4-H Public Presentation Interview Process
Everything we do in 4-H is Youth Development.

The event, program, workshop or subject is the tool we use.
**Desired Outcomes of the 4 H’s**

**HEAD** - Marketable skills through effective education and achievement

**HEART** - On-going relationships with responsive, caring adults

**HANDS** - Opportunities to serve; civic and social responsibility

**HEALTH** - Developing healthy lifestyles
Purpose of Presentations

YOUTH WILL...

- Enhance public speaking skills
- Learn research process
- Gain ability to think & speak in front of a group
- Develop poise & self confidence
- Experience “Mastery”
What Are 4-H Presentations?

- **Topic** - Youth select any topic they would like to share their interest or fascination with to a group

- **Time** - 5-15 minutes (Cloverbuds can do 3-5mins)

- **Awards** – Danish System  (Except at the State Level)
Types of Interviews

- College Entrance: Generic College or a specific one chosen by the 4-H’er
- Job: 4-H Summer Intern
Interview Process

- Résumé, application and cover letter or personal statement are turned in to be judged prior to the event.
- A private simulated interview in front of 1 or 2 judges. No audience
- Normal one on one consultation with judge afterward to review evaluation sheet.
What We Tell the Kids...

- Determine your type of interview
- Prepare your Résumé
- Complete the appropriate application.
- Write your Cover Letter or Personal Statement on future career goals
- Practice the Interview Questions
- Wear Interview appropriate outfit for the mock interview
Interview Process Questions to be used at District and New York State Level Events

Questions for both Job and College Interview

- Tell me about yourself.
- What do you like to do in your spare time?
- Tell me about your previous work and or volunteer experience.
- What qualities or skills do you feel you could bring to this job or college that will help you to be successful?
- Why are you interested in working for our company or attending our college?
- How are you qualified for this position?
- What is one or your greatest strengths?
- What is one of your weaknesses?
- What are you most proud of and why?
- Do you consider yourself to be responsible? How so?
- How would your previous boss or volunteer supervisor describe you?
- If you have a problem, what methods do you use to solve it?
## Recommended Resources

### Express Yourself:

#### N4-HCCS Communications Curriculum

<table>
<thead>
<tr>
<th>Resource</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing Your Résumé</td>
<td><a href="https://mass4h.org/programs/developing-your-resume/">https://mass4h.org/programs/developing-your-resume/</a></td>
</tr>
<tr>
<td>Self-Assessment Worksheet</td>
<td><a href="https://mass4h.org/programs/self-assessment-worksheet">https://mass4h.org/programs/self-assessment-worksheet</a></td>
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<td><a href="https://mass4h.org/programs/resume-worksheet">https://mass4h.org/programs/resume-worksheet</a></td>
</tr>
<tr>
<td>Sample Résumé</td>
<td><a href="https://mass4h.org/programs/sample-resume">https://mass4h.org/programs/sample-resume</a></td>
</tr>
<tr>
<td>Writing a Résumé</td>
<td><a href="https://mass4h.org/programs/tips-writing-your-resume">https://mass4h.org/programs/tips-writing-your-resume</a></td>
</tr>
<tr>
<td>List of Action Verbs</td>
<td><a href="https://mass4h.org/programs/list-action-verbs">https://mass4h.org/programs/list-action-verbs</a></td>
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New York State 4-H Interview Process

Preparing for a job or college interview can be overwhelming and nerve-racking. 4-H youth can get a head start on this endeavor by participating in the New York State 4-H Public Speaking Program’s Interview Process. During the Interview Process, 4-H teens will undergo a simulated interview for a job or college entrance with a trained volunteer evaluator.

In the interview process, youth can choose to participate in a job or college entrance interview. The same format will be followed for either choice. The résumé, cover letter and application (written presentation) will be judged based on appearance and content. The oral presentation will be the actual interview using questions selected from a set list. This list is on page 3 of this booklet.

The written presentation documents will be submitted for judging prior to the face-to-face interview. The face-to-face interview should last about 20 minutes. Afterward, the evaluator will review the youth’s evaluation sheet and provide positive feedback in a private consultation.

### Job Interview
- **Job Position:** 4-H Summer intern
- **Required Paperwork:**
  1. Completed Job Application
  2. Résumé
  3. Cover Letter

### College Entrance Interview
- **College:** Unnamed or 4-Her’s choice
- **Required Paperwork:**
  1. Universal College Application
  2. Résumé
  3. Essay on why youth chose the college and future career path
**New York State 4-H**

**Interview Evaluation Form**

<table>
<thead>
<tr>
<th>Name ______________________</th>
<th>Age ______</th>
<th>Date of Birth ____________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address ____________________</td>
<td>Street</td>
<td>City Zip __________________________</td>
</tr>
<tr>
<td>County _____________________</td>
<td>__________________________</td>
<td></td>
</tr>
</tbody>
</table>

**College/Job Applying For** ____________________________ **Area of Study (If applicable)** _________________

**Scoring Scale:**

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding</td>
<td>Above expectation for level</td>
<td>Met expectation for experience level</td>
<td>Needs Improvement</td>
<td>Omitted Something Essential</td>
</tr>
</tbody>
</table>

**EVALUATOR'S COMMENTS**

**RESUME**
- Clear and concise presentation of facts with logical arrangement
- Correct grammar, punctuation, spelling and acceptable business style
- Evidence of skills for business/college
- Career or College Objective
- References

**JOB/COLLEGE APPLICATION FORM**
- Content (neatness, grammar, spelling, punctuation
- Personal Data
- Educational Information
- Employment Experience
- References

**INTERVIEW**
- Greetings & Introduction
- Speech-grammar, vocabulary, enunciation
- Voice
- Personality & Poise
- Attitude
- Courtesy
- Knowledge and presentation of ability
- Self-Confidence
- Appearance
- Response to Questions

**EVALUATOR'S OVERALL COMMENTS:**

**EVALUATOR'S SIGNATURE:** ________________________________ Time: Start ________ end ________
Definition of Ratings

5- **Outstanding**
   Exceptional; No room for improvement for age & experience level.

4- **Above Expectation for level**
   Exceeded expectations for age & experience level.

3- **Met Expectation for experience level**

2- **Needs Improvement**
   Needs work; needs to be improved upon (something minor may have been omitted, incorrect, etc.).

1- **Omit something essential**
<table>
<thead>
<tr>
<th>RESUME</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arrangement</strong></td>
<td>Format is distracting</td>
<td>Some evidence of consistent format</td>
<td>Format identifies strengths and information</td>
<td>Appropriate fonts/sizes and Balanced Margins</td>
<td>Balanced margins &amp; format appealing to the eye</td>
</tr>
<tr>
<td></td>
<td>Font(s) distract from readability.</td>
<td>Balanced margins</td>
<td>Consistent and no variation of fonts and font size</td>
<td>Proper use of indentation</td>
<td>Format highlights strengths &amp; information</td>
</tr>
<tr>
<td></td>
<td>Unbalanced margins</td>
<td></td>
<td></td>
<td>Format easy to read and appealing</td>
<td>Use fonts/size used with variety</td>
</tr>
<tr>
<td><strong>Grammar/Punctuation</strong></td>
<td>6 or more spelling errors</td>
<td>4-5 spelling errors</td>
<td>2-3 spelling errors</td>
<td>1 spelling error</td>
<td>No spelling errors</td>
</tr>
<tr>
<td></td>
<td>6 or more grammar/punctuation errors</td>
<td>4-5 grammar/punctuation errors</td>
<td>2-3 grammar or punctuation errors</td>
<td>1 grammar or punctuation error</td>
<td>No grammar/punctuation errors</td>
</tr>
<tr>
<td><strong>Evidence of skills</strong></td>
<td>Lack of experiences or skills</td>
<td>Limited list of experiences</td>
<td>Listed skills</td>
<td>Listed skills with details</td>
<td>Concise list of skills with details</td>
</tr>
<tr>
<td></td>
<td>No clear demonstration of skills</td>
<td>skills do not line up with requirements</td>
<td>skills line up with requirements</td>
<td>Some professional terminology used to describe skills</td>
<td>Good use of professional terminology used to describe skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Demonstrates abilities</td>
<td>Thorough demonstration of skills</td>
</tr>
<tr>
<td><strong>Career or College Objective</strong></td>
<td>No evidence career or college objective</td>
<td>missing, objective, experience or education</td>
<td>Objective &amp; experience covered with some details</td>
<td>Objective &amp; experience covered with adequate details</td>
<td>Objective &amp; experience covered in detail</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Information demonstrates ability to perform</td>
<td>Minimal information given to enhance resume</td>
<td>Extra information given to enhance resume</td>
<td>Extra information given to enhance resume</td>
</tr>
<tr>
<td><strong>References</strong></td>
<td>All friends no phone numbers</td>
<td>References mostly friends with some phone numbers</td>
<td>Varied references with phone numbers</td>
<td>Good references with phone #’s and partial addresses</td>
<td>Reputable references with phone #’s and complete addresses</td>
</tr>
</tbody>
</table>

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Evaluation Terms

Part 1- Résumé

- Arrangement
- Grammar/Punctuation
- Evidence of Skills
- Career or College Objective
- References

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Evaluation Terms

Part 2- Application

- Content
- Personal Data
- Educational Information
- Employment or Volunteer Experience
- References
Judging Power Point Presentations

Part 3 - Interview

- Personality & Poise
- Attitude
- Courtesy
- Knowledge and Presentation of Ability
- Self-Confidence
- Appearance
- Response to Questions

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New York State 4-H Public Speaking Event Seals Definition

**Gold:** This rating is determined if the overall level of accomplishment is *averaged to be above expectations.*
(average of 4 or higher) Equivalent to a BLUE ribbon

**Silver:** This rating is determined if the overall level of accomplishment *generally meets expectations* and is *slightly above expectations.*
(average of 3 to 3.9) Equivalent to a RED ribbon

**Bronze:** This rating is determined if the overall level of accomplishment *needs improvement.*
(average of 2 to 2.9) Equivalent to a WHITE ribbon
New York State 4-H Public Speaking Event
Medal Definitions

The highest 3 scores of each division that received a gold seal will also be awarded a medal or medallion.

**Gold:** 1\textsuperscript{st} highest score

**Silver:** 2\textsuperscript{nd} highest Score

**Bronze:** 3\textsuperscript{rd} highest score
New York State 4-H Public Speaking Website

http://nys4h.cce.cornell.edu/events/Pages/PublicPresentations.aspx
# New York State 4-H Public Speaking Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>District</th>
<th>County</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chelsea Baxter</td>
<td>North Country District</td>
<td>Clinton County</td>
</tr>
<tr>
<td>Linda Brosch</td>
<td>North Central District</td>
<td>Oswego County</td>
</tr>
<tr>
<td>Teraisa Burrato</td>
<td>Western District</td>
<td>Erie County</td>
</tr>
<tr>
<td>Susan Coyle</td>
<td>Finger Lakes District</td>
<td>Seneca County</td>
</tr>
<tr>
<td>Eileen DePaula</td>
<td>Capital District</td>
<td>Albany County</td>
</tr>
<tr>
<td>Renee Hopkins</td>
<td>Finger Lakes District</td>
<td>Livingston County</td>
</tr>
<tr>
<td>Lynette Kay</td>
<td>North Central District</td>
<td>Oneida County</td>
</tr>
<tr>
<td>Elaine Noble, Committee Chair</td>
<td>South Central District</td>
<td>Chemung County</td>
</tr>
<tr>
<td>Marika Rywak</td>
<td>South East District</td>
<td>Orange County</td>
</tr>
<tr>
<td>Jamila Walida Simon</td>
<td>4-H State Office Liaison, Campus</td>
<td></td>
</tr>
<tr>
<td>Patti Zellmer</td>
<td>South Central District</td>
<td>Otsego County</td>
</tr>
</tbody>
</table>

**Contact Information:**

- **Linda Brosch:** lcr23@cornell.edu
- **Elaine Noble:** emn9@cornell.edu
- **Jamila Walida Simon:** jws62@cornell.edu

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