

# STATE AND NATIONAL 4-H ACHIEVEMENT AWARDS SELECTION COMMITTEE RESPONSIBILITIES

You have been asked to serve on an important committee. The task of this committee is to help the New Hampshire 4-H program recognize those 4-H members from throughout the state who have achieved significant accomplishments in the 4-H Youth Development Program. From these outstanding teens you will be selecting recipients for two types of awards - the State 4-H Achievement Award and the National 4-H Achievement Award (National Congress, National Congress or National Dairy Conference). Here are some hints to make your job a bit easier.

1. In stage one, you will be evaluating resumes and narratives for achievement in four major areas (see attached description):
  - Life Skills
  - Leadership Skills
  - Career Skills
  - Citizenship and Community Service Experiences
2. Evaluate the narrative and the resume together for each of the criteria areas. Youth are asked to not repeat skills and experiences but rather to use both the narrative and the resume to present the most complete illustration of their abilities possible. Thus, while the member may choose to highlight specific life and career skills in the resume, he or she may point out leadership and service involvement in the narrative. Final selection will be of those individuals who show significant achievement in all these areas as represented by the whole package of resume, narrative, and interview.
3. Before the interview, give some thought to what questions should be asked. A few common questions should be asked of all the interviewees to provide an even basis for evaluation. In addition, individual questions should be asked to help clarify or round out information that might have been weak in the written materials. Each interviewee is asked to come prepared with the answer to one standard question. This can help the shy ones get talking during the actual interview. The questions the participant have been asked are included in your letter.
4. As you review the resumes, note which areas appear to be weakest for each selected member. This can serve as the basis for questions during the interview.
5. In evaluating those members previously recognized with state 4-H achievement awards, you will need to ask some additional questions. These members need to show

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significant new growth or further effort since their last award. This means they need to be involved above and beyond their previous accomplishments since they have already been recognized for having those noteworthy achievements.

You may want to ask such things as: What new goals have you set for yourself since you were last recognized? What new skills have you gained? What existing skills have you significantly improved? How have you changed or expanded your involvement? What new initiatives are you involved with? These new or expanded efforts need to be reflected in their additional page on the resume as well as in their narrative and interview.

6. Once you have reviewed all of the resumes, please rank them in order from strongest to weakest candidate. Write down your choices of who should be interviewed, please note who you feel would benefit from waiting a year. Include notes of strengths or weaknesses of each particular resume as we will be discussing these choices at the resume review meeting.

Thank you for serving on this important committee. While your task won't be easy, it will be rewarding to see what our 4-H teens have accomplished and to talk to them about their 4-H experiences and dreams for the future. Thank you for helping us recognize our outstanding young leaders of the future in this way.

# Resume Criteria - Descriptions of 4 Major Areas

**Life Skills** - These skills include:

- learning (questioning, reasoning, processing information, problem solving)
- communication (speaking, writing, listening)
- sense of self (self-esteem, understanding self)
- relationship (caring, sensitivity, sociability)
- group process (cooperation, structure, teamwork)
- management (planning, organizing, using resources wisely)
- decision making (evaluating, setting priorities, choosing)

Evaluate by asking: What evidence of the identified skills are shown? How have these skills been used? Is there evidence of the member being a capable and competent member of society?

**Leadership Skills** - These skills include:

- teaching others;
- persuading or convincing others;
- setting an example for others;
- negotiating through differences;
- delegating duties to others effectively; and,
- being responsible for individuals or a group.

Evaluate this by asking: Has the member developed a variety of leadership skills? Has the member used leadership skills? Has the member shown initiative in using these skills to provide direction for others?

**Career Skills** - These are skills that will prepare the member for the world of work. Not all skill areas will be represented, depending upon the member's individual abilities.

The major career skill areas are:

- maximizing resources;
- working with people;
- gathering and interpreting data;
- understanding systems; and,
- using tools and technology.

Questions to ask could include: Has the member provided evidence of skill development in the career skill areas he or she chose to identify? To what extent does the member appear to have prepared him/herself for an employable future?

**Citizenship and Community Service Experiences** - This is how the member has contributed to others' lives

Ask: What people have benefited from the member's efforts? Has the member initiated service as an individual or was all service as part of a group? Has the member significantly affected the lives of others?