

## MARKETING YOU

“Learning by doing” is the principle upon which 4-H is founded. As you participate in 4-H you have learned knowledge and skills related to your specific project interest. You have also developed skills and knowledge that can help you achieve a goal that might include – admission to a college or university or other post secondary school, a job or some other goals that you have set for yourself. These accomplishments sometimes are difficult to identify but if you can identify them, you have a better chance of achieving your goals.

What are your accomplishments? How can you express them so people will consider you for a job, college, volunteer position, recognition, etc.? In short, how can you market yourself so people will see you as competent and knowledgeable?

You can prepare a summary of your accomplishments. You can prepare a resume. If you do a good job of keeping records and summarizing your accomplishments, you will be able to dazzle employers, recruiters, evaluators with a fine tuned resume. With continuous updating, you will be able to use it for interviews throughout your life!

A resume is an advertisement for yourself. In a resume, you tell people about your skills, accomplishments and experiences – what you do well and what experiences you have had. You may be good at working on cars, selling, cooking, or any number of skills. Use your resume to sell those skills.

With so many people applying for jobs, college, recognition and so on, people like to have a personal data sheet that summarizes your personal characteristics, educational and work experience as well as competencies and skills.

## **THE RESUME**

### **An advertising tool to sell yourself**

*The objective of a resume is to get a personal interview.*

Good resumes have a real “SNAP” to them. They are short, neat, accurate and positive.

#### **WHAT A RESUME SHOULD DO**

- Promote your skills, talents, and education much like advertising sells a product.
- Be easy to read, logical to follow and professional in appearance.
- Describe the education, experience, and skills that make you desirable for employment.
- Demonstrate good writing skills and be error free, indicating your attention to detail.
- Create a good first impression that will cause the employer to select you for a personal interview.
- Lend itself to easy modification and update to make your experience apply to different occupations and industries.

#### **WHAT A RESUME SHOULD NOT DO**

- Be difficult to read or hard to follow.
- Look like it is going to be hard to read or follow.
- Contain personal information such as age, marital status, sex, religion, national origin, health status, or early background (most employers don't want to know because of legal issues).
- Include ANY information that brings up more questions than in answers.
- Include pictures, salary history, jargon, unexplained abbreviations, or weaknesses.
- Make demands of any kind (the time for demands is only after a serious job offer).
- Include sample of workshops presentations that you have done, etc.

## **“YOUR OWN RESUME – ACCENTUATE THE POSITIVE”**

Self description and documentation is never an easy task. In fact it is one of the most difficult things to do and many of us try to avoid it.

Before you begin to prepare your resume, you will need to do some data gathering. Here are some things that will be helpful.

- Project records and other records
- Awards and certifications
- Programs or materials for conference and workshops you attended
- Newspaper clippings
- Report cards
- Club minutes

You will find that record keeping of some kind is important.

Now that you have some of the materials gathered you can begin to organize your thoughts about what you have accomplished up to this date. Now you are ready to gather your thoughts and ideas about who you are, what you have done and what you have learned.

## CHOOSE A FORM THAT WORKS FOR YOU

There is no right or wrong way to set up your resume. But, these two forms (or a combination of them) are most common, and will work for most 4-H activities, job or college interviews.

1. **Chronological Form** – job experience is arranged listing most recent job first. In writing think about:
  - What are the most important things you want an employer to know about you?
  - What can you bring to a job that makes you better qualified than another person?
  - What impression do you want to leave with the person reading your resume?
2. **Functional Form** – experiences or competencies are arranged according to areas of skill. You have learned a great deal from all that you have done in your projects. In writing think about:
  - What did you do in this project? What happened? What was new and different about what you learned and did?
  - How are things that I did and learned in these projects similar?
  - How does your project work relate to things in your family, school, church, community life?
  - What am I going to do with the skills and knowledge that I have?

## WRITING YOUR RESUME

Whether you are using the chronological form to apply for a job or the functional form to apply for an award, here are some general tips:

1. Emphasize the positive. Include the positive contributions you've made to your employers, your school and your community, "Sell Your Strengths".
2. Highlight Accomplishments. Tell what you actually achieved and be specific. A list of "duties" doesn't tell much.
3. Use action verbs. Start with an action verb whenever possible. Verbs such as supervised, organized, planned, developed, created, tell exactly what you accomplished.
4. Avoid wordiness. Use key words and phrases instead of complete sentences. Eliminate the pronoun "I". Be direct.
5. Use familiar terms. Use language that fits the type of job that interests you.
6. Be neat. Make sure your resume has no coffee stains, smudges, handwritten corrections or anything else that detracts from its appearance.
7. Limit your resume to 2-3 pages.

## TYPESETTING AND TYPEFACES

- Choose an easy to read, professional typeface comparable to that in good textbooks.
- Avoid fancy script typefaces (your resume must spell BUSINESS from start to finish).
- Avoid dot matrix printers.
- Pick a typeface and use that typeface's italic and bold variations for effect.

This looks like a Typewriter

Courier looks like dot matrix printers

*This is elegant type, but not for a resume*

- Times New Roman or a “Times” variation is the BEST choice, and is the most widely used professional typeface in the world!
- Use 12 point type if possible (each point = 1/72 inch)

This is 12 point type

This is 11 point type

This is 10 point type

This is 8 point type (for eye exams)

- Use line spacing no smaller than 6 lines per inch.

## **HINTS FOR RESUMES FOCUSING ON SKILLS AND COMPETENCIES**

Here you categorize your skills (not your credentials) in light of the employer's needs – such as communication skills or writing ability. This resume highlights what you are capable of doing.

To organize your thoughts, you might think about a list of workforce competencies and skills identified as basic for the world of work and a good beginning for you.

1. Identifies, organizes, plans and allocates resources; such as, time, money, materials, and facilities as well as human resources.
2. Works with other by participating as a member of a team/group and providing leadership as needed.
3. Acquires and uses information to make decisions.
4. Understands and can work with relationships among people, ideas and things.
5. Works with a variety of tasks, techniques, or equipment.

Other skills to consider are basics such as reading, writing, listening, speaking, thinking creatively, making decisions, problem solving and personal qualities which includes responsibility, self-esteem, integrity and honesty.

As you begin, write down several of the most important experience you have had in 4-H and how they would fit into the skills listed above. Then look at the sample functional resume and develop yours' using this format. This is the format your resume for Youth Congress will follow.

## **HINTS FOR CHRONOLOGICAL RESUMES**

This form gives a clear picture of where you've worked and what you accomplished there. It is logical and easy to follow. You list past jobs in sequential order with a brief description of duties. In today's job market, you have approximately 10 seconds to capture the attention of a prospective employer. If you can get the employer's attention in those 10 seconds, she/he will read the rest of the resume and perhaps decide to select you for a personal interview.

- Use bullets and short statements about your education, experience, personal qualifications, achievements, skills, etc.
- Drop all pronouns and the result is an abbreviated third person voice that allows you to brag about yourself without seeming boastful. It also saves space.
- Have someone read your resume for correct spelling, punctuation, grammar, etc.

This is the type of resume you would use for the Job Readiness Event. An example follows:

## SAMPLE CHRONICAL RESUME

ANNIE E. BATES  
16 East Street  
Kingston, Minnesota 06006  
(333) 555-5555

### JOB OBJECTIVE

To work full time as a reporter for a newspaper.

### EDUCATION

Alexandria College, Alexandria, Minnesota  
B.S. Communications, June 1986  
Journalism award, 1986

### EXPERIENCES

(1984-present)

The Daily News, Kingston, Minnesota

Working part time as a reporter

Responsible for covering local high school and college events.

Wrote a 3-part series on the growth of women's inter-collegiate sports.

(1984-1985)

Alexandria College News, Alexandria Minnesota

Served as feature editor.

(Summer 1983)

WXL – Channel 52, Ashland, Minnesota

Completed a summer internship in broadcast journalism.

### SPECIAL SKILLS

Fluent in Spanish

Skilled in work processing

REFERENCES AVAILABLE UPON REQUEST

## ACTION VERBS

Start your job description statements with action verbs

|              |                |                |             |               |
|--------------|----------------|----------------|-------------|---------------|
| abstracted   | composed       | examined       | itemized    | regulated     |
| academized   | computed       | executed       | launched    | rehabilitated |
| accelerated  | computerized   | expanded       | launched    | remodeled     |
| accessed     | conceptualized | expedited      | lectured    | renewed       |
| accompanied  | conducted      | explained      | led         | renovated     |
| accomplished | consolidated   | extracted      | maintained  | repaired      |
| accounted    | contained      | fabricated     | managed     | replicated    |
| achieved     | contracted     | facilitated    | marketed    | represented   |
| acquired     | contributed    | familiarized   | mediated    | researched    |
| acted        | controlled     | fashioned      | moderated   | resolved      |
| adapted      | coordinated    | focused        | monitored   | restored      |
| addressed    | corresponded   | forecasted     | motivated   | restructured  |
| adjusted     | counseled      | formulated     | negotiated  | retrieved     |
| administered | created        | founded        | obtained    | reversed      |
| advanced     | critiqued      | functionalized | operated    | reviewed      |
| advised      | decreased      | furthered      | organized   | revitalized   |
| advocated    | delegated      | gained         | originated  | saved         |
| allocated    | demonstrated   | gathered       | overhauled  | scheduled     |
| analyzed     | designed       | generated      | performed   | screened      |
| appraised    | determined     | guided         | persuaded   | shaped        |
| assembled    | developed      | identified     | planned     | solidified    |
| assigned     | devised        | illustrated    | prepared    | solved        |
| assisted     | diagnosed      | implemented    | presented   | specified     |
| attained     | directed       | improved       | prioritized | stimulated    |
| audited      | dispatched     | inaugurated    | processed   | streamlined   |
| authored     | dispersed      | increased      | procured    | strengthened  |
| automated    | distinguished  | indoctrinated  | produced    | structured    |
| awarded      | diversified    | influenced     | programmed  | summarized    |
| balanced     | drafted        | informed       | projected   | supervised    |
| budgeted     | edited         | initiated      | promoted    | surveyed      |
| built        | educated       | innovated      | provided    | systemized    |
| calculated   | eliminated     | inspected      | publicized  | tabulated     |
| catalogued   | enabled        | installed      | purchased   | taught        |
| chaired      | encouraged     | instituted     | recognized  | trained       |
| clarified    | enforced       | instructed     | recommended | translated    |
| classified   | engineered     | integrated     | reconciled  | traveled      |
| coached      | enlisted       | interpreted    | recorded    | trimmed       |
| collected    | established    | interviewed    | recruited   | upgraded      |
| compiled     | estimated      | introduced     | reduced     | validated     |
| completed    | evaluated      | invented       | referred    | verified      |
|              |                | investigated   | reformed    | wrote         |

## FUNCTIONAL RESUME EXAMPLE

|   |
|---|
| <b>Your Name</b><br>Street Address<br>City, State, Zip Code<br>Phone Number |
|---|

### SKILLS AND ACCOMPLISHMENTS

*Directions.* List 3-5 skills you learned in 4-H in order of preference down the life-hand side of your resume, as shown below. Next to each skill, list three to five ways in which you used that skill in a 4-H, school, or other project and what you accomplished. Keep your description to one or two sentences.

#### Skill # 1

- ✓ Best example of how you used this skill and what you accomplished.
- ✓ Another project or activity in which you demonstrated that you had this skill.
- ✓ Yet another example of this skill in action - perhaps a description of a workshop you participated in where you practiced or learned more about this skill.

Continue in the same way with your other four skills. Here is a sample skill description.

#### Leadership

- ✓ Persuaded my 14-member 4-H group and the local Citizens Association to clean up a neighborhood park, for which we won an award for civic beautification from the mayor. Organized a clean-up day and bake sale; press coverage resulted in more than \$1000 in donations from local businesses.

### EDUCATION

**NAME OF CURRENT SCHOOL**

Date you received or expect diploma

**City, State**

Dates attended

*Directions.* List your academic major or area of strongest interest. Then list up to three outside activities, such as 4-H, and any offices you have held, such as Student Council representative or Class Secretary. Finally, describe any honors, awards, or recognition you received for academic achievement (National Honor Society, for example), arts, sports, community service, citizenship, or other activities-but do not repeat those you included in your skills descriptions.

*Here is a sample entry:*

**NORTHSIDE SENIOR HIGH SCHOOL**  
Diploma, June 1993

**HIGH VALLEY, IDAHO**  
1990-93

Concentration in physical sciences. Treasurer, Class of 1993. Varsity track and field team, 1991-93. Member, High Valley 4-H Club, 1990-93; served as President (1991-92) and Treasurer (1990-91). Letter in track and field, 1992. Named as one of five "Junior Citizens of 1993" by the High Valley Farmers Coop for community and school service.

### **EMPLOYMENT AND/OR VOLUNTEER WORK**

List your previous employers here, beginning with your most recent job. Include the company name, city, state, and dates (month/year) you were employed. If you have not been employed, you can list significant volunteer work; such as, hospital volunteer, church, parks and recreation programs, etc. Include organization and **short** description of your volunteer work.

**6/93-9/93**

**Wilderness Ranch**, Salmon, Idaho (summer job)

**Ranchhand.** Assisted with all aspects of operations on a large, family-owned cattle ranch: fed and cared for cattle, cleaned and maintained ranch equipment and buildings, and provided mechanical help with farming machinery.

**6/92-9/92**

**Stillwater Community Hospital** (volunteer work)

**Candystriper.** Worked in the supply department. Responsible for filling orders from various units/floors for basic supplies. Entered orders into computer for inventory control.