



UNIVERSITY *of* NEW HAMPSHIRE  
COOPERATIVE EXTENSION

# MARKETING YOU

## Developing A Personal Resume



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## MARKETING YOU

"Learning by doing" is the principle on which 4-H is founded. As you take part in 4-H and other activities, you gain knowledge and skills in your areas of interest. Many of these skills are transferable. A transferable skill is one you can use to help you reach other goals, such as applying to college, getting a job, winning a scholarship, or being selected to attend National 4-H Youth Issues Congress. Pinning down and describing your skills and accomplishments may take some time and thought, but the effort will be worth it.

Think of yourself as a detective solving a mystery-the mystery of who you are and what you have to offer now.

### "What Are My Skills?" Worksheet

The first step in solving a mystery is to gather clues. The "What Are My Skills?" worksheet will help you explore your experiences and find those skills that will be most useful to you in school or work. On the worksheet, these skills appear in seven groups called Goal Setting and Attainment Career Skills, Life Skills, Leadership Skills, Youth Service, Personal Qualities, and Basic Skills.

You will find that some of these skills and skill groups interest you more than others. This is normal and is important to know in planning for education, training, and choosing a career. Psychologists who study career choice have found that there is only one way to predict how successful somebody will be in a certain career: how much interest they have in the work they have chosen - in a word, their **motivation**. So pay close attention to your preferences!

Following the Career Skills are three more sets of skills called Life Skills. These are skills that everyone will need to succeed, despite their field of work or education.

### Resume

When you have completed your worksheet, you will use what you have learned from your survey of your skills to write a two- or three-page resume. A resume is a brief description of your work history (which may include volunteer work and community service) and accomplishments, your education, and any special skills you have. Its

purpose is to open doors to get an employer or organization interested in you. We have given you a sample format for a resume in this package. In writing your resume, you will create a picture of who you are and what you have to offer now and solve the mystery!

This resume is a tool for you to use in "marketing" yourself. You can use it to explore possible college majors or careers. You can draw from it for job applications and job and college admissions interviews. You can use it to plan future 4-H projects that will teach you new skills or strengthen those you already have.

You can use the "What Are My Skills?" worksheet every year or two while you are in school/4-H to keep your resume up to date. If you do so, you will always have a current, accurate summary of your skills and successes on hand to give to employers, recruiters, and others.

Now...let's get to work.

## Using the Worksheet

**Step 1: Gathering The Materials You Will Need.** Before you begin, you will need to gather some materials. If you have been keeping a portfolio, you will already have most of what you need at hand. If not, gather as many of the following items as you can:

Project records and other records of your 4-H involvements and achievements

Awards and certificates

Programs or materials from conferences or workshops you participated in or facilitated

Scrapbooks, newspaper clippings or pictures, or other reports of accomplishments

Report cards

Meeting minutes and activity reports

You will also need about a dozen sheets of scratch paper and a pen or pencil.

**Step 2: Writing Your Stories.** Begin by looking through your portfolio or other materials you have gathered, and think back over your 4-H and school career.

What have been your most enjoyable and satisfying experiences or accomplishments? Jot down as many as you can think of in a sentence or two on a piece of scratch paper. Try to list at least ten. If you have trouble thinking of this many, think about your years in school and 4-H one by one. What did you learn? What did you do with your family? What outside activities did you participate in? Did you win any contests or awards?

Pick the experience or accomplishment that seems most important to you now. On a fresh sheet of paper, write it out as a brief story no more than two or three paragraphs. Focus first on **what you did**. This could be a problem you solved, a difficulty you overcame, or something you learned or created. Then think about how you did it, and what **tools or means** you used. Did you get people to help you, or did you get hold of important information? How have you helped others? Did you use tools or technology, create a system, or work with resources such as time or money? Finally, what was the **outcome**? How did things change because you succeeded? Did you receive some kind of recognition, win any awards, or take any trips? What personal goals did you reach or strive for? Did you gain confidence or a sense of achievement?

Here is an example of a story that is too short: "The time I organized my 4-H group to adopt and clean up a park and won a prize from the mayor for beautification." Here is the same story in a useable form:

**Last year I organized my 4-H group to clean up our neighborhood park. There were no trees or plants, the benches were broken, and there was trash lying around. The City Parks Department knew about the park's condition but lacked money to fix it. I went to the Citizens Association to ask for their help, and they formed a committee to work with my 4-H group.**

**We planned a neighborhood cleanup day. The 4-H members made flyers to put up in local stores and hand out door-to-door. Thirty people showed up and worked for four hours. The Citizens Association committee chairman and I invited the local newspaper to cover the cleanup, and a reporter interviewed us. I mentioned that my 4-H group was planning a bake sale to raise money for trees and grass, and the newspaper printed it. A big nursery called the Citizens Association to see if they could donate some plantings, and a local garden club offered to help. A hardware store heard about it and donated new benches. And our bake sale made more than \$400.**

**Now the park is clean and shady. Kids play there again, and families**

**bring picnics. Next year the Citizens Association will put in a softball diamond and backstop. The mayor gave our 4-H group a plaque and a \$100 prize for neighborhood beautification, and the Citizens Association sponsored a thank you dinner for us.**

**Step 3: Finding Your Career Skills.** After you have written your first story, you are ready to find the skills you used. Look at the "What Are My Skills?" worksheet. Along the left side, you will see the skill groups under Goal Setting and Attainment Career Skills, Life Skills, Leadership Skills, Youth Service, Personal Qualities, and Basic Skills and the individual skills that belong to each. Across the top, you will see a series of blank diagonal lines. Write a short title for your story on the first blank line, as we have done for the "Neighborhood Park Cleanup" example.

Read each skill and ask yourself, "Did I use this skill in the project I wrote my story about?" If you did, check the block for it in your story column. Look at the "Neighborhood Park Cleanup" example. If you cannot tell whether you used the skill or not, try turning the statement about the skill into a question. Look on the first page of the skill worksheet, for example. The first block states: "I set a goal and planned activities to reach it. I prepared and followed a schedule." If you cannot tell whether you did that or not, turn it into a question; "Did I set a goal and plan activities to reach that goal? Did I prepare and follow a schedule?" If you can answer yes, you used that skill in that particular activity of project; check the block.

When you are done, take a fresh sheet of scratch paper and write a story about another project or experience on your list. Write the title of your second story on the next diagonal line on your "What Are My Skills?" worksheet, and find the skills you used in this story. Continue until you have written at least five stories. You may write up to seven stories.

When you have completed all of your stories and filled in the worksheet, look at the first skill listed under Goal Setting and Attainment. Count the number of times you used this skill by counting the boxes you checked in that row. Write this number in the margin next to the skill. Do this for all skills on the worksheet. When you have finished, take a piece of scratch paper and list the ten skills you used most often. From that list of ten, choose the five skills you most enjoy using. Make a new list of these skills, beginning with your favorite skill.

Look at the Career Skills and Life Skills portions of the worksheets again. Do three or more of your favorite skills fall into one group; people for example? If so, you might want to explore possible careers or college majors that require you to work well with others, such as sales, teaching, or social work. If your favorite skills are spread out over most of the skill groups, don't worry. Your interests may not have jelled yet, or maybe your most satisfying projects or experiences required a variety of skills. If you use the worksheet to examine the skills you have learned every year or two, you should find

your interests becoming clearer.

Take one more sheet of scratch paper, this is the last! Write down the first of your five favorite skills. Look back at the stories in which you used that skill. Write a sentence about HOW you used it and what you accomplished in each story. For example, let us say that the favorite skill the writer of "Neighborhood Park Cleanup" turned out to be "Exercises Leadership". She might say, "Persuaded my 4-H group and the Board of the Citizens Association to co-sponsor a neighborhood park cleanup project. Organized the project, including a cleanup day and bake sale." Now think again about your favorite skill. Now that you have identified it, can you find evidence of it elsewhere in your life? If so, write it down.

Write down the "evidence" for each of your five favorite skills from your stories and other recollections. (This is called **demonstrating** a skill.)

**Step 4: Checking Up On Your Life Skills:** Now look at the Life Skills you have checked on the worksheet. You will need all of them in the future. Are there any that you don't seem to be using or feel uncomfortable about? If so, talk to your 4-H leader, teacher, parent, or other adult you work with. You may already have that skill and not know it. Or you may need to learn and practice skills such as speaking or self management. Building your basic skills will increase your confidence now and your chances of success in school or on the job in the future.

## Writing Your Resume

Now you are ready to write your resume. Follow the instructions on the resume format in this package. If possible, write a first draft of your resume and set it aside for a few days. Memories of successes that belong on your resume may pop into your head at odd times. Jot them down (yes, on scratch paper) and add them to the final draft of your resume.

Always keep at least one copy of each of your old resumes in your portfolio. As you write resumes for different purposes, you may change your "evidence" of a skill or even the skills you choose to list. Someday, a skill or bit of evidence you discarded years ago may become important again. A sample resume for the youth involved in "Neighborhood Cleanup" is included in this packet.

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# What Are My Skills?

Through your 4-H and other experiences you have developed a variety of skills that will help you function as a capable, contributing adult. We have grouped these skills into seven broad categories: goal attainment; career skills; life skills; leadership skills; youth service; personal qualities; and basic skills. These skills will be helpful in your personal as well as your professional life.

Because some skills important to you as an individual may also be important to you in your career, you will find some overlap in the different categories. In completing the worksheet, when a skill area is referred to in a secondary area you may report it in whichever category you feel will be most important to the presentation of yourself at the moment. For example, in a resume for a job you may want to emphasize skills in the career area. If you were summarizing your abilities for a community coalition you may prefer to emphasize these same skills under the personal or life skill area. What is important is that you have developed an ability; how you label that ability will vary from person to person.

## What Are My Skills?

GOAL SETTING & ATTAINMENT									
<b>Goal Setting</b> - I set a goal and planned activities to reach it. I prepared and followed a schedule to work toward my goal and I kept track of my progress. (Also a career skill.)									
<b>Self Assessment of Attainment</b> - I evaluated progress toward my goals, adjusted goals as necessary, and set more challenging goals for those I achieved. (Also a career skill.)									
CAREER SKILLS									
<b>Maximizing Resources</b>									
<b>Organizing and Planning</b> - I identified tasks, planned a schedule, delegated duties, and monitored progress on the plan.									
<b>Resources</b> - I identified resources needed, organized the use of the resources, and distributed them where appropriate. (Also refer to management life skills.)									

## What Are My Skills? (continued)

NOTE: Lay this page over the preceding pages, lining up columns, so you can see the title of the story you are working on.

<b>Working with People</b>										
<b>People</b> - I can work with people effectively. (Also refer to leadership, group process, relationship, and service skills.)										
<b>Gathering &amp; Interpreting Data</b>										
<b>Information Management</b> - I organized and maintained information. For example, I took club minutes and kept them in a logical order. (Also refer to learning life skills.)										
<b>Understanding Systems</b>										
<b>Systems Observation</b> - I observed systems and corrected performance. For example, I observed that the soil in my garden is too compacted, stunting root growth, so I added earthworms and water to loosen the soil.										
<b>Systems Design</b> - I improved existing systems or designed new systems to improve performance. For example, I wrote an article for the student newspaper proposing a new way of electing student council representatives that will increase interest and turnout.										
<b>Using Tools and Technology</b>										
<b>Information Technology</b> - I used computers to process information.										
<b>Tools Use</b> - I selected tools and equipment for my project and used them safely and correctly. I followed proper procedure for setting up and operating equipment.										
<b>Tool Maintenance</b> - I maintained my tools and equipment and identified and solved problems that developed with those tools.										
<b>LIFE SKILLS</b>										
<b>Learning Skills</b>										
<b>Knowing How to Learn</b> - I used a variety of methods to learn new skills or knowledge such as reading, researching, asking another person, watching a video or actual process, etc.										

## What Are My Skills? (continued)

NOTE: Lay this page over the preceding pages, lining up columns, so you can see the title of the story you are working on.

<b>Processing Information</b> - I gathered and evaluated information to determine its value.										
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<b>Questioning</b> - I used questions to clarify information, gather new information, or expand my understanding.										
<b>Problem Solving</b> - I recognized a problem and figured out the best way to solve it.										
<b>Visualization</b> - I used my imagination to visualize objects, symbols, descriptions of things, or methods.										
<b>Reasoning</b> - I reasoned things out. I discovered a rule or principle that described the relationship between two or more objects or ideas and used it to solve a problem.										
<b>Communication Skills</b>										
<b>Speaking</b> - I organized my ideas and expressed them orally. I asked questions when appropriate.										
<b>Writing</b> - I wrote thoughts, ideas, messages and information clearly. I wrote letters, articles, and reports.										
<b>Listening</b> - I listened well. I heard and responded to speech and common gestures such as nodding. I carried on conversations with people of all ages.										
<b>Sense of Self Skills</b>										
<b>Self Esteem</b> - I believe I am a caring and capable person.										
<b>Understanding Self</b> - I recognize what skills and interests I have and I capitalize on my strengths.										
<b>Relationship Skills</b>										
<b>Sensitivity</b> - I am considerate of others and can work with men, women, youth, and adults from diverse backgrounds and with varied abilities.										
<b>Sociability</b> - I was friendly, adaptable, and polite in groups. I understood the needs and feelings of others.										
<b>Group Process Skills</b>										
<b>Teamwork</b> - I participated as part of a team and contributed to the team effort.										

## What Are My Skills? (continued)

NOTE: Lay this page over the preceding pages, lining up columns, so you can see the title of the story you are working on.

<b>Systems</b> - I understand the structure of groups and can work effectively to accomplish objectives within the framework of the group.										
<b>Management Skills</b>										

<b>Time</b> - I planned my time to accomplish the tasks I set out to do.										
<b>Money</b> - I estimated expenses and set a budget. I saved and earned money and spent it wisely. I kept records.										
<b>Space &amp; Materials</b> - I used my space and materials in a logical, orderly manner.										
<b>Other Resources</b> - I identified materials needed, found a source for them, and distributed them as needed.										
<b>Decision Making</b>										
<b>Decision Making</b> - I identified my choices, evaluated the possibilities, and made choices based on my evaluation.										
<b>LEADERSHIP SKILLS</b>										
<b>Teaching</b> - I taught others new skills.										
<b>Persuasion</b> - I demonstrated leadership by persuading or convincing others; I developed a plan for change. I spoke out or wrote a letter to call attention to an idea, problem, or cause.										
<b>Negotiation</b> - I used negotiation skills by helping others to resolve disagreements peacefully, fairly, and in a way that made everyone satisfied. I helped others exchange resources.										
<b>Delegation</b> - I recognized other's skills and interests and assigned work to those who could do it best. I gave clear instructions and helped others to correct their mistakes.										
<b>Responsibility</b> - I took responsibility. I worked hard to reach my goals; I didn't give up. I kept promises and commitments.										

# What Are My Skills? (continued)

NOTE: Lay this page over the preceding pages, lining up columns, so you can see the title of the story you are working on.

YOUTH SERVICE									
<b>Group Effort</b> - I participated in a group that served others in some way.									
<b>Needs Focused</b> - I helped identify a need, made a plan to meet the need, and carried the plan out.									
PERSONAL QUALITIES									
<b>Integrity/Honesty</b> - I act with integrity and honesty. I understand right from wrong, and I am honest and consistent in my actions.									
<b>Sportsmanship</b> - I maintain high standards in my efforts, I appreciate the efforts of others, and I carry out my efforts in a positive, courteous, sportsmanlike manner.									
<b>Self-Management</b> - I know my own abilities and limits and act accordingly. For example, I stay in shallow water if I am a weak swimmer. (Also refer to sense of self life skills.)									
<b>Sociability</b> - I am friendly, adaptable and polite in groups, I am considerate of others feelings and needs. (Also refer to relationship life skills.)									
BASIC SKILLS									
<b>Literacy</b> - I located and used written information from textbooks and reference materials. I did research for my projects in 4-H and in school.									
<b>Writing</b> - I put thoughts, ideas, information, and messages into correct, clear written language. I wrote letters, essays, articles, reports. (Also refer to communications life skills.)									
<b>Mathematics</b> - I used math in my projects. I made calculations and used simple algebra and geometry to solve problems.									
<b>Thinking Creatively</b> - I am a creative thinker. I came up with new ideas and I used new knowledge or research; I used my imagination.									