:** A position in marketing, with a special interest in market research and product planning.

**EDUCATION**

All headings should be in all upper case, bolded, flush left

**Master of Business Administration, May 1999**

University of Florida, Gainesville, Florida  
Grade Point Average: 3.75/4.0 (26/48 credit hours)  
Concentrations: Marketing and Management  
Coursework includes Marketing Management, International Marketing, Services Marketing, Negotiation and Organizational Staffing

**Bachelor of Science in Business Administration, May 1994**

University of Maryland, College Park, Maryland  
Major in Finance  
Grade Point Average: 3.9/4.0

Right margin should be same as top

Use your tab key to indent as shown

**EXPERIENCE**

Left margin same as top

**Assistant Store Manager, June 1994-August 1998**

**Sports Authority, Orlando, Florida**

Assisted in managing daily store operations, including financial analysis, human resources, merchandising, and information systems. Managed staff of 4 sales associates and 15 sales assistants.

- Developed merchandising plans with \$1.3 million combined sales volume.
- Created and implemented improved customer service program through development of a new training program and employee incentive program.
- Received Sports Authority Chairman's Award for outstanding performance out of a division of 15 assistant managers.

**Marketing Intern, May 1997-August 1997**

**University Of Florida Athletic Association, Gainesville, Florida**

Performed marketing research and promotional activities for major athletic organization.

- Managed and planned an operating budget of \$1.5 million, consisting of equipment and facilities.
- Developed marketing campaign for university's sports program, resulting in 30% overall increase in attendance at sporting events.

**SKILLS**

**Computer:** Microsoft Office, WordPerfect, Lotus123, PowerPoint and Harvard Graphics

**Language:** Fluent in Spanish

Use your word processing system's bulleting function; circular bullets only

**AWARDS/ACTIVITIES**

**Member, MBA Association, 1997-Present**

**Member, MBA Investment Club, 1997-Present**

**Volunteer, Gainesville Boys and Girls Club**

**Dean's List, four semesters**

Bottom margin should be .1 size larger

Use Times New Roman for all text



## ACTION VERBS FOR RESUME WRITING

### PEOPLE

Administered  
Advised  
Activated  
Accomplished  
Adapted  
Adjusted  
Advertised  
Analyzed  
Arranged  
Assembled  
Assisted  
Achieved  
Affected  
Authored  
Conducted  
Coordinated  
Calculated  
Catalogued  
Chaired  
Collaborated  
Conceptualized  
Conciliated  
Consulted  
Contracted  
Delegated  
Demonstrated  
Devised  
Distributed  
Directed  
Explained  
Effected  
Encouraged  
Enlarged  
Managed  
Motivated  
Organized  
Programed  
Promoted  
Supervised  
Stimulated  
Taught

### THINGS

Built  
Constructed  
Compiled  
Calculated  
Completed  
Created  
Designed  
Drafted  
Expedited  
Edited  
Educated  
Enlarged  
Established  
Evaluated  
Examined  
Expanded  
Fabricated  
Facilitated  
Familiarized  
Formulated  
Generated  
Governed  
Guided  
Hired  
Handled  
Identified  
Improved  
Increased  
Indexed  
Influenced  
Informed  
Instrumented  
Innovated  
Inspected  
Invented  
Operated  
Programed  
Revised  
Specified

### IDEAS

Applied  
Analyzed  
Adapted  
Assessed  
Clarified  
Communicated  
Conceived  
Coordinated  
Created  
Defined  
Devised  
Established  
Explained  
Educated  
Exchanged  
Executed  
Forecasted  
Illustrated  
Innovated  
Implemented  
Initiated  
Integrated  
Instituted  
Interviewed  
Maintained  
Manipulated  
Marketed  
Modified  
Monitored  
Motivated  
Negotiated  
Obtained  
Persuaded  
Presented  
Presided  
Promoted  
Processed  
Proposed  
Publicized  
Rectified  
Recommended  
Recorded  
Recruited  
Related  
Standardized  
Surveyed  
Synthesized  
Transmitted  
Wrote

## CLUSTERING YOUR SKILLS

The following are clusters of skills. Thinking about your own skills this way can help you to identify your abilities and enable you to write an accurate resume.

### MANAGEMENT SKILLS

Developing  
Supervising  
Coordinating  
Firing  
Hiring  
Producing  
Trouble-shooting  
Evaluating  
Planning  
Scheduling  
Analyzing  
Organizing  
Ranking  
Delegating  
Executing

### FINANCIAL SKILLS

Calculating  
Computing  
Planning  
Budgeting  
Accounting  
Auditing  
Appraising  
Researching  
Analyzing  
Allocating  
Administering  
Preparing  
Solving  
Bookkeeping  
Record-keeping

### MANUAL SKILLS

Operating  
Tending  
Grinding  
Assembling  
Feeding  
Cutting  
Binding  
Driving  
Moving  
Bending  
Shipping  
Handling  
Drilling  
Lifting  
Setting Up

### RESEARCH SKILLS

Clarifying  
Surveying  
Interviewing  
Investigating  
Gathering  
Evaluating  
Synthesizing  
Critiquing  
Examining  
Extracting  
Reviewing  
Writing  
Organizing  
Interpreting  
Extrapolating

### HELPING SKILLS

Relating  
Guiding  
Adjusting  
Attending  
Caring  
Listening  
Directing  
Perceiving  
Intuiting  
Understanding  
Assisting  
Sensing  
Referring  
Speaking  
Collaborating

### TEACHING SKILLS

Influencing  
Advising  
Persuading  
Guiding  
Informing  
Encouraging  
Explaining  
Enlightening  
Stimulating  
Inventing  
Adapting  
Facilitating  
Developing  
Clarifying  
Initiating

### DETAIL SKILLS

Approving  
Implementing  
Dispatching  
Arranging  
Collecting  
Comparing  
Tabulating  
Collating  
Operating  
Classifying  
Processing  
Recording  
Organizing  
Inspecting  
Retrieving

### CREATIVE SKILLS

Innovating  
Developing  
Imagining  
Designing  
Planning  
Joking  
Conceptualizing  
Synthesizing  
Abstracting  
Intuiting  
Visualizing  
Directing  
Playing  
Performing



# Donna LaMadeline

2525 South St, San Luis Obispo, CA 93405

(805) 441-5555

[dlamadeline@yahoo.com](mailto:dlamadeline@yahoo.com)

**Objective:** Campaign Assistant position with Senator Lois Capps

## Education

California Polytechnic State University, San Luis Obispo

Bachelor of Arts: **Political Science**, September 2006

Focus: **Public Administration**

Major G.P.A.: 3.2

- Worked full-time while attending school full-time
- Earned recognition for contributing over 150 hours of voluntary community service while attending school
- Senior Project: 37 page paper entitled "Winning Elections on a Non-Partisan Platform"

## Political Campaign Experience

**Jim Watkins for Supervisor**, District 3, CA

January 2007-present

Campaign Organizer and Database Worker

- Helped start the campaign by recruiting and organizing volunteers, making media lists, planning get-to-know the candidate events.
- Gathered and inputted all campaign and voter information into databases.
- Analyzed and coordinated use of data.

**Diane Swanson for Congress**, District 22, CA

March-December 2006

Campaign Manager

- Coordinated all aspects of the campaign including fundraising, mailings, phone-banking, office management, media, and events.
- Coordinated over twenty volunteers.
- Updated website content related to policy advocacy.
- Aided candidate with events, speeches, writings, and district traveling.

## Affiliations

San Luis Obispo Progressive Democratic Club

February 2007-present

San Luis Obispo Earth Day

April 2006

San Luis Obispo County Central Committee

September 2004-present

San Luis Obispo Democratic Club

October 2004-present

California Polytechnic State University College Democrats

September 2004-2006

University of Colorado at Boulder College Democrats

August 2002-June 2004

## Outreach

**John Luis for Mayor Campaign**

May-November 2006

- Attended events, walked precincts, voter outreach.

**Lois Capps for Congress**

May-November 2006

- Attended events, phone-banking, walked precincts.

**California Democratic Party**

March-November 2006

- Phone-banking for all democratic candidates, voter outreach, walked precincts, helped organized volunteers.

## Skills

*Language:* background in American Sign Language and Spanish

*Computer:* Microsoft Word, Excel, PowerPoint

## Additional Experience

**Child Care Provider and Educational Supervisor, Mike and Cheryl Cole**

June 2005-present

- Met the physical, emotional, and academic needs of two young children, facilitated life skills, social interaction, responsible for their health and well-being.
- Organized, designed, and facilitated educational programs for a thirteen year old student with special needs, taught academics and social values/ethics.

**Foster Care Family**

- Gained invaluable insight into life experience of disadvantaged youth as lifelong member of foster child host family.

## ***Melinda Field***

1000 Long Street, Apt. B  
San Luis Obispo, California 93401  
mfield@gmail.com

(408) 555-2565 (C)

### **Education**

California Polytechnic State University, San Luis Obispo September 2002 - Present  
Bachelor of Arts in **Communication Studies** – expected graduation, December 2006  
Minor – Psychology

### **Educational Outreach**

Student Life and Leadership, Cal Poly State University, San Luis Obispo, California  
Women's Programs

**Assistant to the Director** September 2006 – Present

- Edited proposal documents
- Compiled information for a focus group
- Created a manual for Women's Programs

**Co-Coordinator:** Sexual Assault Free Environment Resource Program September 2005 – June 2006

- Presented information to three groups of over 500 participants
- Designed multiple PowerPoint presentations
- Redesigned advertisement posters for greater clarity, effectiveness, and focus

**Student Coordinator:** BODY '05 (contract position) January – February 2005

- Organized publicity: designed fliers, resources cards, and advertisement display for a series of events promoting healthy body image
- Recruited artists for Student Art Gallery
- Coordinated, managed, and delegated work to group of 10 volunteers

**Workshop Presenter:** Remember Week April 2004

- Created effective PowerPoint presentation and educational fliers about healthy relationships
- Presented to a group of 20

Health and Counseling Services, Cal Poly State University, San Luis Obispo, California  
Peer Health Education

**Peer Health Educator:** Educational Resources on Sexuality Team September 2003 – June 2004

- Designed and implemented an innovative campus-wide campaign that has continued each year, and has served as a template for other campaigns
- Constructed clear and attractive publicity fliers for various events
- Obtained the trust of students during dyadic consultations

Student Life and Leadership, Cal Poly, San Luis Obispo, California  
Week of Welcome

**Health and Wellness Speaker:** Week of Welcome September 2006, September 2003

- Commanded the attention of three groups of over 500 incoming freshman
- Delivered an original presentation about college students and eating disorders
- Composed an original presentation specifically tailored to college depression
- Researched various statistics to incorporate within the presentation

Student Life and Leadership, Cal Poly, San Luis Obispo, California  
Open House

**Student Speaker:** April 2004

- Selected by the Open House Committee to represent Cal Poly as the chosen student speaker
- Captured and maintained the attention of an audience of two groups of over 2,000 newly admitted students and their families

### **Additional Experience**

Jefunira Camp, Palo Alto California

**Camp Counselor** Summer 2003, 2004, 2005, 2006

- Responsible for creating and implementing activities for groups of campers of various ages
- Asked to take on the responsibility of leading and managing the youngest group of campers
- Managed and mediated conflict and communication between campers
- Requested to return as a counselor each year
- Developed developmentally appropriate activities for four and five year old campers



## Work

# Most Common Resume Lies

Kate DuBose Tomassi 05.23.06, 3:00 PM ET

From foolish fibs to full-on fraud, lying on your résumé is one of the most common ways that people stretch the truth. But think twice before you ship off your next half-baked job application. Even if your moral compass doesn't keep you from deceit, the fact that human resources is on to the game should.

The percentage of people who lie to potential employers is substantial, says Sunny Bates, CEO of New York-based executive recruitment firm Sunny Bates Associates. She estimates that 40% of all résumés aren't altogether aboveboard.

And this game of employment Russian roulette is getting riskier and riskier. Almost 40% of human resources professionals surveyed last year by the Society for Human Resource Management reported they've increased the amount of time they spend checking references over the past three years.

[View a slide show of the most common résumé lies.](#)

"Résumés are marketing tools designed to do one thing: make the phone ring," says John Seraichyk, founder of the Barrett Group and co-founder of Executives Only, both Rhode Island-based recruiting firms. Once it does, you'd better be ready to back up your paper claims. Susan Vobjeda, vice president of marketing at Yahoo! HotJobs, warns that even a white lie can follow people throughout their career. Simply put: Don't do it, she says.

One of the most common résumé lies involves playing with dates to hide employment gaps. The reasons are myriad: hiding being fired, a period of job hopping or even an embarrassing prison stay. Some women stretch time lines because they fear it will be difficult to reenter the workplace after starting a family, says Seraichyk.

Even though it's one of the easiest items on a résumé to check, bogus college degree claims are also prevalent. John Challenger, chief executive of Challenger, Gray & Christmas, a Chicago-based outplacement firm, says that not having a diploma is one of the things many applicants are most ashamed about.

Ask **Dave Edmondson**, the former chief executive of RadioShack. He resigned in February after questions arose about the accuracy of his résumé. According to media reports, his claim to have a degree in psychology from Pacific Coast Baptist College in California wasn't true. Nor was there evidence he received a degree in theology from the same unaccredited college, which in 1998 moved from California to Oklahoma City and was renamed Heartland Baptist Bible College.

Fear of ageism can lead to lies by omission. Older job seekers may fudge or leave off the year they received their degree, or lop off their early work history, to appear younger on paper, says Seraichyk. While it's easy to sympathize, it's also important to remember that the truth behind these lies will quickly become evident at the interview.

Another widespread set of tall tales is embellishment of experience and accomplishments, says Jenny Sullivan, a spokeswoman for Chicago-based CareerBuilder.com, a joint venture between The Tribune Co., Gannett and Knight Ridder. For example, a mediocre salesperson might claim she increased sales by 80%, or a small-office sales director might say he managed 50 people, says Seraichyk.

Some job hunters will say they were paid a higher salary at a previous job in an attempt to get more money, says Sullivan. One particularly popular move is to combine one's salary and bonus. But employers are wising up. Todd Bermont, author of *10 Insider Secrets to a Winning Job Search*, says it's becoming more common for companies and recruiters to ask for a recent pay stub or tax return. Imagine talking your way out of that.

Considering that a résumé is usually a single sheet of paper, there are surprisingly many opportunities for yarn-spinning. Recent

college grads will raise their grade point averages or claim honors they didn't receive, says Bermont. And some people blur the line between familiarity and proficiency when it comes to technical expertise, such as knowledge of software programs, he says.

Even claims of language proficiency aren't immune. Sullivan says she knows of a candidate who claimed fluency in Spanish on his résumé. During an interview, when the hiring manager began speaking to him *en español*, the truth came out. He didn't know a word.

And in one case, a pre-op transsexual woman who called herself Charlene walked into the office of Mary Lou Nash, a Kansas City-based headhunter, who was surprised to meet a 6-foot-4 man whose given name was Charles. While not exactly a lie, surprising a potential employer with a detail like that might be risky.

So why do people do it? Why all the fiction? Simply put, in today's environment, where unemployment is low and people change jobs often, fear often leads to desperation, says Challenger.

But whether you get caught in the interview, on the job or years down the road, Bermont recommends heeding his mother's adage: "Whenever you tell the truth, you don't have to remember what you said."

[View a slide show of the most common résumé lies.](#)

"Most Common Resume Lies" Kate DuBose Tomassi, *Forbes Magazine* and Forbes.com, May 2006



# Cover Letter Guidelines

Always send a cover letter along with an application or resume to an employer. Its purpose is to introduce you and show the prospective employer how your background fits their particular job. Use the cover letter to expand on points from your resume that you feel are especially noteworthy or relevant. You can also let the employer know that you are willing to relocate or that you have a mutual acquaintance. You should demonstrate that you have done your homework on the organization and know how you can be an asset to the employer. Prepare an original cover letter for each job – NOT a form letter.

## Cover letters for advertised listings

### 1. Research the employer

Research the prospective employer's organization to see how your skills and abilities meet the organization's needs, and how well your values match those promoted by the organization. In your cover letter, show why you are a good fit. Send the letter to a specific person whenever possible; otherwise, use "Dear Hiring Manager" or "Dear Human Resources Manager."

### 2. Analyze the job description

Take a good look at the job responsibilities and qualifications and design your cover letter to match these as much as you can. Often job listings are short and vague. In this case, draw from your research of similar jobs to infer what skills and abilities might be required. For instance, if you were looking for a job with a bank, it would be appropriate to mention courses and past experience related to finance.

### 3. Analyze your background

Think about your background in relation to the job responsibilities and qualifications. Ask yourself, "What have I done that is similar to what this job entails?" Consider courses taken, classroom projects, past work experience, summer jobs, internships, volunteer experience, extracurricular involvement (on- and off-campus) and travel.

## Beyond Advertised Listings

### Networking and research leads

You will also write cover letters to employers that you identify in your independent job search. Through networking or research, you will learn of specific openings or job titles that interest you. Be sure to indicate in the first paragraph what position you're seeking. If a specific person alerted you to the job opening, include that person's name and professional affiliation (e.g., "Professor Jane Seymore in Cal Poly's Civil Engineering Department suggested I contact you about your Sanitary Engineer opening"). Employers receive many letters and resumes. They are more likely to read letters that mention specific people they know.

## Cover Letters

### Prospecting Letters

If you are inquiring about possible openings, you are sending an Inquiry or Prospecting Letter. Address your letter to a specific individual, usually the person who supervises the functional area where you'd like to work. Be as specific as possible about the type of position that interests you. Ideally, your research will reveal the job titles used by this employer. If not, use commonly understood generic job titles in the field. The more specific you are, the clearer it will be that you've done your homework and that you know what the employer needs and what you have to offer.

### Emailed Cover letters

When applying for employment via email, copy and paste your cover letter into the email message or write your cover letter in the body of an email message. Make sure you include a signature with your email address and phone number. Include the title of the position you are applying for in the subject line of your message. Use a simple font and remove the fancy formatting. Send the message to yourself first to test that the formatting works. If everything looks good, resend to the employer. Make sure you spell check and check your grammar and capitalization. They are just as important in an email cover letter as in paper cover letters.

## COVER LETTER DOS AND DON'TS

### Do

- Use paper that matches your resume
- Write an original cover letter for each employer and position
- State in the first sentence why you are writing
- Show that you know your career goals and how they relate to the position and the organization
- Demonstrate originality and enthusiasm
- Make your points succinctly; every point should support your application
- Proofread for typos and accuracy of address and telephone numbers
- Run Spell Check on your computer before you print your final copy, but remember it cannot detect the wrong form of the word or a homonym
- Print envelopes using a computer printer
- Keep copies of all materials for your records
- Follow up with the employer if you hear nothing after a couple of weeks. Inquire if any further information is needed and reiterate your interest.

### Don't

- Make the letter more than one page
- Use generic, all-purpose cover letters – never copy cover letters
- Exaggerate your skills or experience



## Cover Letter

# Suggested Content and Layout

The following is intended as a guide. Cover letters should be unique and original.

Your street address  
City, State Zip Code  
Email address  
(Area Code) Phone Number  
Month Date, Year

Mr./Ms./Dr. First and Last Name of Person  
Position or Title  
Employer/Organization's Name  
Employer Street Address/P.O. Box  
City, State Zip Code

Dear Mr./Ms./Dr. Last Name of Addressee:

Tell the reader why you are writing (i.e., regarding the position in which you are interested; if appropriate, indicate how you learned of the position and/or organization). Make a general statement about being a good candidate for the job.

Explain why you have targeted this particular organization: in so doing, demonstrate your knowledge of its products, services and operations. (This means you must research the potential employer.) Stress what you have to offer, not what you want from, the employer. Identify those parts of your experience (paid or non-paid) which will be of interest to this employer. Students and recent graduates should draw attention to relevant course work, special projects and campus activities. In some cases, you will add detail to items.

Demonstrate your understanding of the duties of the position in which you are interested, and state how your unique qualifications fit the position. Request an interview appointment, or tell the reader that you will contact him/her soon in order to see if you can schedule a mutually convenient appointment. If the employer is some distance away, indicate when you would be available for an interview. (For example, if you will be traveling to the employer's location during an academic holiday, indicate the days you will be in that area.) Thank the reader for his/her time and consideration.

Sincerely,

*Sign your name here*

Type your name

Enclosure

**Following are sample introductory paragraphs for cover letters. Please note: they are intended to serve as examples, not to be copied verbatim.**

- At the suggestion of Jaime Wilson, I am submitting my resume for a position in the GNC Components and Integration Group at the Dulles, VA location. With a solid education from Cal Poly, San Luis Obispo, I am seeking an entry-level Aerospace Engineering position with Orbital Sciences Corporation.
- My commitment to bringing history alive for students, my extensive hands-on work at the State Department, and the knowledge that I gained as an honors History student at Cal Poly - San Luis Obispo, prompt me to apply for the Lucia Mar School District's high school social studies teaching position listed on Edjoin.org. I am confident that my lesson-planning abilities, classroom management skills, and engaging teaching style will greatly support Lucia Mar's tradition of academic excellence.

**Following are sample middle paragraphs for cover letters.**

- I took a number of laboratory based classes while at Cal Poly, designing, developing, and implementing tests in a number of aerospace related subjects. I have experimented in Cal Poly's wind tunnels (subsonic, supersonic, and water), as well as the propulsion test cell, and composites laboratory. The grading standard for Cal Poly lab reports is industry quality, giving me professional level experience in report organization and formatting. I have also used LabView software in conjunction with experiments as a means of data collection. When it comes to testing, I have a persistent work ethic and do not get discouraged easily.
- As an intern I became familiar with the programs FCNI offers, the services you provide, the families you serve, and the philosophy behind your organization. I believe my experience and values would make me a strong contributor to the Family Care Network team. Over the past seven years, I have sought out opportunities to work with at-risk populations. I have been able to develop practical skills and gain experience working with children and youth in preschools, camps, U.S. urban areas, and in Africa. My Child Development degree has given me an academic foundation with the theoretical background necessary to work effectively in this field. After completing my senior research project on resiliency in children, I believe more than ever in the work that FCNI is doing and the potential it has to make meaningful changes in the lives of children and families.

**Following are sample ending paragraphs for cover letters.**

- I have attached my resume for your review. I will be contacting you within two weeks to set up a time to further discuss my qualifications for entry-level positions with Project Management Advisors, Inc. Thank you very much for your time, and I look forward to meeting with the representatives of your company in the near future.
- Enclosed is my resume, and I look forward to discussing my qualifications with you. I will call you in a week to confirm receipt of this information and discuss possible next steps. Thank you very much for your time and consideration.



## Sample Cover Letters

### Jordan Miller

1111 Madonna Rd. • San Luis Obispo, CA 93405 • (805) 544-1234  
jnmiller@calpoly.edu

February 28, 2007

Lewis Global Public Relations  
575 Market St. Suite 2550  
San Francisco, CA 94105

Dear Hiring Manager:

It is with great enthusiasm that I submit my resume for your public relations and marketing internship currently advertised on the Lewis Global PR website. I have been interested in your company since I discovered in the San Francisco Business Journal that you are one of the fastest growing public relations companies in San Francisco. As a senior at California Polytechnic State University, San Luis Obispo working on a Communications Studies degree and Spanish minor, I plan to pursue a career in public relations and marketing.

My public relations projects, communications-based coursework, Spanish proficiency, and enthusiasm for the field have prepared me for this internship. I am currently working with the NCAA Division 1 Athletic Department on campus to promote attendance at women's basketball games. This experience has given me the opportunity to apply marketing tactics and develop strategies to create a successful campaign. My communications coursework has taught me about the processes and effects of communication, and has prepared me to enter public relations with strong verbal and written communication skills. My Spanish proficiency would be non-existent had it not been for my year in Spain which also gave me an understanding and appreciation of other cultures and the global markets that they operate in. All these facets to my education have molded my understanding and interest in public relations, and have paved the way for my career into the field.

Enclosed is my resume for your review. I will be in the San Francisco area for the week of March 26<sup>th</sup>, and would be excited to arrange an interview with you to discuss the internship opportunity. Of course, I am also available at your convenience. Thank you very much for your time, and I look forward to meeting you soon.

Sincerely

Jordan Miller

Enclosure

555 Islay Street  
San Luis Obispo, CA 93401  
08.26.07

Joseph Elliot Design Associates, Inc.  
2359 4<sup>th</sup> Avenue #300  
San Diego, CA 92101

Dear Mr. Elliot:

I am impressed with the diversity of services your firm offers to its clients including interior design, landscape architecture, and most notably commercial, high-rise architecture. I have seen your buildings in the San Diego area and especially like the new Law Library in La Jolla because of its architectural beauty and sustainability. I am interested in a summer internship position and would greatly value the opportunity to work with your professional staff of architects and designers.

I am completing my first year of Architecture at Cal Poly, San Luis Obispo and have computer skills using Photoshop, Form Z, and Freehand. I have experience in hand drafting and sketching, and am currently working on projects involving model building and drawing.

I look forward to talking with you soon and will contact you within the next week. Please contact me anytime at 619.318.2055 or cclayton@calpoly.edu. Thank you for your time and consideration.

Sincerely,

Calli Clayton



## Sample Email Cover Letter

Date: Tues, 15 May 2007 19:52:59 -0700 (EDT)  
 From: john watkins [jwatkins@yahoo.com]  
 Subject: Experienced Sales Rep for Pharmaceutical Primary Care Sales Representative (50281707)  
 To: susan.jones@elililly.com  
 Content-Type: text/plain; charset=us-ascii

Dear Ms. Jones,

Having broken sales records and exceeded sales quotas in my previous positions and recently completed my Bachelor's degree in Business Administration with a concentration in Marketing, I am an ideal candidate for the Pharmaceutical Primary Care Sales Representative position with Eli Lilly and Company. I found the position on Mustang Jobs on the Cal Poly, San Luis Obispo website.

As the leading sales representative for Campus Tours, I developed key sales material, trained new sales reps, and reinvented the way college vacation tours are sold. My team's revenue was more than double the average for the entire operation.

The pharmaceutical industry is dynamic and growing, and I am convinced I can apply my sales background and business education effectively, contributing to Eli Lilly's success.

I would appreciate the chance to meet with you to discuss ways I can contribute to your sales team. I will contact you in the next 10 days to arrange an interview. Should you have any questions before that time, please feel free to call me at 805-756-xxxx or email me. Thank you for your time and consideration.

Cordially,

John Watkins



Division of Student Affairs

Cal Poly, Building 124, San Luis Obispo, CA 93407

805.756.2501

www.careerservices.calpoly.edu

## Sample Thank You Letter

**Marianne Boles**

400C Hunter Ridge ▪ San Luis Obispo, CA 93405 ▪ (805) 544-1111  
 mboles@calpoly.edu

October 26, 2007

Ms. Glenna Wright  
 Human Resources Manager  
 Fashion Department Store  
 2000 Line Drive  
 Fairfax, VA 22030

Dear Ms. Wright:

I enjoyed interviewing with you during your recruiting visit to Cal Poly, San Luis Obispo on October 25. The management trainee program you outlined sounds both challenging and rewarding, and I look forward to your decision concerning an on-site visit.

As mentioned during the interview, I will be graduating in December with a Bachelor's degree in Business Administration with a double concentration in Management and Marketing. Through my education and work experience I have gained many skills, as well as an understanding of retailing concepts and dealing with the general public. I have worked for seven years in the retail industry in various positions from Sales Clerk to Assistant Department Manager. I think my education and work experience would complement Fashion's management trainee program.

I have enclosed a copy of my college transcript and a list of references that you requested.

Thank you again for the opportunity to interview with Fashion Department Store. The interview served to reinforce my strong interest in becoming a part of your management team. I can be reached at (805) 544-1111 or by email at mboles@calpoly.edu should you need additional information.

Sincerely,

Marianne Boles

Enclosures



Josh Michaels  
4 Church Street · Jersey City, NJ 08888 · 555-555-5555 · josh@monster.com

June 4, 2007

Katherine Yu  
HR Director  
ABC Company  
1530 State Street  
Princeton, NJ 08999

Dear Ms. Yu:

Your advertisement for an HR assistant fits my qualifications perfectly, and I am writing to express my interest in and enthusiasm for the position.

After completing a business degree from Rutgers University in May, I enrolled in a human resource development program to further enhance my credentials in the field.

Course highlights include: Leadership in an Organizational Setting, Performance & Task Analysis in Human Resource Development, and Technology in HR Settings.

Based on your description of the ideal candidate, I also offer:

- A solid educational foundation in organizational development, employee training and development skills and knowledge of how to use technology to improve individual/organizational performance.
- A proven ability to build rapport with individuals from all cultural and socioeconomic backgrounds.
- A track record of excellent performance as a part-time/summer employee concurrent with full-time college enrollment.
- Technical proficiency in database programs (including Oracle) and MS Office Suite.

If you agree that my services would be valuable to ABC Company, I would very much like to meet in person to learn more about your HR support needs. Please feel free to call me at 555-555-5555 or email at josh@monster.com.

Thank you for your time and review of the enclosed resume, and I look forward to speaking with you.

Sincerely yours,

Josh Michaels

Enclosure

Sample Cover Letter from Sue Brock, Cal Poly Professor in Communication Studies  
Selling Yourself... Surefire Résumés and Cover Letters Workshop, November 2008

## Interview Questions

### THE BIG TEN QUESTIONS INTERVIEWERS LOVE TO ASK\*

1. "So, what do you think of this weather we're having?"  
Alternate: "I see from your application you enjoy dogsledding...It sounds fascinating!"
2. "What was your last job?" "Why did you leave?"
3. "What did you like about your last jobs?" "What did you hate?"
4. "Those were your duties...What were your *achievements* ?"
5. "Tell me about yourself..."
6. "Now I know your best points...What about your shortcomings?"
7. "If you could describe your ideal job, what would it be right now?"
8. "What would be your ideal job five years from now?" "Ten years from now?" "What about your *career* goals?"
9. "Why do you think you are the ideal candidate for THIS job?"
10. "...and how much money did you say you wanted?"

-----  
\*Rudolph and Johnson  
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#### NOTES:

Dr. Fahs, Business and Professional Communication Course  
California Polytechnic State University, San Luis Obispo  
Fall 2008

## Examples of Interview Questions

### About Your Job Attitudes:

1. "What are your short term objectives?" "Long term?" "What does 'long term' mean to you?"
2. "What are you looking for in a job?" "What are the three most important features of the 'right' job for you?"
3. "If you are hired here, how long would you plan to stay with us?" "What are the most likely forces which could entice you to leave?" "How important do you feel loyalty is in today's market?"
4. "What specific goals and objectives have you established recently?" "Have you written them down?" "Could you show me your current list?"
5. "If you are hired into this position, what position would you expect to have in two years? four years?"
6. "Why do you want to work for us?"
7. "How would you describe personal success?"
8. "How many hours per week are you currently working?" "Here at \_\_\_\_\_ we tend to work \_\_\_\_\_ hours per week. How will you be able to adjust?"

### About Your Attitudes Toward the Position For Which You Are Applying:

1. "What interests you most about the position we have?" "What concerns you most?"
2. "What can you do for us that our other applicants could not do as well?"
3. "Why should we hire you?" "What would your previous boss tell me that might make me hesitate to hire you?"
4. "How long would it take you to make a meaningful contribution to this company?"
5. "How long before you feel you might outgrow this position?"



**About You:**

1. "How well do you work under pressure and deadlines?" "Examples?"
2. "What kind of salary do you think you are worth?" "On what do you base this?"
3. "What are your top three communicative weaknesses?" "What are you doing to correct or improve them this month/quarter/year?"
4. "What are your top three communicative strengths?" "How did you develop these?"
5. "What three habits do you suppose your coworkers would like you to change?"
6. "The last time you were socially inappropriate, what happened?"
7. "What do your subordinates/colleagues/superiors think of you?"
8. "What makes you an interesting person?"
9. "If you could start your career over, what would you do differently?"
10. "How would you describe your personality?"
11. "What makes you think you should be a top candidate for this position?"
12. "What were the last three books you read?" "What were the best three movies you saw this past year?" "What was the most exciting sporting event for you this past year?"
13. "What were the three most worthless courses you took in college?" "What made them worthless?"

**About Your Management Philosophy and Job Approach:**

1. "What is your philosophy of management?"
2. "How have you changed the nature of your present job?"
3. "Have you ever hired anyone?" "What do you look for when hiring someone?"
4. "Have you ever fired anyone?" "Why?" "How did you do it?"

**About Previous Employment:**

1. "How would you evaluate your present position and your current employer?"
2. "How satisfied are you with your salary history to date?"
3. "Why do you want to leave your current position?"
4. "Will you be happier to leave your current employer or will your employer be happier to see you go?" "Why?"
5. What are the three worst features of your current/previous boss?"
6. "Describe in detail two situations in which your work was criticized."
7. "What have you learned in your present position which you find most important?"
8. "What metaphor best describes your current place of employment?"
9. "What specific skills have you helped develop in your subordinates?" "How, specifically, have you accomplished this?"
10. "Your happiest days at your previous job were when....." "Your most miserable days occurred when..."

**About Your Social Attitudes**

1. "How do you feel about diversity in the workplace?"
2. "What are the first six forms of diversity that come to mind?"
3. "How do you feel about working for/reporting to a man?" "a woman?"
4. "Do you see any problems or advantages of working with people with different political or sexual orientations than you?" "Any experience here?"

**About Your Accomplishments:**

1. "Are you creative?" "How have you demonstrated this in your current employment?"
2. "Are you analytical?" "What is a good current example which demonstrates this?"
3. "Are you a good manager?" "Illustrate this with three examples."
4. "How have you made a significant impact in your current position, and how has that impact been measured?"
5. What are your five biggest accomplishments in your current job/previous job/in your career to date?"

**About random topics:**

1. "What other positions are you considering?" "With what companies?"
2. "What causes are you interested in?"
3. "What are your feelings about the current political candidates in relation to their impact on our company and industry?"
4. "What do you do for relaxation?"
5. "Do you see yourself more as a manager or a leader?" "What are the key differences?"
6. "Which three current events are you following most closely?" "Why?"
7. "If you didn't have to work to live, what would you do?"



## ADDITIONAL QUESTIONS: FOOD/QUESTIONS FOR THOUGHT (?)

(SOURCE = Book of Questions , (Gregory Stock, Ph.D., Workman Publishing, 1987)

(Note: consider the question types represented by each of the following and consider their most effective uses...)

1. If you were to discover that your closest friend is a heroin dealer, what would you do?
2. If the person you were engaged to marry had an accident and became a paraplegic, would you go through with the marriage or back out of it?
3. If you knew there would be a nuclear war in one week, what would you do?
4. Have you ever hated someone? If so, why, and for how long?
5. Would you rather be happy, yet slow-witted and unimaginative, or unhappy yet bright and creative?
6. Would \$50,000 be enough to induce you to take a loyal, healthy pet to the vet to be put to sleep?
7. When was the last time you cried in front of a stranger?
8. Would you accept \$1 million to leave the country and never set foot in it again?
9. If you could script the basic plot for the dream you will have tonight, what would it be?
10. Would you prefer to be blind or deaf?
11. If you could prevent an earthquake in Peru that would kill 40,000 people, a crash at your local airport that would kill 200 people or an accident that would kill an acquaintance of yours, which would you choose?
12. If you were at a friend's house for Thanksgiving dinner and you found a dead cockroach in your salad, what would you do?
13. Would you be willing to murder an innocent person if it would end hunger in the world?
14. Were you able to wake up tomorrow in the body of someone else, would you do so? Whom would you pick?

## Interview Questions

1. Tell me about yourself.
2. What do you want to do with your life?
3. Do you have any actual work experience?
4. How would you describe your ideal job?
5. Why did you choose this career?
6. When did you decide on this career?
7. What goals do you have in your career?
8. How do you plan to achieve these goals?
9. How do you evaluate success?
10. Describe a situation in which you were successful.
11. What do you think it takes to be successful in this career?
12. What accomplishments have given you the most satisfaction in your life?
13. If you had to live your life over again, what would you change?
14. Would you rather work with information or with people?
15. Are you a team player?
16. What motivates you?
17. Why should I hire you?
18. Are you a goal-oriented person?
19. Tell me about some of your recent goals and what you did to achieve them.
20. What are your short-term goals?
21. What is your long-range objective?
22. What do you see yourself doing five years from now?
23. Where do you want to be ten years from now?
24. Do you handle conflict well? *give example*
25. Have you ever had a conflict with a boss or professor? How did you resolve it?
26. What major problem have you had to deal with recently?
27. Do you handle pressure well?
28. What is your greatest strength?
29. What is your greatest weakness? :
30. If I were to ask one of your professors to describe you, what would he or she say?
31. Why did you choose to attend your college?
32. What changes would you make at your college?
33. How has your education prepared you for your career?
34. What were your favorite classes? Why?
35. Do you enjoy doing independent research?
36. Who were your favorite professors? Why?
37. Why is your GPA not higher?
38. Do you have any plans for further education?
39. How much training do you think you'll need to become a productive employee?
40. What qualities do you feel a successful manager should have?
41. Why do you want to work in the \_\_\_\_\_ industry?
42. What do you know about our company?
43. Why are you interested in our company?
44. Do you have any location preferences?
45. How familiar are you with the community that we're located in?
46. Will you relocate? In the future?
47. Are you willing to travel? How much?
48. Is money important to you?
49. How much money do you need to make to be happy?
50. What kind of salary are you looking for? *(is it important to you?)*

Source: [www.collegegrad.com](http://www.collegegrad.com)

For more resources and information, please contact:

*A* Annalisa Clarke Communications

[Annalisa.clarke@yahoo.com](mailto:Annalisa.clarke@yahoo.com) ~ (805) 550-3033



## COMMON INTERVIEW QUESTIONS

### EDUCATION AND ACADEMIC ACHIEVEMENTS

- Why did you choose your major?
- Why did you choose Cal Poly?
- Describe a recent leadership experience.
- Which courses have you enjoyed the most? The least? Why?
- What is your GPA?
- If you could do so, how would you plan your education differently?
- Describe your most rewarding college experience.
- Describe your most challenging college experience.
- Describe a project you have completed and the steps you used to complete it.
- Describe a specific time when you were very busy and how you prioritized your schedule.
- Tell me about a time when your professor or supervisor was not available to clarify an assignment. How did you proceed? What was the outcome? Was there anything you would do differently?

### PERSONAL

- Tell me about yourself.
- What do you consider to be your greatest strengths?
- If you could change one thing about yourself what would it be?
- Describe a time you failed at something and how you handled it.
- What three key words would your peers use to describe you and why?
- Give me an example of something complex that you needed to effectively communicate to others. What made it complex? Why was it difficult to communicate?
- Tell me about an important goal that you set in the past. Were you successful? Why?
- Tell me about a situation where you had to speak up (be assertive) in order to get a point across that was important to you.
- Describe the most significant written document, report, or presentation you have completed.
- Tell me about something you have done that is very creative.
- Describe a time when you were faced with problems or stress that tested your coping skills. What did you do?

### THE JOB

- What motivated you to apply for this position?
- What interests you most about this job? Least?
- Why do you want to work for our company/organization?
- What do you know about our company/organization?
- What two or three things are most important to you in your job?
- If you were hiring a graduate for this position, what successful characteristics would you look for in a candidate?
- Describe three key skills or qualities you would bring to this position.
- What is your philosophy of work?
- How do you like to be supervised?
- Why should we hire you?



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California Polytechnic State University, San Luis Obispo

## EXPERIENCE

- Describe your job-related skills and experience and how they would relate to this position.
- What have you learned most from some of the jobs you have held?
- What did you enjoy most about your last job? Least?
- How would a former supervisor describe your work?
- Describe a workplace challenge you faced and how you handled it.
- Tell me about a time you worked in a team environment and you encountered conflict. How did you handle it?
- Describe an experience involving a deadline. What methods did you use and were you able to accomplish the task on time?
- Describe a time you went above and beyond the call of duty in order to get a job done.
- Give an example of your ability to manage or supervise others.
- Describe a situation in which you had to deal with a very upset customer or co-worker. How did you handle the situation? What was the outcome?
- Tell me about a time when you wish you had done more planning. What happened? How could it have been avoided? What did you learn from this experience?

## CAREER GOALS

- What are your long-range career goals? How are you preparing yourself to achieve them?
- What are your short-range career goals?
- What characteristics do you possess that will make you successful in your career?
- Who or what influenced you most with regard to your career objectives?

## QUESTIONS TO ASK EMPLOYERS

- Do you have a detailed description of the position for which I am being considered?
- What is a typical day like?
- Why do you like working for this company/organization?
- What are some of the challenges you think a new person in this position would face?
- What are your department goals for the next two to three years? What are the long-term goals?
- What outside influences affect your company's growth?
- What are some common characteristics of successful employees within your company?
- What is the greatest challenge facing your staff (department) now?
- What types of assignments may I expect the first six months on the job?
- What type of training is available?
- What has been your career path within this company?
- Is relocation likely or required?
- What are your expectations for new hires?
- How is one evaluated for this position?
- When can I expect to hear from you?
- Prepare specific questions for each position/company (e.g. "I'm interested in knowing more about the new product line that your company just launched.")

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[Print](#)

## The Savvy Networker

Liz Ryan, Yahoo! HotJobs

You know enough to bring a list of questions to a job interview. When the interviewer asks you, "So, do you have any questions for me?" the last thing? You want to say is "No." But that could be the best option if you're at a loss for words, because some interview questions are better left unasked.

Here are 10 highly unsuitable [interview](#) questions that should never make an appearance, unless you don't want the job:

### 1. "What does your company do?"

This was a reasonable interview question in 1950 or in 1980, before the Internet existed. Today, it's your job to research any company you're interviewing with before setting foot in the door. We need to show up for a job interview knowing what the employer does, who its competitors are, and which of its accomplishments (or challenges) have made the news lately.

### 2. "Are you going to do a background check?"

It is amazing how many job candidates ask this question, which provokes alarm on the part of the interviewer, instead of the more general, "Can you please tell me a little about your selection process, from this point on?" Lots of people have credit issues that cause them worry during a job search, or aren't sure how solid their references from a previous job might be. If you're invited for a second [interview](#), you can broach any sensitive topics from your past then. Asking "Will you do a background check?" makes you look like a person with something to hide.

### 3. "When will I be eligible for a raise?"

Companies fear underpaying people almost as much as they fear overpaying them, because a person who's underpaid vis-a-vis his counterparts in the job market is a person with one eye on the career sites. Instead of asking about your first raise before you've got the job, you can ask (at a second interview) "Does your organization do a conventional one-year performance and salary review?"

### 4. "Do you have any other jobs available?"

A [job search](#) requires quick thinking about straight talk, and if a job is far below your abilities, you're better off saying so than beating around the bush with this question. You don't have to take yourself out of the running; you can say, "The job sounds interesting, but frankly I was earning 30% more and supervising people in my last job. Could you help me understand the career path for this role?" That's the cue for the interviewer, if he or she is on the ball, to highlight another job opening that might exist.

### 5. "How soon can I transfer to another position?"

You're broadcasting "I'm outta here at the first chance" when you ask this question. If you like the job, take the job. If it's not for you, wait for the right opportunity. Almost every employer will keep you in your seat for at least one year before approving an internal transfer, so a job-search bait-and-switch probably won't work out the way you'd hoped.

### 6. "Can you tell me about bus lines to your facility?"

Get online and research this yourself. It's not your employer's problem to figure out how you get to work.

### 7. "Do you have smoking breaks?"

If you're working in retail or in a call center, you could ask about breaks. Everyone else, keep mum; if your need to smoke intrudes so much on your work life that you feel the need to ask about it, ask your best friend or significant other for smoking-cessation help as a new-job present. Lots of companies don't permit smoking

anywhere on the premises, and some don't like to hire smokers at all. Why give an employer a reason to turn you down?

**8. "Is [my medical condition] covered under your insurance?"**

This is a bad question on two counts. You don't want to tell a perfect stranger about your medical issues, especially one who's deciding whether or not to hire you. Ask to see a copy of the company's benefits booklet when an offer has been extended. This is also a bad question from a judgment standpoint; no department managers and only a tiny percentage of HR people could be expected to know on a condition-by-condition basis what's covered under the health plan. Anyway, your pre-existing condition won't be covered under most corporate plans for at least a year.

**9. "Do you do a drug test?"**

If you have a philosophical objection to drug tests, wait until they ask you to take a drug test and tell them about your objection. Otherwise, your question sounds like, "I'd fail a drug test," so don't ask.

**10. "If you hire me, can I wait until [more than three weeks from now] to start the job?"**

Employers expect you to give two weeks' notice. If you're not working, they'd love to see you more quickly. If you ask for tons of time off before you start working -- unless you have a very good reason -- the employer may think, "How serious is this candidate about working?" In any case, a start-date extension is something to request after you've got the offer in hand, not before.

*Liz Ryan is a 25-year HR veteran, former Fortune 500 VP and an internationally recognized expert on careers and the new millennium workplace. Contact Liz at [liz@asklizryan.com](mailto:liz@asklizryan.com) or join the Ask Liz Ryan online community at [www.asklizryan.com](http://www.asklizryan.com).*

*The opinions expressed in this column are solely the author's.*

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[Print](#)

## How to Answer the Toughest Interview Questions

Yahoo! HotJobs Exclusive

By Caroline Levchuck

You know they're coming: Those seemingly unanswerable questions that pop up during job interviews.

You can't clam up. And you don't want to stutter and stammer. So what's a job seeker to do?

### The 'Future' Question

Otherwise known as the "big picture" question, the future question goes something like this: "Where do you see yourself in five years?"

The best tactic: Talk about your values.

Don't get too detailed about your specific career plan. Instead, discuss things that are important to you professionally and how you plan to achieve them. If growth is a goal, mention that. You can also talk about challenge, another value that employers prize in their employees.

### The 'Salary' Question

Most people will tell you that whoever answers this question first loses. But that's not necessarily true.

When an interviewer asks your salary requirement, try first to gently deflect the question by inquiring about the salary for the position.

If the interviewer presses you for a number, give a range. To decide on a range, think about the salary you want, your salary at your most recent position and the industry-standard salary for the job.

The bottom line: The salary question is one of the most important, so you should prepare for it in advance and plan what to say.

### The 'Why' Question

There's a fine line between boastful and confident. And you need to learn it.

When an interviewer asks you why they should hire you, you're going to have speak confidently and honestly about your abilities. But you should avoid sounding overly boastful.

Aim for earnest and prepare by practicing. That's right: Stand in front of the mirror and acknowledge your abilities and accomplishments to your reflection. Tell yourself: I have a very strong work ethic. I have integrity. I have excellent industry contacts. I aggressively pursue my goals.

It's sometimes hard to praise yourself, but after a few sessions you'll sound sincere.

### The Seemingly Silly Question

If you were a tree, what kind of tree would you be? What if you were a car? Or an animal?

These type of questions can bring your interview to a screeching halt.

First, don't panic. Pause and take a deep breath. Then remind yourself that there's no "right" answer to these questions. The job isn't hinging on whether you choose to be a spruce versus an oak.

Interviewers usually ask these questions to see how you react under pressure and how well you handle the unexpected. It's not so important what type of tree (or car, or animal) you choose as that you explain your choice in a way that makes you look favorable.

So, be a spruce -- because you want to reach new heights in your career. Or be an oak -- because you plan to put down roots at the company. Either way, you'll get it right.

[Print](#)

## An Interview Strategy: Telling Stories

### A Job Interview Is Not an Interrogation

By Joe Turner

If you read many books on job interviews, you'll notice that some feed you lists of interview questions that you should learn answers to. But an interview is not an interrogation; it's a conversation. Thus, I believe the best way to prepare for an interview is to come armed with a multitude of small stories about both your business and personal life.

### Conversation Wins the Job

Competency-based interviews, as opposed to traditional interviews, have become more common today. In a traditional interview, the interviewer will ask you questions focused on whether you have the skills and knowledge needed to do the job. A competency-based interview goes further by asking you additional questions about your character and personal attributes that can better determine whether you fit their corporate culture. These are called "behavioral competencies."

A competency-based interviewer will spend about half the interview on your job skills, and about half on your behavioral competencies. He or she will be looking for evidence of how you have acted in real situations in the past. So having your stories ready to go, and discussing them during a conversation between two equals, plays very well for this type of interview.

### The Interviewer's Priorities

An employer wants to find out:

- Are you an asset or liability? In other words, will you either make money or save money for the company?
- Are you a team player? Will you fit into the corporate hierarchy or be like sand in the gears? Can you take and give (if appropriate) orders?
- Will you fit into the company culture? They don't want prima donnas.

### Your Story Strategy

The best way for an interviewer to get answers to the questions above is for you, the interviewee, to take the initiative. You should have several personal stories that you can tell as examples of your successes, and each story should last between 30 to 90 seconds.

You should start by developing your stories around these areas:

- Examples of when you either made money or saved money for your current or previous employer.
- A crisis in your life or job and how you responded or recovered from it.
- A time where you functioned as part of a team and what your contribution was.
- A time in your career or job where you had to overcome stress.
- A time in your job where you provided successful leadership or a sense of direction.
- A failure that occurred in your job and how you overcame it.
- Any seminal events that happened during your career to cause you to change direction and how that worked out for you.

Actions speak louder than words. Your actions in the past -- relayed in story form -- will tell a company much more than any generic response. Your stories will give the interviewer the tangible examples he or she seeks, and they will convey a very strong sense of your individuality, making you stand out more.

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*As a recruiter, Joe Turner has spent the past 15 years finding and placing top candidates in some of the best jobs of their careers. Discover more of his job-search insights by visiting [www.jobchangesecrets.com](http://www.jobchangesecrets.com).*

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# Successful Interviewing

### BEFORE THE INTERVIEW

- Attend an Interview Skills Workshop at Career Services
- View the "Interview Skills Online Workshop" on the Career Services website, [www.careerservices.calpoly.edu](http://www.careerservices.calpoly.edu)
- View additional interviewing resources available in the Career Resource Center, Building 124, Room 117
- Research the position, the organization and the community
- Find "insider" information which might include company mission statement, strategic objectives, and corporate values
- Know the information on your resume
- Create a list of the skills/qualities you have to offer an employer that relate to the position for which you are interviewing (organization, leadership, computer knowledge, dependability, flexibility, etc.)
- Think about one or two weaknesses and what you have done to successfully overcome them
- Be prepared to describe personal, workplace, and education related challenges you overcame. Consider examples relevant to the employer/job when possible
- Research salary information so that, if asked, you have a reasonable range in mind
- Prepare questions to ask the employer (refer to the following pages)
- Practice, practice, practice



### DURING THE INTERVIEW

- Arrive early
- Meet the interviewer with a firm handshake, a friendly smile and a polite greeting
- Don't speak negatively about your peers, faculty, former employers or other companies
- Use body language to show interest (appropriate posture and eye contact)
- Listen attentively to the questions; ask for clarification if necessary
- Give complete answers, use specific examples, and cite accomplishments whenever possible
- Use projects, photos, descriptions, statistics and testimonials to support your claims
- Answer questions with honesty and sincerity; be yourself
- Be aware of the time allocated
- Ask about the next step in the process
- Thank the interviewer and collect a business card
- Conclude the interview on a strong, positive note

### AFTER THE INTERVIEW

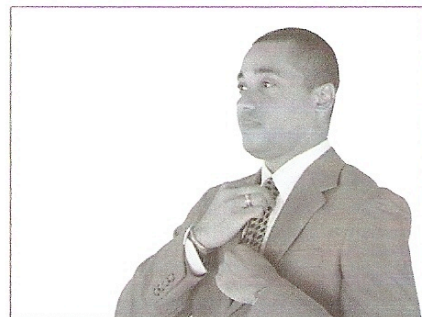
- Take a moment to make some notes after each interview
- Write and send a thank you letter within one to two days to everyone who interviewed you
- Forward any requested materials promptly
- If you have not heard from the company within two to three weeks, contact the interviewer and inquire about the status of the position
- Keep a record of all interviews, correspondence and subsequent follow-up
- Be persistent and maintain an optimistic outlook

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[www.careerservices.calpoly.edu](http://www.careerservices.calpoly.edu)



## PROFESSIONAL IMAGE

- Take time to be well groomed: moderate makeup, light or no perfume or aftershave, ironed clothes, polished shoes
- Dress in business attire: for males the usual dress is a suit or sports coat and slacks; for females it is a suit or pantsuit
- Select shoes, handbags, briefcases and watches that are conservative and coordinate - avoid flashy jewelry and accessories
- Bring a portfolio/folder with extra copies of your resume
- Be courteous to everyone you meet: receptionists, secretaries and others
- Be confident, poised and enthusiastic
- Be professional and use professional language



## THE TELEPHONE INTERVIEW

- Conduct your interview in a place that is free of distractions and background noise, and where you will have good reception if you are using a cell phone
- Be prepared by keeping resume and notes by the telephone
- Clarify and write down the name(s) of the interviewer(s) to whom you are speaking
- Speak clearly and directly into the telephone
- Exhibit personality and energy through voice tone and inflection
- Take notes

## BEHAVIORAL INTERVIEWING STRATEGIES

Employers use behavioral interviews to evaluate a candidate's experiences and behaviors so they can determine the applicant's potential for success. Behavioral questions will center around skills, qualities, and abilities important for success on the job. For example, if teamwork is important to a job, they might ask "Tell me about a time you worked on a team and you encountered conflict. How did you handle it?"

- Utilize the **STAR** technique in answering behavioral questions: State the Situation, the Task assigned, Action taken, and the end Result. Below is an example of utilizing the STAR technique to answer the teamwork question above:

**Situation/Task:** "I was working in a team of five in my Services Marketing class. We were analyzing survey data to determine the effectiveness of customer service for a local retailer. One of our team members continually failed to show up for group meetings or turn in assignments."

**Action you took:** "After talking with other group members, I approached the team member to find out more about their lack of participation. After finding out that they had a family illness they were dealing with, we worked out a plan for them to contribute to the project, but on a smaller scale."

**Result you achieved:** "Our team bonded after understanding the team member's situation. The team member, after our discussion, contributed significantly to the assignment. We received an A on the project!"

- Review the job description and relate your experiences and skills to the position
- Select situations and experiences in which you have demonstrated the behaviors important to the current job
- Be detailed and specific in discussing how you contributed to the success of the project, situation, or event described



[Print](#)

## Mastering the Interview

By Sean Bosker

The job interview is your proving ground, the place where you must demonstrate why you are the best person for the job. Making that powerful statement that you're the best of all the candidates requires the three Ps: Preparation, Presentation and Perception.

### PREPARE PREPARE PREPARE

When you walk into an interview, the more prepared you are, the better the chances are that you'll succeed. Memorize everything you put on your resume and cover letter and be prepared to explain each item. But you should also be ready to talk about more than just yourself. Get to know your future employer.

Warren Davis, the Director of Recruiting and Employment for RadioShack, emphasizes this point. "Your resume and application are fair game. Candidates should study themselves and the company with whom they're interviewing."

Read industry trade magazines, visit the company web site, and do a company search on Yahoo! Finance to find current news about your prospective employer. Be prepared to demonstrate what you know about the company and the industry.

Michele Stagg, the Director of Human Resources at Banana Republic, says she is consistently impressed when candidates work their skills into the context of company news. "The more an informed candidate can tie past experience to the requirements of the job they are interviewing for, particularly in terms of what the company is doing, the better."

Another important part of preparation is making sure you look the part. Choosing what you wear is so important that it deserves its own article - Interview in Style.

### PRESENTATION IS PARAMOUNT

Keep in mind that you are marketing yourself to everyone you meet. The more people you leave with a good impression, the better your chances are of being remembered. Project yourself as someone who is thoughtful, helpful, and prepared.

Effective presentation includes being in the right place, at the right time. If you're late for the interview, you could inadvertently tell your interviewer that you're not right for the job.

With 35 years of experience in HR, Peter Ackerson, Specialist Leader at Deloitte Consulting, has been directly involved in hiring hundreds of candidates. When it comes to job interviews, he's seen it all. "There's nothing worse than getting a call from someone who is hung up in traffic or went to the wrong office," he explains.

Once you arrive, introduce yourself to the receptionist and turn off that cell phone. "Having a phone go off during an interview is a real turn off," says Ackerson.

According to psychologist Albert Mehrabian, more than half of our communication is nonverbal or body language. Stagg agrees. "Body language is exceptionally important. Positive, upright and open body language shows self confidence and interest." During introductions give a firm handshake and then take a seat facing the interviewer.

When you go over your resume focus on your accomplishments instead of reiterating job descriptions. Presenting yourself as an active problem solver will show an employer that you can contribute and succeed in the role. Stagg agrees that this technique can make a fantastic impact. "Give very specific examples of your qualifications. If you have qualifications in financial analysis, give examples of projects you worked on where your analysis was necessary. Describe your experiences that tie in to your skills or qualifications. Even better, tell me how those will help you meet the requirements of the role you might fill in our company."

### PERCEPTION IS KEY

The best way to know if your interviewer is getting what he needs is to ask questions. Susan Vobejda, the VP of Marketing at HotJobs elaborates, "When your interviewer asks you a complicated question, don't launch into your answer straightaway. Make certain you understand what is being asked." A clarifying question, or restating the question in your own words saves you from wasting your interviewer's time, and demonstrates that you are a careful listener. Asking the right questions can also demonstrate your ability to think strategically, and help you decide if the position is right for you. To that end, Stagg suggests ending the interview with this question: "What are you looking for in a candidate to fill this role?" If the answer turns out to be something that doesn't match your expectations, then you need to speak up.

Many candidates are so intimidated by the interview, they forget that the interviewer has a stake in seeing the candidate succeed. Peter Ackerson describes his attitude going into an interview as one of "hopeful skepticism." They don't want you to fail; they want you to show them why you will succeed with their company. The sooner they hire you, the sooner the search can end.



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## Minor Matters That Make Your Interview

**Yahoo! HotJobs Exclusive**

*By Erin Hovanec*

Preparing for an interview can be stressful -- and time-consuming. You can spend days researching a company, brainstorming answers to "trick" questions and preparing your portfolio.

With so much to do, it's easy to forget the practical details that can distinguish a successful interview from a tragic one.

This article focuses on the minor matters that job seekers often overlook before they sit down in the interview hot seat.

### Getting Your Interview Gear Ready

Lay out your clothing in advance. You don't want to be frantically searching for a missing sock or clean shirt on the day of the interview.

Make sure your outfit is clean and neatly pressed and take care of other time-consuming chores (polishing your shoes, trimming your nails) the day before the interview if possible.

Also, gather all the other important materials you'll need for the interview in one place, where you will be sure not to forget them. You might include copies of your resume, references and directions.

### Just Call Me "Dragon Breath"

Your parents were right: You don't do as well on an empty stomach.

Make sure you eat before the interview. You don't need to have a huge meal. In fact, a heavy meal or one loaded with carbs can make you feel sluggish and lethargic. But a light meal or snack will ensure that your stomach doesn't start rumbling loudly just as you're about to discuss your most brilliant accomplishment.

If your interview isn't until later in the day, steer clear of stinky bards, such as onions and garlic.

Whatever you plan to eat before the interview should be followed by some mouthwash and a good brushing.

### Have Interview, Will Travel

The day of the big interview is not the time to try out a new shortcut or investigate an unfamiliar area.

Make sure you know how to get to your interview in advance. Make a practice run the day before if necessary.

Also, find out exactly where you'll need to go when you arrive at the company.

If you're lucky, you'll walk through the front door and find the receptionist waiting. If you're not so lucky, you'll need to find your way to Lot 8, Building 9, Floor 10, Suite D, Room 125 -- so be sure you know how to get there.

### Eyes and Ears Are Everywhere

When it comes to interviewing, a little paranoia can be a good thing.

Your interview starts in the parking lot, so be conscious of your surroundings. Any onlooker could be one of your interviewers. Act accordingly.

Be courteous and professional to everyone you meet, from the security guard to the receptionist. If you make small talk with strangers, be positive and pleasant. This isn't the time to complain about the "funny smell in the lobby" or a long wait for an elevator.

Lastly, turn off your cell phone.



[Print](#)

## How to Deal With Interview Stress

By Caroline Levchuck

To many job seekers, "stress" is synonymous with "job interview."

Job seekers stress over landing an interview. Then they stress over preparing for it. And then they stress over what to wear, what to say, if the interviewer will like them and more.

But the worst stress of all often occurs during the interview. This is the stress that can cause you to blow it. It can make you freeze, panic, chatter aimlessly, lose your train of thought or perspire profusely.

So how can job seekers keep cool when it counts? Relax. A few simple techniques can help calm frayed nerves and sooth interview jitters.

### Early Warning

Timing is everything: Don't cause yourself undue stress before a big interview.

Arrive about 10 minutes before the interview is scheduled to begin.

If you arrive too early, you'll sit and wait and worry. And if you arrive too late, you may find yourself racing in the door, your heart already pounding from a last-minute dash.

A ten-minute, pre-interview break will give you an opportunity to catch your breath and acclimate to your surroundings. It's enough time, but not too much time.

### Picture This

You can make your dream a reality. Use your imagination to stay calm during a job interview.

Visualization is a relaxation technique in which you create a mental image of a stressful or challenging situation. Then you imagine yourself succeeding in the situation. By doing so, you're mentally preparing to handle the event in real life.

You can practice visualization in the days, hours or even minutes before an interview. Simply close your eyes and breathe deeply. Picture yourself greeting the interviewer confidently and answering tough questions with ease.

Practice succeeding in your imagination, and soon you'll be doing it in reality.

### Relax

A relaxed job candidate is a confident job candidate.

Show the interviewer that you're calm, composed and in command during an interview. He's likely to assume that you'll be rock-solid on the job too.

Use these tips to stay relaxed during an interview:

- Breathing deeply and slowly (and quietly, of course).
- Sit up straight and don't cross your legs or arms.
- Speak slowly and pause for breath often.
- Keeps your hands and jaw relaxed; no clenching.
- Smile -- it really is contagious!

### Pause, Don't Panic

In every interview, there comes a moment that doesn't go according to plan. There's an awkward silence. You stumble over your words. You flub a tough question.

Don't panic. Now's the time to put your relaxation skills into overdrive.

It's much easier to control fear and panic as it starts to build than to calm yourself down once they've begun to spiral out of control.

When you feel yourself starting to panic and lose focus, pause. Tell yourself silently that you can do this. Take a deep breath. Refocus. And then resume interviewing.

A quick ten-second pause can be all you need to regain your composure and get back in control. And the interviewer likely won't even notice.

**California State 4-H  
Interview Contest**  
<http://www.ca4h.org/projresource/fieldday/>



**Trot Along Dog Walkers  
Position: Dog Walker**

**Position Overview**

Trot Along Dog Walkers is looking for a dog walker to join their exceptional team! This position has flexible hours and will assist in walking dogs, other animal care and answering calls. Position will also keep records of hours. We focus on working as a team and providing excellent customer service to maintain our relationships with customers and fellow employees.

**Essential Job Functions**

- Answering phone calls
- Walking dogs
- Providing other animal care as needed
- Keep records of hours
- Ability to work in a team environment

**Other Necessary Skills**

- Self-responsibility
- Record Keeping
- Nurturing relationships
- Social Skills
- Planning/Organizing

**Eligibility:** 4-H Junior category

**Bring:** Cover letter and Résumé for this position

NOTE: This job description is not intended to be all-inclusive. Employee may perform other related duties as negotiated to meet the ongoing needs of the organization.

**California State 4-H  
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**Happy Chow Pet Feeders  
Position: Pet Feeder**

**Position Overview**

Happy Chow Pet Feeders is looking for a pet feeder to assist in their office. The pet feeder would assist in preparing the food, feeding the correct amount of food, and keeping inventory of feeds. Observe general animal health and report any problems to the manager. They would also assist in taking calls to schedule reservations.

**Essential Job Functions**

- Feed animals appropriate amount on the animal's feeding chart
- Prepare food for animals
- Assist in the inventory of feeds
- Observe animal health and report to manager
- Assist in calls for reservations

**Other Necessary Skills**

- Keeping records
- Disease Prevention
- Planning/Organizing
- Self-responsibility
- Concern for Others

**Eligibility:** 4-H Junior category

**Bring:** Cover letter and Résumé for this position

NOTE: This job description is not intended to be all-inclusive. Employee may perform other related duties as negotiated to meet the ongoing needs of the organization.



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**California State Parks  
Position: Jr. Park Ranger**

**Position Overview**

The State Parks is looking for a Jr. Park Ranger to assist the Park Ranger team. Duties would include assisting the park rangers with varying activities. The Jr. Park Ranger would be directly responsible for presentation props and assisting the Ranger with those presentations. They would also assist in the posting and notices of weather advisories.

**Essential Job Functions**

- Assist the Park Ranger in duties
- Check campsites for unclean or unsafe conditions
- Assist in presentations given by the Park Ranger
- Manage the props used in presentations
- Help with posting weather conditions and advisories

**Other Necessary Skills**

- Knowledge of Personal Safety
- Self-Responsibility
- Cooperation with Team
- Communication
- Contributions to a Group Effort

**Eligibility:** 4-H Junior category

**Bring:** Cover letter and Résumé for this position

NOTE: This job description is not intended to be all-inclusive. Employee may perform other related duties as negotiated to meet the ongoing needs of the organization.

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**Sunburst Lemonade Stand  
Position: Stand Attendant**

**Position Overview**

The Sunburst Lemonade Stand operates 14 stands throughout the county. Stand Attendants are responsible for the stand in their area and open it during weekends. They oversee and deposit the money generated from the stand and provide exceptional service. Stand attendants are also responsible for sharing information about the company and stands. They also perform basic functions of mixing and serving lemonade to customers.

**Essential Job Functions**

- Manage the stand on weekends
- Assist in the money collection and deposit
- Provide friendly customer service
- Communicate information on the company and stands
- Assist in the mixing and pouring of lemonade

**Other Necessary Skills**

- Leadership
- Self-Responsibility
- Keeping records
- Communication
- Nurturing Relationships

**Eligibility:** 4-H Junior category

**Bring:** Cover letter and Résumé for this position

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**Fall Around Leaf Company  
Position: Leaf Remover**

**Position Overview**

Fall Around Leaf Company provides leaf removal and offers leaves for craft projects. Once the leaves are raked, then they are sorted and dried for sale for craft projects. This position will assist in collecting leaves and sorting by types. Information and training will be provided for sorting and drying. Some horticulture knowledge is a plus or willingness to learn about trees and their leaves.

**Essential Job Functions**

- Work with a team for leaf removal trips
- Work in a fast paced environment for sorting
- Provide records of leaves collected and hours
- Work with community to identify volunteer organizations that would want leaves
- Organize leaves for projects

**Other Necessary Skills**

- Teamwork
- Contribution to a group effort
- Keeping records
- Community Service Volunteering
- Planning/Organizing

**Eligibility:** 4-H Junior category

**Bring:** Cover letter and Résumé for this position

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**Heartland Elementary School  
Position: Lost and Found Assistant**

**Position Overview**

Heartland Elementary School is looking for a caring youth to assist in their office with the lost and found box. The assistant will help decorate a new lost and found box and make fliers to announce where the box is located. They will also log what items are reported as lost and what items are turned in. This log will be used by the office to reunite owners and their items. The assistant will also make classroom announcements about the importance of turning in objects and honesty on the playground. They will also submit a list of items to the office secretary and the school newspaper.

**Essential Job Functions**

- Decorate the Lost and Found Box
- Make fliers and announcements about the box and box location
- Keep records of items lost and found
- Make classroom announcements to encourage the use of the box
- Work with the office secretary and the school newspaper

**Other Necessary Skills**

- Keeping Records
- Contribution to a group effort
- Character
- Communication
- Planning/Organizing

**Eligibility:** 4-H Junior category

**Bring:** Cover letter and Résumé for this position

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**Cows and Sows Petting Zoo  
Position: Petting Zoo Helper**

**Position Overview**

Cows and Sows Petting Zoo is looking for a youth to assist in their petting zoo this summer! The helper will work with the animals in the petting zoo and answer visitor's questions about the animals. They will also manage the feeding station to make sure enough food is in the stations for visitors. They should be comfortable with farm animals and be willing to learn about animal types, breeds and care. Some animal care may be necessary. The position will help others understand and enjoy animals.

**Essential Job Functions**

- Assisting with the animals
- Answering customer questions
- Maintaining feeding stations
- Comfortable with animals and animal care
- Knowledge or willingness to learn about animals

**Other Necessary Skills**

- Communication
- Nurturing Relationships
- Self-Responsibility
- Disease Prevention
- Social Skills

**Eligibility:** 4-H Junior category

**Bring:** Cover letter and Résumé for this position

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**Green Heart Recycling  
Position: Recycling Assistant**

**Position Overview**

Green Heart Recycling is seeking an enthusiastic youth to help in their recycling education program! The assistant will help staff teach others what is recyclable by attending community fairs, events and meetings. They will help others recycle in their home and see the effects of recycling in their community. The assistant should keep records of events attended, and work well with other staff members. They will also be able to volunteer in clean ups and gather support from other groups in these efforts.

**Essential Job Functions**

- Work with a team for promoting recycling
- Attend community events to promote recycling
- Provide records of events attended
- Work with other community groups to volunteer for clean ups
- Promote volunteering in the community

**Other Necessary Skills**

- Self-responsibility
- Contribution to a group effort
- Keeping records
- Community Service Volunteering
- Planning/Organizing

**Eligibility:** 4-H Junior category

**Bring:** Cover letter and Résumé for this position

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**Busy Bee Arts and Crafts  
Position: Arts and Craft Class Helper**

**Position Overview**

The Busy Bee provides arts and craft classes during the summer. We are seeking a helper for our classes to help class members with projects, prepare items for classes, and displaying projects after they are complete. Some office work will be required including copying class fliers and craft directions. They may also assist in class check in. They should enjoy crafts and be able to help others in projects.

**Essential Job Functions**

- Work with others on projects
- Help prepare items for the craft classes
- Help display completed projects
- Assist with class promotion and check in
- Organize class fliers and craft directions

**Other Necessary Skills**

- Communication
- Contribution to a group effort
- Social Skills
- Problem Solving
- Planning/Organizing

**Eligibility:** 4-H Junior category

**Bring:** Cover letter and Résumé for this position

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**Good Eats Cafeteria  
Position: Server**

**Position Overview**

Good Eats Cafeteria is looking for a student to assist with serving in their summer lunch line. The server would assist in setting out plastic-ware packets, napkins and plates. They would help set up the line with ready items and serve in the line. They will be taught disease prevention and personal safety in a kitchen. They should know about the major food groups and will assist in meal planning to meet these groups.

**Essential Job Functions**

- Work with a team on the serving line
- Work in a fast paced environment
- Maintain the non-food and individually packaged food items
- Learn about nutrition and meal guides
- Assist in menu creation

**Other Necessary Skills**

- Teamwork
- Healthy Lifestyle Choices
- Disease Prevention
- Personal Safety
- Planning/Organizing

**Eligibility:** 4-H Junior category

**Bring:** Cover letter and Résumé for this position

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**The Village Retirement Home  
Position: Elderly Companion**

**Position Overview**

The Village Retirement Home is looking for a caring and friendly youth for the elderly companion position. The companion assists the elderly in a wide range of activities from carrying groceries, walking with them to helping them contact their families. They also set up activities in which the elderly can participate. The companion is asked to identify needs within the program and to use their community volunteer networks to create programs and events to fill these needs. The companion should be patient and caring, but also active and motivated.

**Essential Job Functions**

- Assist the elderly with groceries and chores
- Set up and plan elderly activities
- Identify areas and opportunities for service
- Work with the community to identify volunteer efforts for these needs
- Serve as a friend to members of the home

**Other Necessary Skills**

- Service Learning
- Concern for Others
- Problem Solving
- Community Service Volunteering
- Planning/Organizing

**Eligibility:** 4-H Junior category

**Bring:** Cover letter and Résumé for this position

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**Heartland Pioneer's Museum**  
**Position: Interactive Game Attendant**

**Position Overview**

Heartland Pioneer's Museum is looking for an energetic youth to be an interactive game attendant in the museum. The attendant will watch and play two of the interactive games in the museum. They serve to get other youth involved and help them play. They will be trained on the games and will be asked to answer any questions relative to the game. They should be energetic to get others involved! The games test youth's history knowledge, so the attendant should have knowledge of or be willing to learn citizenship.

**Essential Job Functions**

- Watch the interactive games and notify staff if there are problems
- Play the games and be able to teach others
- Get other museum visitors interested in the games
- Answer questions about the games
- Have or be willing to learn about California history and citizenship

**Other Necessary Skills**

- Responsible Citizenship
- Social Skills
- Conflict Resolution
- Contribution to a Group Effort
- Self-motivation

**Eligibility:** 4-H Junior category

**Bring:** Cover letter and Résumé for this position

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**Green Star Lawn Service  
Position: Lawn Mower**

**Position Overview**

Green Star Lawn Service provides lawn mowing and weed-pulling services and is looking for a mower to join their team! Teams visit neighborhoods on weekends to provide services. The service should be quick and clean, with great customer service. The mower should schedule homes, record the time and services provided and provide a copy to the office secretary. The should be willing to learn about basic mechanics and engine work, but learn the safety measures of working with such items. It is also a fast paced environment in the sun, so personal safety and wellness will be monitored and logged.

**Essential Job Functions**

- Work with a team for lawn service
- Service provided should be efficient and with great customer service
- Provide records of homes, times and services
- Be willing to work or learn about mechanics and engines
- Organize log books for the secretary

**Other Necessary Skills**

- Teamwork
- Personal Safety
- Keeping records
- Problem Solving
- Planning/Organizing

**Eligibility:** 4-H Junior category

**Bring:** Cover letter and Résumé for this position

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**B' Safe Training Company**  
**Position: Bike Safety Demonstrator**

**Position Overview**

B' Safe Training Company is looking for a Bike Safety Demonstrator to joining their training team! The demonstrator will need be trained on proper bike safety and follow directions during demonstrations. They should also be able to help other youth in bike safety classes. The demonstrator will assist in class check-in, answering questions and class promotion. The demonstrator should assist in finding bike safety needs and creating programs to address these needs.

**Essential Job Functions**

- Be willing to learn proper bike safety
- Assist the demonstration by following directions on the bike
- Work with youth in classes for bike safety
- Some administration help such as checking in, answering questions and promotion
- Work with the community to identify bike safety needs and areas of concern

**Other Necessary Skills**

- Service Learning
- Contribution to a group effort
- Concern for Others
- Community Service Volunteering
- Planning/Organizing

**Eligibility:** 4-H Junior category

**Bring:** Cover letter and Résumé for this position

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**Heartland Elementary School  
Position: Flag Monitor**

**Position Overview**

Heartland Elementary School is looking for a youth for the position of Flag Monitor. The monitor will be in charge of the California and United States flags in the cafeteria. The monitor should keep track of the flags and make sure they are displayed properly for all events. They should know or be willing to learn proper flag etiquette and abide by it. If they feel comfortable, there is an opportunity to discuss the history and symbolism of the flags in the Veteran's Day assembly. The will also do a board on the California and flag history. The monitor should keep accurate records of the flags being used, to make sure they are returned in an appropriate manner. Familiarity with the posting of the colors is a plus!

**Essential Job Functions**

- Monitor the flags and their display
- Learn proper flag etiquette and follow it
- Keep check-out records of the flags
- Speaking about flag history in an assembly, if they feel comfortable
- Create a display board of California and the flag's history

**Other Necessary Skills**

- Responsible Citizenship
- Marketable Skills
- Keeping records
- Communication
- Planning/Organizing

**Eligibility:** 4-H Junior category

**Bring:** Cover letter and Résumé for this position

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**Sweetwater Stage Acts  
Position: Stage Assistant**

**Position Overview**

Sweetwater Stage Acts is looking for an enthusiastic stage assistant! The stage assistant oversees the costume room organization, checking out of costumes, storage and organization of props and the posting of classes. The assistant will assist the needs of presenters and classes. They should also manage and organize play and music books. They should also create a suggestion box and check it regularly.

**Essential Job Functions**

- Manage and organize the costume room
- Manage and organize the play and music books
- Assist the needs of presenters and during plays
- Manage and organize the prop room
- Create a suggestion box and check it regularly

**Other Necessary Skills**

- Self-responsibility
- Contribution to a group effort
- Keeping records
- Problem Solving
- Planning/Organizing

**Eligibility:** 4-H Junior category

**Bring:** Cover letter and Résumé for this position

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**Head and Heart Paper Works  
Position: Design Member**

**Position Overview**

Head and Heart Paper Works is seeking a new design team member! The member will work with the design team to design new images for note cards and note pads. They will be involved with idea generation and sketching of designs. They can use a computer program for assistance or draw free hand. The designs will then be transferred to cards and pads. The team member will assist in selling designs and will work to find paper needs in our community. We will work to meet these needs through volunteer hours and projects. The member will also assist in gift packing boxes for the holidays.

**Essential Job Functions**

- Work with a team for idea generation
- Be able to draw ideas or use a computer program to draw
- Assistance in selling cards and note pads
- Work with community to identify paper needs and projects to meet that need
- Assistance with gift packing items

**Other Necessary Skills**

- Teamwork
- Cooperation
- Goal Setting
- Service Learning
- Planning/Organizing

**Eligibility:** 4-H Junior category

**Bring:** Cover letter and Résumé for this position

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**Leaf Care Plant Sitting  
Position: Plant Sitter**

**Position Overview**

Leaf Care Plant Sitting is seeking a plant sitter to join their team. A team member will have plants delivered to them to watch and take care of. They should keep accurate records of plant pick up and drop off and feeding instructions. They will also use a template bill to charge for the days of sitting. They should have some basic plant knowledge or be willing to learn about the plants they take care of. Special attention should be given to watering schedules and sunlight requirements. You will also be responsible for instruction of special plant foods and fertilizers from the owners.

**Essential Job Functions**

- Keep records of plants check in and out
- Issue bills based on the company template for days of plant sitting
- Keep records of plant instructions and schedules
- Knowledge or willingness to learn about plants
- Organizing plants for owner pick up and sunlight requirements

**Other Necessary Skills**

- Decision making
- Self-Responsibility
- Keeping Records
- Wise Use of Resources
- Planning/Organizing

**Eligibility:** 4-H Junior category

**Bring:** Cover letter and Résumé for this position

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**The Web for Safety Center  
Position: Safety Assistant**

**Position Overview**

The Web for Safety Center provides trainings to adults and youth on responsible use and safety precautions on the internet and your computer. The assistant will help with trainings and work with youth in a counselor role for safe internet use. They will also reach out to other youth and teach them the importance of internet safety. They will also identify safe sites and ways to identify fraud sites with adults. The assistance team will help coordinate an action plan of what to do if a friend is visiting unsafe sites and talking to strangers. The team will present this plan to other organizations and run a campaign in the area on internet safety for adults and youth.

**Essential Job Functions**

- Assist in safety trainings
- Reach out to other youth for internet safety
- Assist in identifying safe sites and identifying fraud sites
- Work as a team to create an internet safety action plan
- Present and promote the action plan to other organizations

**Other Necessary Skills**

- Teamwork
- Personal Safety
- Communication
- Community Service Volunteering
- Planning/Organizing

**Eligibility:** 4-H Junior category

**Bring:** Cover letter and Résumé for this position

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**The Book Worm Mobile Library**  
**Position: Book Reader**

**Position Overview**

The Book Worm Mobile Library is seeking a youth to become a book reader for children! The book reader will go on trips with the library and read to children in different areas of the city. They should be good with children and enjoy getting others involved with the stories and reading. They will assist in referring books to be read and putting books back in their places. They will also clean up the children area at the end of the day. They will also assist in book drives and identifying the book wants of children. Assistance will also be needed to package books for donation to youth shelters.

**Essential Job Functions**

- Read to children that visit the mobile library
- Get others interested in books and reading
- Provide feedback on book requests and needs
- Organize and return books
- Assist in book drives and donations

**Other Necessary Skills**

- Character
- Communication
- Concern for Others
- Community Service Volunteering
- Planning/Organizing

**Eligibility:** 4-H Junior category

**Bring:** Cover letter and Résumé for this position

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**General Hospital  
Position: Hospital Attendant**

**Position Overview**

General Hospital is looking for a motivated and responsible youth to assist their nursing team! The position will be in direct contact with patients and serve their needs. These needs include assisting with meals, walks and exercise, reading and changing linens. The patients also frequently have visitors, so this position will assist in helping to meet their needs as well.

**Essential Job Functions**

- Reading to hospital patients
- Help with distributing meals to patients
- Assist nurses in changing linens for patients
- Walking with patients
- Assisting hospital guests and visitors in needs

**Other Necessary Skills**

- Nurturing Relationships
- Character
- Problem Solving
- Social Skills
- Contribution to a Group Effort

**Eligibility:** 4-H Intermediate category

**Bring:** Cover letter and Résumé for this position

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**Pots of Play Ceramics  
Position: Pottery Maker**

**Position Overview**

Pots of Play Ceramics is looking for an assistant to help with their pottery needs. These needs are for basic and intermediate pottery designs. They will provide training for novice pottery makers. The position will assist in preparing clay for classes, making basic pottery, and provide assistance in beginning pottery classes. The position will also be responsible for assisting in general shop duties including setting up displays, answering questions, shop sales and assist in filling special pottery orders.

**Essential Job Functions**

- Help prepare clay for pottery classes
- Make basic pottery for sale and for art classes
- Assist in special orders of pottery
- Assist in general shop duties including: setting up displays, answering questions and shop sales
- Provide assistance to class instructor in beginning pottery classes

**Other Necessary Skills**

- Learning to Learn
- Communication
- Self-Responsibility
- Leadership
- Teamwork

**Eligibility:** 4-H Intermediate category

**Bring:** Cover letter and Résumé for this position

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**Real Life Media Distribution  
Position: Media Set Up Assistant**

**Position Overview**

Real Life Media Distribution is looking for a media set up assistant to help in general media needs. This position will be responsible for assisting in setting up media equipment for special events and meetings and serving as a company representative for assistance during these events. They are also responsible for troubleshooting with equipment and programs. Providing courteous and helpful support to organizers is a must. Other general duties would include assisting in the office with checking equipment, replacing cords and batteries and checking out of equipment.

**Essential Job Functions**

- Assist in setting up equipment for events and meetings
- Help with basic troubleshooting of equipment and programs at events
- Maintaining equipment and replacing needed batteries and cords
- Serve as a company representative for special events with equipment
- Provide courteous and helpful service

**Other Necessary Skills**

- Communication
- Stress Management
- Contribution to a Group Effort
- Marketable Skills
- Problem Solving

**Eligibility:** 4-H Intermediate category

**Bring:** Cover letter and Résumé for this position

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**Little Sierra's Bakery  
Position: Bakery Assistant**

**Position Overview**

Little Sierra's Bakery is seeking a motivated and passionate assistant. Our bakery is filled with a jolly and hardworking attitude and delicious bread! Assistant would help with the preparation and sale of fresh bakery goods. They would also help package cookie gift packs. The assistant would help create displays and signs for the shop. They would also help take orders for special events and call in orders.

**Essential Job Functions**

- Assist in the preparation of bakery goods
- Assist in the sale of bakery goods
- Assist in the packaging and wrapping of gift packs
- Help to create displays and store signs
- Take orders for special events and call in orders.

**Other Necessary Skills**

- Communication
- Organizing
- Decision Making
- Self-Responsibility
- Contribution to a Group Effort

**Eligibility:** 4-H Intermediate category

**Bring:** Cover letter and Résumé for this position

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**UpandRunning.com**  
**Position: Website Designer**

**Position Overview**

UpandRunning.com is looking for a website designer to join their team! This position provides flexible hours and work at your own pace. The website designer works with programs for website creation and design special graphics or videos. The position offers opportunities to enhance current websites and to create ones from scratch. Important areas for the position include the ability to edit copy, choose appropriate graphics, and design themes and colors.

**Essential Job Functions**

- Work in programs for website creation
- Identify areas of improvement for websites
- Work on websites on your own or as a group
- Proof and edit copy content
- Choose appropriate graphics and videos for the theme of the website

**Other Necessary Skills**

- Teamwork
- Self-Responsibility
- Wise Use of Resources
- Communication
- Problem Solving

**Eligibility:** 4-H Intermediate category

**Bring:** Cover letter and Résumé for this position

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**Heartland News  
Position: Freelance Reporter**

**Position Overview**

Heartland News is looking for an active youth to report stories to the daily newspaper. These stories are produced at the reporter's leisure and should focus on community and youth activities. Reporters will observe, write, edit and submit stories on local issues and activities. Reporter will also be responsible for notifying the assignment editor of upcoming stories and have them ready on time. Photographs of events would be a plus.

**Essential Job Functions**

- Observe activities in community
- Concisely write a article about the event
- Appropriately edit the article for submission
- Produce stories by the designated timeline
- Nurture relationships with community members

**Other Necessary Skills**

- Nurturing Relationships
- Communication
- Self-Discipline
- Marketable Skills
- Wise Use of Resources

**Eligibility:** 4-H Intermediate category

**Bring:** Cover letter and Résumé for this position

NOTE: This job description is not intended to be all-inclusive. Employee may perform other related duties as negotiated to meet the ongoing needs of the organization.

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**Sunnyside Elementary  
Position: Teacher's Assistant**

**Position Overview**

Sunnyside Elementary is seeking a teacher's assistant for teachers in kindergarten through 2<sup>nd</sup> grade. The duties include: help with preparing crafts, organizing and cleaning the classrooms, helping to grade assignments, helping to read to the children, and working with teachers on special needs or events.

**Essential Job Functions**

- Preparing crafts and projects
- Assist in organizing and cleaning room
- Helping to grade assignments
- Helping to read to children
- Assist teachers is special needs and events

**Other Necessary Skills**

- Problem Solving
- Teamwork
- Communication
- Self-Responsibility
- Concern for Others

**Eligibility:** 4-H Intermediate category

**Bring:** Cover letter and Résumé for this position

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**Full Bloom Gardening Company**  
**Position: Gardener**

**Position Overview**

Full Bloom Gardening Company is looking for a gardener to join their team. This gardener will be responsible for a home's garden and working with the owner to complete a year around plan for their garden. This requires some horticulture knowledge or willingness to learn of seasons and planting. A garden guide book will also be provided. Other duties will be to plant and maintain the garden according to plan and address any plant health issues that arise.

**Essential Job Functions**

- Plan out the garden according to the seasons and the owner's desires
- Learn about plant seasons, planting and soil conditions
- Observe and treat for plant health
- Work with owner to install any garden decorations, such as fencing or stones
- Plant and maintain garden

**Other Necessary Skills**

- Learning to Learn
- Communication
- Planning/Organizing
- Decision Making
- Self-Responsibility

**Eligibility:** 4-H Intermediate category

**Bring:** Cover letter and Résumé for this position

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**Paw Print Pet Shop  
Position: Pet Attendant**

**Position Overview**

Paw Print Pet Shop is seeking a new pet attendant! The attendant would care for the dogs and cats by cleaning their pens, feeding, and washing them. They would also play with the pets and make sure they reach their daily needed exercise amount. The attendant would also help answer any customer questions on the pets and restock pet toys. The attendant would also provide consultation with new pet owners and provide information for a happy and healthy pet home.

**Essential Job Functions**

- Manage care for the pets including cleaning, feeding, and washing
- Play with animals for needed exercise
- Restock pet toys when needed
- Answer customer questions with exceptional service
- Provide new pet home consultations and information

**Other Necessary Skills**

- Concern for Others
- Self-Responsibility
- Communication
- Keeping Records
- Decision Making

**Eligibility:** 4-H Intermediate category

**Bring:** Cover letter and Résumé for this position

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**Stitch and Seam Tailors  
Position: Tailor Assistant**

**Position Overview**

Stitch and Seam Tailors is looking for a motivated assistant in their shop. The assistant would help with tailor reservations and orders, manage client pick-ups and payments, and maintain the shop's appearance and inventory. The assistant should have basic sewing abilities or the willingness to learn from two exceptional seamstresses. The assistant will also help with promoting the tailor store through advertising, specials or public relations.

**Essential Job Functions**

- Assist tailor with tailor reservations
- Manage client pick-ups and payments
- Maintain shop appearance and inventory
- Help with basic tailoring
- Run promotions for the tailor store

**Other Necessary Skills**

- Communication
- Contribution to a Group Effort
- Learning to Learn
- Self-Responsibility
- Decision Making

**Eligibility:** 4-H Intermediate category

**Bring:** Cover letter and Résumé for this position

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**Jam Sports**  
**Position: Sports Assistant**

**Position Overview**

Jam Sports is a youth sports gym that offers year around sports facility, training and teams for youth. Jam Sports is looking for an assistant that would help in various aspects including: registration, sports announcer, coaching assistance, and program assistance. This person should be enthusiastic, energetic and have the ability to multi-task. The assistant should also have a passion for developing positive relationships with youth and promoting team interactions.

**Essential Job Functions**

- Assist with multiple tasks and duties
- Develop positive relationship with youth
- Assist needs of the program including registration, coaching and promotions
- Help with announcing at team games
- Be energetic and positive

**Other Necessary Skills**

- Communication
- Teamwork
- Nurturing Relationships
- Self-Responsibility
- Decision Making

**Eligibility:** 4-H Intermediate category

**Bring:** Cover letter and Résumé for this position

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**Sunrise Trails  
Position: Hiking Guide**

**Position Overview**

Sunrise Trails provides all types of hiking trips in local parks. They provide informative trips on the local area, plants and local history and stories. The position requires good communication skills and a dedication to a flexible weekend and summer schedule. An out-going personality and GPS knowledge are a plus, but not required. The guide should also enjoy being outside and exploring different trails. Some administrative tasks are required for keeping records and insurance releases.

**Essential Job Functions**

- Guide hikes in local parks
- Provide hikers with information such as history, plant types and stories
- Maintain a safe condition for hikers
- Enjoy being outside and flexible hours
- Some administrative tasks

**Other Necessary Skills**

- Communication
- Personal Safety
- Keeping Records
- Self-Responsibility
- Decision Making

**Eligibility:** 4-H Intermediate category

**Bring:** Cover letter and Résumé for this position

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**Reel Theaters  
Position: Movie Clerk**

**Position Overview**

Reel Theaters is seeking a motivated and dedicated movie clerk to join their team. The movie clerk is responsible for various tasks at the theater including: selling tickets, setting up movie showings, sending movie hours to newspapers and online sources, and helping set up movie promotions. The position requires organization and responsibility for other movie clerks in the shift. The position also allows for growth to assist with in-house movie reviews and scheduling.

**Essential Job Functions**

- Assist in ticket sales and collection
- Assist in sending the movie schedule to local media
- Assist in movie promotions and showings
- Managing other employees
- Opportunities for reviews and scheduling

**Other Necessary Skills**

- Communication
- Cooperation
- Leadership
- Self-Responsibility
- Decision Making

**Eligibility:** 4-H Intermediate category

**Bring:** Cover letter and Résumé for this position

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**In-Line Car Works  
Position: Office/Shop Assistant**

**Position Overview**

In-Line Car Works is looking for an assistant for their office and shop staff. The assistant would help with scheduling appointments and assisting with billing and accounts payable. The assistant would help the shop crew with paperwork and some routine maintenance tasks. The assistant should have some basic knowledge of vehicles and mechanic operations. The assistant should be willing to help in a variety of tasks and will help manage tracking customer visits and the customer database.

**Essential Job Functions**

- Assist in office tasks such as scheduling
- Assist in accounts receivable and payable
- Perform basic mechanic tasks
- Assist with paperwork on vehicles and maintenance
- Manage customer relations and data entry.

**Other Necessary Skills**

- Communication
- Teamwork
- Keeping Records
- Planning and Organizing
- Decision Making

**Eligibility:** 4-H Intermediate category

**Bring:** Cover letter and Résumé for this position

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**Smooth Fruit Shack  
Position: Smoothie Maker**

**Position Overview**

Smooth Fruit Shack is seeking a new smoothie maker for their fruit shack. This is an energetic and fun workplace that focuses on making the best tasting and healthiest smoothies! The maker will help prepare fruit, equipment and other smoothie ingredients. The maker will also make smoothies to the customer's order and will keep a clean and organized workplace. All makers are encouraged to formulate new recipes and assist in the promotion of the special smoothie of the month.

**Essential Job Functions**

- Assist in preparing smoothie ingredients
- Assist in preparation and clean up of equipment
- Make smoothies to the customer's specifications
- Keep the workplace in an organized and clean fashion
- Idea generation for new smoothie recipes

**Other Necessary Skills**

- Social Skills
- Teamwork
- Planning and Organizing
- Self-Responsibility
- Healthy Lifestyle Choices

**Eligibility:** 4-H Intermediate category

**Bring:** Cover letter and Résumé for this position

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### **Blooms Unlimited** **Position: Shop Assistant**

#### **Position Overview**

Blooms Unlimited is a small plant shop that provides annual and perennial flower plants for local homes. They also carry soil additives, pots and garden decorations for every season! We are seeking an assistant to help customers find the plants and items they are looking for. To aid the assistant a map of plants general layout and a resource book is available. The person will need to be helpful and be willing to learn about plants and garden equipment. They should also be able to keep things clean and organized. The assistant will be in charge of where new plants will go and making sure signs are posted.

#### **Essential Job Functions**

- Assist customers with finding plants and items
- Manage the placement of new plant arrivals and signs
- Maintain the floor layout and resource book
- Maintain a clean and organized environment
- Willingness to learn about plants and garden equipment to better assist the customer.

#### **Other Necessary Skills**

- Communication
- Wise Use of Resources
- Learning to Learn
- Self-Responsibility
- Decision Making

**Eligibility:** 4-H Intermediate category

**Bring:** Cover letter and Résumé for this position

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**Scoops O' Fun Ice Cream Parlor**  
**Position: Parlor Helper**

**Position Overview**

Scoops O' Fun Ice Cream Parlor is seeking an energetic helper for their parlor. The helper will assist the parlor in the after-school and summer days rush. They should be helpful and enthusiastic about ice cream and treats. They will assist customers with selecting an ice cream flavor and taking orders of what customers would like. They will also help answer the phone and any questions. The helper will also be asked to help set up candy displays and apply some packaging and pricing of treats. We are willing to train the right person with an energetic and out-going personality!

**Essential Job Functions**

- Assist parlor clerks and ice cream makers
- Help customers with our different flavors and creations
- Take customer orders to the ice cream makers
- Help with answering questions and phone calls
- Assist with displays and product packaging

**Other Necessary Skills**

- Communication
- Contribution to a Group Effort
- Social Skills
- Self-Responsibility
- Decision Making

**Eligibility:** 4-H Intermediate category

**Bring:** Cover letter and Résumé for this position

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**Geographic Support Company  
Position: GIS Mapping Assistant**

**Position Overview**

The Geographic Support Company has a unique opportunity for a GIS Mapping Assistant. This assistant will be paired with a technician to assist in mapping areas for clients. They will help to decide what the client needs, how to gather this data and assist the technician in gathering and analyzing the data. The assistant should have some knowledge of GIS equipment or the willingness to learn. This position requires organization and a concern for gathering correct information for the system. They will also work in a team atmosphere and be driven to accomplish client needs.

**Essential Job Functions**

- Assist the technician in assessing data needs
- Assist in gathering data in a team environment
- Attention to detail
- Data organization and analyzing gathered data
- Assisting in compiling data and presenting data to clients

**Other Necessary Skills**

- Critical Thinking
- Teamwork
- Keeping Records
- Self-Responsibility
- Goal Setting

**Eligibility:** 4-H Intermediate category

**Bring:** Cover letter and Résumé for this position

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**Hummingbird Creative Designs  
Position: Marketing Assistant**

**Position Overview**

Hummingbird Creative Designs works with clients and organizations to plan and launch creative marketing plans and events. We are seeking a creative and energetic marketing assistant to join our team! The assistant will help with putting together trinkets and packets for our events and clients. The will manage a log book of what was done, the amount of time spent and the amount of trinkets completed. The will keep inventory of items and assist in reordering supplies with the secretary. Attention to detail, goal focused and organization skills are needed.

**Essential Job Functions**

- Assist with creating marketing trinkets and packets
- Manage the task log book
- Maintain inventory and assist in reordering
- Help with other special projects
- Present themselves in a professional, but energetic demeanor

**Other Necessary Skills**

- Communication
- Contribution to a Group Effort
- Record Keeping
- Self-Responsibility
- Goal Setting

**Eligibility:** 4-H Intermediate category

**Bring:** Cover letter and Résumé for this position

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**The Hobby Shop  
Position: Model Assistant**

**Position Overview**

The Hobby Shop is the one stop shop for all of your hobby needs! We are seeking a responsible individual to help in our model division. We have model rockets, model cars and model airplanes for youth to build and launch. The assistant will help stock the models in their appropriate place and build the models to demonstrate. They will also assist customers in finding the model of their dreams and distributing the catalog with model add-ons. They will help promote the Model Races, which is a race on the first Saturday of every month, through fliers and store announcements. They will also assist in coordinating and involving the local youth home in building and racing models.

**Essential Job Functions**

- Build models for display and demonstrations
- Manage the model area of the store
- Assist customers in finding models and add-ons
- Promote the Model Races through fliers and announcements
- Assist in coordinating and involving the youth home in models construction and racing

**Other Necessary Skills**

- Communication
- Nurturing Relationships
- Concern for Others
- Self-Responsibility
- Problem Solving

**Eligibility:** 4-H Intermediate category

**Bring:** Cover letter and Résumé for this position

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**Good Eats Catering  
Position: Catering Assistant**

**Position Overview**

Good Eats Catering is seeking a motivated and courteous assistant to join their special events team! The assistant will assist in plating meals for special events, and assist in serving plates to guests. The assistant needs to be motivated and enjoy working in a fast paced environment. They should be able to provide exceptional service and work efficiently. The assistant will also need to meet the needs and requests of guests and organizers when problems arise.

**Essential Job Functions**

- Help plate meals for serving
- Assist in serving meals to guests
- Be able to work quickly and efficiently
- Provide exceptional customer service
- Assist in resolving problems if they arise

**Other Necessary Skills**

- Problem Solving
- Teamwork
- Communication
- Self-Responsibility
- Stress Management

**Eligibility:** 4-H Senior category

**Bring:** Cover letter and Résumé for this position

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**Happy Days Photography  
Position: Photographer**

**Position Overview**

Happy Days Photography provides excellent service to cover some of life's special moments. This position of photographer would cover general photography, birthdays, and sports photos. Training will be provided to a novice photographer. Duties would include setting appointments, shooting photo shots, and assisting in the photo shop. These would generally include assisting customers with package deals, showing proofs, deciding photo backgrounds and payment or orders. Some special projects may be assigned by manager.

**Essential Job Functions**

- Set up appointments with customers
- Assist customers in selecting backdrops for photos
- Take photos (general, sports, birthdays)
- Assist customers with proofs
- Work with customers on package deals and payment

**Other Necessary Skills**

- Self-Responsibility
- Problem Solving
- Social Skills
- Contributions to a Group Effort
- Planning and Organizing

**Eligibility:** 4-H Senior category

**Bring:** Cover letter and Résumé for this position

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**Village View Retirement Home  
Position: Elderly Assistant**

**Position Overview**

Village View Retirement Home is looking for an individual to provide quality and caring assistance to the elderly. Daily duties would involve assisting in daily activities including walking, eating and socializing. The assistant would also help check on the elderly for health issues or concerns and report to nurses. A special duty of the assistant is to serve as a liaison between the home and the community. This role would organize volunteer groups and activities, create outreach programs with the community and determine new activities that would benefit members of the home.

**Essential Job Functions**

- Assist in daily duties of walking, feeding and socializing with the elderly
- Care for members by watching their health and reporting to nurses
- Determine new activities the home could do
- Coordinate volunteer groups and activities
- Create outreach programs

**Other Necessary Skills**

- Communication
- Community Service Volunteering
- Concern for Others
- Planning/Organizing
- Decision Making

**Eligibility:** 4-H Senior category

**Bring:** Cover letter and Résumé for this position

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**Franklin Street Deli  
Position: Sandwich Maker**

**Position Overview**

Franklin Street Deli is seeking a motivated and friendly sandwich maker! The maker would assist in making sandwiches during weekends and help move along the rush with a friendly, but efficient attitude. The maker will assist in all stages of the sandwich process including the cutting of vegetables, inventory and making sandwiches. The maker is also responsible for cleaning their utensils and workspace. The maker will have opportunities to meet with the manager to design new sandwich recipes and items to the deli.

**Essential Job Functions**

- Assist in the cutting of all sandwich ingredients
- Make sandwiches to the customers order
- Provide exceptional service, even in rush times
- Clean utensils and the work area
- Assist the manager in new ingredients and sandwich recipes

**Other Necessary Skills**

- Stress management
- Communication
- Social Skills
- Problem Solving
- Self-Motivation

**Eligibility:** 4-H Senior category

**Bring:** Cover letter and Résumé for this position

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**Fruit to Go Smoothie Shop  
Position: Nutrition Educator**

**Position Overview**

Fruit to Go is seeking an individual to assist in the nutrition aspect of the smoothie shop. This position is a nutrition educator and will assist the manager in communicating the importance of fruit in the diet and the easy ways to achieve the needed servings. They will work with the manager and other resources to distribute information on the USDA's Food Pyramid and healthy fruit drinks. They will also work with smoothie makers to educate them on the importance of fruit and servings so they can answer customer's questions. This communication could be achieved through signs, brochures, events or other modes.

**Essential Job Functions**

- Utilize a wide variety of resources to educate about nutrition
- Promote nutritious drinks and fruit cups
- Develop and distribute nutrition information
- Collaborate with the manager on communication elements
- Educate smoothie makers to help get information out to customers

**Other Necessary Skills**

- Communication
- Healthy Lifestyle Choices
- Leadership
- Wise Use of Resources
- Social Skills

**Eligibility:** 4-H Senior category

**Bring:** Cover letter and Résumé for this position

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**Good Morning Cafe  
Position: Coffee Bar Attendant**

**Position Overview**

Good Morning Café is seeking a motivated and friendly individual to work the coffee bar. No previous food service experience is necessary. Position's duties would include brewing and preparing coffee drinks for customers, and serving breakfast food. Friendly and helpful service is a must. Attendant would also assist in making signs for coffee specials. Attendant would assist in the inventory and ordering of products.

**Essential Job Functions**

- Brewing and making coffee drinks
- Serving breakfast food
- Providing excellent customer service
- Assisting in making signs and displays
- Assisting in inventory and ordering

**Other Necessary Skills**

- Teamwork
- Social Skills
- Problem Solving
- Self-Responsibility
- Keeping Records

**Eligibility:** 4-H Senior category

**Bring:** Cover letter and Résumé for this position

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**Lily Valley Farms**  
**Position: Produce Stand Attendant**

**Position Overview**

Lily Valley Farms produces fresh vegetables and flowers for sale at local farmers markets. They are seeking an enthusiastic individual to assist in the sale of their products from their produce stand. The attendant would assist in setting up and manning the booth during Farmers Market hours. They would also sell and collect payment for products sold. They should be able to lift 30 pounds and be enthusiastic about the farm and its products. Nutrition education is a plus, or position will be trained on the nutritional qualities of vegetable products.

**Essential Job Functions**

- Set up display booths
- Manage booth during operating hours
- Manage the same and restocking of products
- Communicate nutrition and farm information to the public
- Be enthusiastic and motivated

**Other Necessary Skills**

- Self-Motivation
- Communication
- Healthy Lifestyle Choices
- Self-Responsibility
- Learning to Learn

**Eligibility:** 4-H Senior category

**Bring:** Cover letter and Résumé for this position

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**Moles Holes Construction  
Position: Site Assistant**

**Position Overview**

Moles Holes Construction is looking for a site assistant for current projects. The assistant would help disburse information from the office to the construction site. They would also help take inventory of materials, tools and equipment. Some drafting or model work may be assigned. General follow through on checking permits and office duties. Check weather conditions and disburse to construction teams. Assist in reports and photographs for manager approval.

**Essential Job Functions**

- Disburse information on permits
- Inventory of tools, equipment and materials
- Check weather and provide updates
- Progress reports and photos for manager approval
- Drafting and/or model work may be requested

**Other Necessary Skills**

- Self-Responsibility
- Communication
- Keeping Records
- Teamwork
- Problem Solving

**Eligibility:** 4-H Senior category

**Bring:** Cover letter and Résumé for this position

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**The Clean Home Company**  
**Position: House Helper**

**Position Overview**

The Clean Home Company is seeking a new house helper! This helper will visit a few houses once a week, clean and get the family ready for the week ahead. Duties include all aspects of cleaning the home, organizing, and washing. They also work with the family to put things away and prepare for the week ahead.

**Essential Job Functions**

- Clean the homes by vacuuming, dusting and polishing
- Organize the rooms and put items away
- Work with the family to set up a system of picking up and cleaning
- Assist in washing clothes and dishes
- Prepare the family for the week ahead

**Other Necessary Skills**

- Self-motivation
- Planning/Organizing
- Cooperation
- Decision Making
- Concern for Others

**Eligibility:** 4-H Senior category

**Bring:** Cover letter and Résumé for this position

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**Mid-Valley Veterinarian Clinic  
Position: Vet Technician**

**Position Overview**

The Mid Valley Veterinarian Clinic is seeking a vet technician for their office. Duties would include taking care of overnight animal patients, assisting the veterinarian, checking in animals and updating records. Other duties would include assistance with billing and payments. Technician would also be responsible for communicating to the pet owners about special opportunities or vaccination drives.

**Essential Job Functions**

- Take care of animal patients
- Assist the veterinarian
- Update animal records with weight, addresses, etc.
- Assist with billing and payments
- Communicate with owners about vaccination drives and special opportunities

**Other Necessary Skills**

- Disease Prevention
- Problem Solving
- Communication
- Keeping Records
- Concern for Others

**Eligibility:** 4-H Senior category

**Bring:** Cover letter and Résumé for this position

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**Patterson Village After-School Program  
Position: After-School Program Assistant**

**Position Overview**

Patterson Village is looking for an enthusiastic assistant to help with their after-school program. The assistant would help with after-school crafts, preparing afternoon health snacks, tutoring and mentoring. They would also help check out children to their guardians and clean up after the day. Some preparation for the next day would be needed after the children are gone.

**Essential Job Functions**

- Preparing crafts and projects
- Assist in preparing afternoon snacks
- Helping to tutor children on homework
- Ability to care for children and serve as a role model
- Assist in organizing, cleaning and preparing for the next day

**Other Necessary Skills**

- Responsible Citizenship
- Teamwork
- Communication
- Self-Responsibility
- Concern for Others

**Eligibility:** 4-H Senior category

**Bring:** Cover letter and Résumé for this position

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**Diva Fashion Designs  
Position: Design Assistant**

**Position Overview**

Diva Fashion Designs is looking for a motivated and creative assistant for one of their designers. This position would assist the designer in all areas. Examples would include clippings of interesting designs and new looks. They would also pick up textiles from their suppliers and drop off items. They would assist in the fitting of models and facilitate idea generation discussions. They would also work in accounts receivable and payable for their designer.

**Essential Job Functions**

- Go through fashion magazines for designs and looks
- Run errands including picking up and dropping off items
- Assist in the fitting of models or clients
- Serve as a facilitator in idea generation sessions
- Assist in accounts payable and receivable

**Other Necessary Skills**

- Organization
- Self-motivation
- Communication
- Keeping Records
- Stress Management

**Eligibility:** 4-H Senior category

**Bring:** Cover letter and Résumé for this position

NOTE: This job description is not intended to be all-inclusive. Employee may perform other related duties as negotiated to meet the ongoing needs of the organization.

**California State 4-H  
Interview Contest**  
<http://www.ca4h.org/projresource/fieldday/>



**Tri-County Market  
Position: Market Cashier**

**Position Overview**

Tri County Market is looking for a motivated and enthusiastic cashier for their market. This position would assist the head cashier in helping customers check out and answer questions with fast and courteous service. The market specializes in providing produce and products from local farms and companies. Some knowledge of agriculture or willingness to learn about the local agriculture is encouraged. This position will also assist in setting up product displays and some local events.

**Essential Job Functions**

- Cashier duties of checking out and payments for items
- End of day cashier totals require basic math and accounting
- Answering customer questions or locating answers
- Fast, but efficient service
- Assist in display set up and local events

**Other Necessary Skills**

- Organization
- Self-motivation
- Communication
- Keeping Records
- Cooperation

**Eligibility:** 4-H Senior category

**Bring:** Cover letter and Résumé for this position

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**Union High School Chemistry Lab  
Position: Chemistry Lab Assistant**

**Position Overview**

Union High School's Chemistry Lab is looking for an assistant for their Chemistry Lab. The lab assistant helps in checking out equipment and tool from the lab. They are also responsible for keeping records of who has checked out equipment and returned items. The lab assistant will also help after-school classes in the lab. Basic chemistry knowledge or willingness to learn is encouraged. This position will also assist the lab technician in reproducing safety instructions and trainings in the lab and posting of materials.

**Essential Job Functions**

- Checking out lab items
- Cataloging returned items
- Assisting in after-school classes and events
- Cleaning and Organizing the lab
- Assist Lab Technician in Safety trainings and materials

**Other Necessary Skills**

- Personal Safety
- Communication
- Social Skills
- Keeping Records
- Self-Responsibility

**Eligibility:** 4-H Senior category

**Bring:** Cover letter and Résumé for this position

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**Shop Around the Corner Bookstore  
Position: Bookstore Assistant**

**Position Overview**

The Shop Around the Corner Bookstore is looking for a caring and enthusiastic employee to assist the shop. Duties would include reading to children for the afternoon reading time and assisting in book sales. The position would also help in restocking books, price checking books and creating displays for the book series of the month program. It would also assist in our community outreach and donation programs with local charities.

**Essential Job Functions**

- Reading for the afternoon reading hour
- Assisting in book sales and restocking books
- Help in displays for the book of the month series
- Serve as a coordinator with local charities
- Assist in community outreach efforts

**Other Necessary Skills**

- Community Service Volunteering
- Self-motivation
- Communication
- Social Skills
- Nurturing Relationships

**Eligibility:** 4-H Senior category

**Bring:** Cover letter and Résumé for this position

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**California Sunshine Health Home  
Position: Dietician Assistant**

**Position Overview**

California Sunshine Health Home is looking for a motivated and responsible employee to assist their dietician team! The position will be in direct contact with patients and serve their needs. They will also work with the dietician staff. They will assist with meals, diet planning, meetings and menu preparation. The position will work with patients on their needs and also the nutritional aspects of dietician work.

**Essential Job Functions**

- Assisting with meal preparation
- Help with coordinating dietician and patient needs
- Assist dieticians with diet planning
- Attend nutrition and health meetings
- Assisting in researching new nutrition findings and studies

**Other Necessary Skills**

- Healthy Lifestyle Choices
- Planning and Organizing
- Wise Use of Resources
- Social Skills
- Contribution to a Group Effort

**Eligibility:** 4-H Senior category

**Bring:** Cover letter and Résumé for this position

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**Heartland Bank and Trust**  
**Position: Bank Teller**

**Position Overview**

Heartland Bank and Trust is looking for a motivated and responsible employee to join their team of bank tellers! This position will assist in the after-school rush at the bank and some Saturday mornings. Tellers are responsible for bank transactions and entering them in the computer system. They are also responsible for answering questions and providing fast and courteous service. There is a performance track program with incentives that the teller can enroll in for advancement and rewards.

**Essential Job Functions**

- Basic bank transactions
- Data entry of needed information in the computer system
- Assist customers with questions
- Serve the customer in a fast and courteous manner
- Assist in promoting bank specials and account offers

**Other Necessary Skills**

- Organization
- Self-motivation
- Goal Setting
- Keeping Records
- Stress Management

**Eligibility:** 4-H Senior category

**Bring:** Cover letter and Résumé for this position

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**A+ Grade Tutors  
Position: Subject Tutor**

**Position Overview**

A+ Grade Tutors is looking for a motivated and helpful assistant for their tutor team! Tutors visit school or homes and help children in grades 4<sup>th</sup> through 8<sup>th</sup> in the subjects of Math, Science, History, and English. Tutors don't have to excel in all areas, but specialization in one or two areas is encouraged. Tutors should be patient, caring and have the ability to disseminate information to help youth understand concepts. Assistance with homework should be a balance of help on problems and teaching overall concepts. Some concepts will require hands on and creative approaches.

**Essential Job Functions**

- Assist children in understand concepts
- Teach with a patient and caring demeanor
- Ability to disseminate information and concepts
- Assist is helping with homework
- Assist in creating new approaches to teach concepts

**Other Necessary Skills**

- Character
- Self-responsibility
- Communication
- Problem Solving
- Concern for Others

**Eligibility:** 4-H Senior category

**Bring:** Cover letter and Résumé for this position

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**Technology Zone**  
**Position: Sales Associate**

**Position Overview**

Technology Zone is looking for a motivated and enthusiastic sales associate to joining their sales team! Technology Zone has computers, stereos, televisions and other cutting edge equipment for sale and customer service repair. Our sales associate team promotes our products and helps customers find what best fits their needs and expectations. An associate should have exceptional customer service, be professional and have information about products, or be able to locate needed information. Associates also help in inventory, sales promotion ideas and serving as a cashier. An associate should keep records of sales for the associate performance program.

**Essential Job Functions**

- Promote products with exceptional customer service
- Learn about products and share information with customers
- Assist in sales at the cash register
- Generate ideas and work with sales promotions
- Keep accurate sales records

**Other Necessary Skills**

- Organization
- Self-motivation
- Communication
- Keeping Records
- Stress Management

**Eligibility:** 4-H Senior category

**Bring:** Cover letter and Résumé for this position

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**Flowers and More Floral Shop**

**Position: Floral Clerk**

**Position Overview**

Flowers and More Floral Shop is seeking a part-time employee to join their team! Position will assist in answering calls, taking floral orders, helping customers that come into the store, clean and organize floral design space, care and handle fresh cut flowers and assist the floral designer. Flowers can be for any occasion; hence applicant must be caring and friendly. This is a perfect position for a youth with availability after-school and has a joy in working with and learning about flowers and plants!

**Essential Job Functions**

- Answering phone calls
- Taking floral orders
- Assisting customers in the store
- Cleaning and Organizing the store and design table
- Caring for fresh cut flowers
- Assist the floral designer in special projects

**Other Necessary Skills**

- Contributions to a Group Effort
- Willingness to Learn
- Social Skills
- Caring and Empathy
- Self-Responsibility

**Eligibility:** 4-H Senior category

**Bring:** Cover letter and Résumé for this position

NOTE: This job description is not intended to be all-inclusive. Employee may perform other related duties as negotiated to meet the ongoing needs of the organization.