

An Evaluation of the Virginia 4-H Job Interview Manual

Dillon Robinson

Virginia Tech

Committee Chair:

Dr. Tiffany Drape

Committee Member:

Dr. Donna Westfall-Rudd

Dr. Kyle Gilliam

Table of Contents

Abstract.....4

Introduction.....5

Virginia 4-H Job Interview History.....5

Literature Review.....6

Previous Work.....6

Other Resources.....8

Rural Brain Drain.....8

Barriers Youth are Facing.....9

Alternatives to College.....9

Job Interview Training.....10

Theoretical Framework.....10

Purpose Statement.....12

Reflexivity.....12

Glossary of Terms.....12

Methodology.....13

The Job Interview Contest Manual13

Participants.....14

Job interview Contest Evaluation.....14

Lesson One: Writing a Resumé.....15

Lesson Two: Writing a Cover Letter.....15

Lesson Three: Professional Etiquette.....16

Lesson Four: Job Interview Preparation.....17

Job Interview Contest.....	17
Evaluation of the Program.....	18
Lesson One: Writing A Resumé Changes and Modifications.....	18
Lesson Two: Writing a Cover Letter Changes and Modifications.....	19
Lesson Three: Professional Etiquette Changes and Modifications.....	19
Lesson Four: Job Interview Preparation Changes and Modifications.....	19
Job Interview Contest Changes and Modifications.....	19
Conclusion.....	21
References.....	22
Appendix.....	25
Appendix A: Pre-Survey.....	25
Appendix B: Post-Survey.....	26
Appendix C: Contest Rubric.....	27
Appendix D: Lesson One.....	28
Appendix E: Lesson Two.....	30
Appendix F: Lesson Three.....	32
Appendix G: Social Media Post Examples.....	34
Appendix H: Lesson Four	35
Appendix I: Job Interview Questions	37
Appendix J: Link to 2018- 2019 Career Planning Guide.....	38
Appendix K: Link to Virginia 4-H Job Interview Manual.....	39

Abstract

The purpose of this evaluation was to examine the Virginia 4-H job interview contest manual and the current information on running the job interview contest. The evaluation looked at what works in the contest and what needs to be changed when the contest is offered again. Additional activities were created to help the contest fit the need of the county and anyone who would potentially offer the Virginia 4-H job interview contest. In the second offering of this contest, 70 youth in Lunenburg County, Virginia participated in the contest to aid this evaluation of the job interview contest. Youth participated in four days of lessons to prepare them for the contest and two days of interviews with a panel of judges. After the contest was completed, the contest as a whole was evaluated to see what changes need to be made when the job interview contest is offered again in Lunenburg County and other 4-H programs across the state of Virginia.

Introduction

Finding a job and gaining employment usually requires prospective candidates to go through the interview process. In 2018, a 4-H job interview contest curriculum was created with the goal of helping youth prepare for job interviews. Virginia Cooperative Extension (VCE) in Lunenburg County offered school programs to school-aged youth who attended public schools. Implementing a job interview contest at the high school was one way to prepare the youth of Lunenburg County for post-graduation. The contest taught interviewing skills and strategies they could use in the future.

Lunenburg County is located in South Central Virginia with a rural landscape. Lunenburg County struggles with poverty, rural brain drain, and a high percentage of students on free and reduced lunch. The Lunenburg County school system had a 74% rate of free and reduced lunch for the 2018-2019 school year (VA Dept. of Education, 2019). With these disadvantages, there is a need for youth to be offered opportunities such as the job interview contest.

Virginia 4-H Job Interview History

At the 2017 VCE program team meetings, the Career and Leadership Program team expressed a need for curriculum related to preparing youth for opportunities after graduation and increasing their employability. Seeing this as a need in their county, the 4-H youth development agents in Nelson and Pittsylvania counties decided to search for related curriculum. In this search, they found the 4-H job interview manual for the state of California. Both agents felt this curriculum would be beneficial to the 4-H program in the state of Virginia. Both agents worked together to tailor the manual to fit the needs of the Virginia 4-H program and made modifications to the California manual. They are as followed: changing the information at the beginning of the manual to align with Virginia expectations; examples of

resources were fixed and reduced to make the manual smaller and to fit the needs of the contest; and career options were changed to better fit the job opportunities in the state of Virginia. In 2018, the job interview contest was introduced to 4-H agents to use in their county programming and prepare for future state contests.

Literature Review

While education is important, job candidates must also submit documents and interview for the position (Alic, 2018). Job interview skills are important no matter what path youth decide to take after high school graduation. Research conducted before this study, discussed below, introduces the idea of rural brain drain, the importance of career, technical education (CTE), barriers youth are facing, and the importance of offering youth programs that will be beneficial to them in the future.

Previous Work

The major towns in Lunenburg County are Kenbridge and Victoria. Both towns have populations of fewer than 2,500 residents and are considered 100% rural (City-data, 2019). Youth in rural areas face many barriers that limit career exposure (see glossary for definition of rural). In 2017, VCE partnered with the Lunenburg County Board of Supervisors to address the issue of youth living poverty. VCE and the board of supervisors identified a need to target high-school-aged youth in Lunenburg County to help them prepare for life after graduation and train them in job interview skills. As a result, Lunenburg County VCE developed a survey for high-school-aged youth to ask their opinions and perceptions on life after high school graduation.

In 2017, 129 high school youth in grades nine through twelve at Central High School were surveyed by the Lunenburg County VCE office to identify their post-graduation plans.

Youth were asked questions related to what they would like to do after graduation, their life goals, barriers they face, their needs related to post-graduation, information on their family, and influences around them. This survey was used to identify the needs of the high school youth so that VCE and the board of supervisors could plan programs and get their perceptions. (See Figure 1)

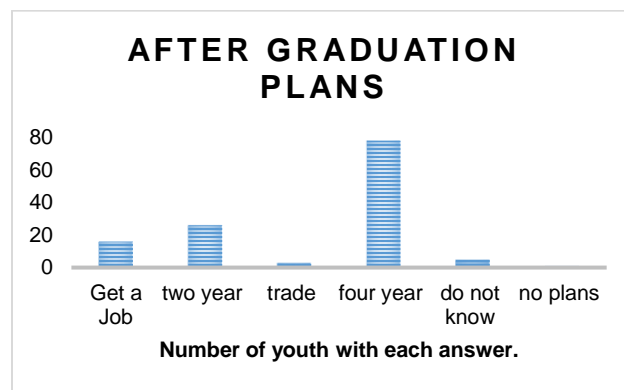


Figure 1 Graduation Plans

While the majority of youth stated they intended to attend a four-year college only 9% of youth ranked college ready in Lunenburg County, and 16% were passing advanced placement classes for college credits (U.S. News, 2016). Using a Likert scale ranging from 1-10, youth were asked questions about their preparedness for life after graduation, ranking 6.13 out of 10. One student's comment in the survey about what motivates them indicated that they wanted to find employment, go to college, and not follow their family history of dropping out of school.

The youth were asked: "How prepared do you feel for the job interview process?" (See Figure 2).

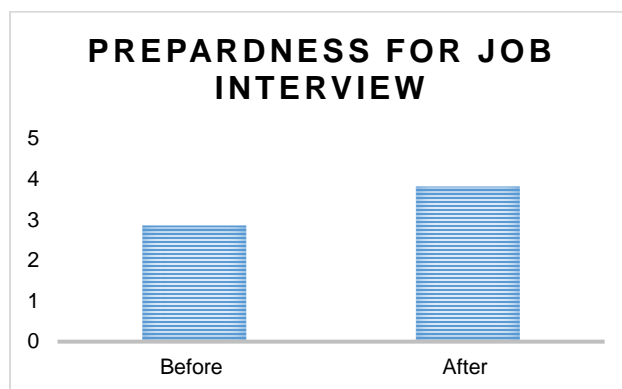


Figure 2 Job interview preparedness

Results showed youth felt as though they were not prepared for life after high school or did not have the skills and resources to achieve their goals. One strategy VCE implemented to address the feedback from the survey was to begin a pilot job interview contest with a pre- and post-survey in 2018. After the pilot, youth were asked what they learned and stated they: gained confidence, a better understanding of the job interview process, how to open up in the interview, social skills. Many of the youth reported the whole experience was beneficial.

Other Resources

Multiple factors affect a youth's options. Lack of information, guidance, and financial resources may serve as significant barriers affecting students' self-efficacy for pursuing a college education (Ali, 2006). Career Technical Education (CTE) high school programs are important for non-college-bound youth and give them opportunities they may not otherwise have. Nebraskan youth shared a desire to have access to more tools and information to help them reach their goals. Youth feel as if they are facing hindering barriers (Johnson, 1981). School-to-work programs are a great tool that can help youth gain career exposure. Schools offer school-based services but few offer work-based services (Hutchins 2013). In their mock interview experience and job skill activities, Nebraskan youths' performance changed through training and effectiveness of

interview skills (Johnson, 1981). Youth reported they received practice in the application experience, and participants had a better understanding of a job interview and the interview process. They gained confidence, learned how to behave professionally, communicate appropriately in the job interview, and how to answer interview questions.

Rural Brain Drain

An analysis of the results of the survey given to the youth in 2017 indicated that Lunenburg County struggles with rural brain drain (see glossary for definition of rural brain drain). The mindset of rural America is to work in industry jobs and because of migration of the rural population, there has been a loss of agriculture and industry jobs (Sherman, 2011). Youth communicated that poverty level and employment opportunities were factors when deciding where to live (Petrin, 2014). The 2017 survey showed that 108 youth thought they would have to leave home to find a job, highlighting rural brain drain.

Barriers Youth Are Facing

Youth who attend low-income schools believe that universities are unattainable because of fiscal, academic, and social barriers or they have never felt higher education was an option (Tiernry, 2001). In 2017, the youth reported they did not have financial resources to pay for future education. They felt pressured to decide what they would like to do with their future and did not know what options were available besides college. Rural schools may not have the resources to offer advanced-level courses and guidance services. Parents' knowledge about the college application process and financial aid can be limited (Schneider, 2013). Students face barriers associated with financial concerns, personal difficulties, ability consideration, and negative social and family influence (Lent, 2002).

Alternatives to College

There is no one-size-fits-all approach to guiding high school students as they prepare to graduate (Pavlova, 2017). School-to-work transition programs are one way to help youth graduate and start a job. If youth decide not to attend college and would like a job in a trade field, they can be encouraged to take CTE classes that will assist them with learning the skills they need to be employable. Youth who choose to enter into the paid workforce do so because they see too many barriers and do not feel confident in their abilities to pursue further education (Ali, 2006). Youth who took more CTE classes earned more money than youth who took academic classes and were non-college bound in the long term (Mane, 1999).

Job Interview Training

Preparing for a job interview requires candidates to market themselves as responsible, trustworthy, and skillful employees. The best way to do this is to create an image or brand. A personal brand makes a candidate stand out to an employer who is reviewing hundreds of documents. (Coplin, 2003). One of the worst seats to be in a job interview is sitting in front of the interviewer wondering what the next question will be. The interviewer wants to hear about real-world skills that the candidate has gained from education and work experience (Yate, 2014). Presenting experience outside of a formal education is important in an interview because it displays how the candidate applied what was learned in formal education and what they can do related to their education (Coplin, 2003). One hundred and fifty youth in Canada were recruited in a case study related to job interview training and going into their first job search. The study results showed that participating in this training increased their employability (Brown, 2010). Youth in Chicago's After Schools Matters program participated in a mock interview training, resulting in participants developing elaborate answers that paint a picture for the interviewer by using examples to strengthen their answers (Alexander, 2012).

Theoretical Framework

This study is based on the theory of reasoned action. People are motivated to act in ways that are aligned with their identities to satisfy psychological and sociological needs (Charng, 1988). Youth have an attitude that they do not have what is needed to reach their goals because of barriers such as finances and lack of information as to what steps to take to reach their goals. This theory shows that attitude toward something can have an effect on decision making. The attitude of the youth directly informs their behavior (Ajzen, 1977).

The theory of reasoned-action approach suggests that the best direction is to change the youths' attitude about their future. The four elements of the theory are the *action*, the *target*, the *context*, and the *time*. The generality or specificity of each element depends on how they are measured. These four elements will be used as a guide in this study to identify the attitude and behavior of the youth participating in the study (Ajzen, 1977).

The theory fits into the process of youth making career decisions after graduation. The theory supports the idea that youth can do whatever they want after graduation because they have other options. External factors like the make-up of the community, poverty rate, and the education level of the community will inform the youths' attitude and directly influence the attitude about their future aspirations. In many circumstances, youth want to graduate and start working on the family farm or follow in the footsteps of their parents (Bentler, 1979). Subjective norms impart a causal effect on intentions, and subjective norms can inform future behavior. These findings appear to point to the importance of factors besides intentions for the prediction of behavior (Bentler, 1979). Individual differences can not only influence people's experience and the source of information they are exposed to but the way they interpret and remember this

information. Youth who have a positive attitude toward what they are performing will have a positive experience. Youth who have a negative attitude toward what they are performing will have a negative experience. Youth form beliefs based on the approval or disapproval of family and friends (Fishbein, 2010). People form beliefs about personal and environmental factors that can help or delay their attempts to carry out the behavior. If youth identify more enabling, positive factors, they are more likely to behave in a way for which they receive affirmation (Fishbein, 2010).

Purpose Statement

The purpose of this work was to expose high school youth to job interview skills that they can utilize in the future.

The objective guiding this work was:

To evaluate the Virginia 4-H job interview contest, make recommended changes to the contest manual, and develop additional activities to help strengthen the contest.

Reflexivity

The researcher is the 4-H youth development agent for Lunenburg County. He works in a field that lends itself as a source of information for youth to prepare for their future and the opportunity to assist youth with acquiring the tools to reach their goals. He has seen the need for support, especially the need to prepare youth for their future. He feels that the help youth need to succeed can be a result of this project/program.

The researcher's role is to gather all of the data and information that is relevant to the objective of the project. Community members expressed the need for help for youth exploring and reaching their future aspirations. The researcher's previous experience as a student included growing up in a county that also had a very high poverty level with social dynamics that mirror

Lunenburg County's. The researcher experienced the desire of youth to get help to explore a future, as well as the frustration of not having all of the tools needed to get there.

Glossary of Terms

Rural The population of the towns in the counties with fewer than 2,500 residents (USDA, 2016).

Brain drain Funnels the most talented youth out of the rural communities in search of a larger variety of jobs and other opportunities (Carr, 2009).

Poverty Is the measure of lack of resources and capabilities a person needs, household, or community requirements to have a basic standard of living. (Development Initiatives, 2016).

Methodology

The focus of this work was to evaluate the job interview portion of the program from the position of implementor. Youth participated in a series of lessons and then participated in a job interview contest as part of their curriculum at their school. The focus of the lessons included skills and practice in topics related to creating a resume, a cover letter, social media etiquette, job interview prep skills, the interview process, proper dress, and what happens after the interview is over.

The Job Interview Contest Manual

The Virginia job interview contest was first introduced in 2018 as a new option in the Virginia 4-H program. The Virginia 4-H job interview manual explains the job interview process

and breaks it down into parts such as resume, cover letter, and interview. It provides examples of each document and shows how to properly write each of the documents. Job interview training is a need across the state of Virginia and the United States. While the information in the manual is beneficial, there are some adjustments needed to make the contest work in Lunenburg County. Aspects such as asking and receiving references, preparation lessons, activities, and games were introduced to ensure the contest and youth preparation fit the needs of the county. This study examined the current state of the Virginia 4-H job interview contest and made suggestions to include components such as lesson plans and activities to help strengthen the contest for others who would like to teach and implement the contest.

Participants

After approval from the school system, youth participated in the job interview lessons and participated in the job interview contest. They took a pre-survey, which asked about their perceptions of their interview skills. Youth were taught the lessons to prepare for the job interview contest and chose a job that they would apply for. They submitted their resume, cover letter, and references for the contest. After submission, they participated in their job interview and were ranked in each section associated with the job interview rubric. (See Appendix C) When finished, they took a post-survey about their perceptions of their participation. Each class had a first, second, and third place winner for each of the job options. One overall top scorer for each class was chosen from the first place youth in each job option.

Job Interview Contest Evaluation

The interview contest included 70 participants in grades nine through twelve. Participants signed up for one of three jobs to practice interviewing: nurse, law enforcement officer, or auto

mechanic. These options were chosen to meet interests of students and give background so they could draft their cover letter. A series of lessons was taught discussing various aspects of the job interview process. Topics included: writing a resume, writing a cover letter, eye contact, and first impressions, preparing for a job interview, professional etiquette, social media etiquette, and what happens after the interview. Youth submitted their cover letter, resume, and references for review by a panel of two judges. Two days of job interviews for the three job options took place. The interviews lasted approximately eight to ten minutes and were conducted by local community members and professionals in Lunenburg County. The youths' scores were judged based on how they performed using the rubric (Appendix C) in the job interview contest curriculum. There was a first, second, and third place for each of the three job options. There was an overall winner for each class, which was awarded to the highest score in the class in the three job options. In the event of a tie, the references were used as a tie breaker. The reference scores are based on how the references showed the candidate as the right person for the job. This was determined when all of the scores were recorded, and there was a tie. Participants were judged by the person conducting the contest. While the Virginia 4-H job interview contest manual was used as a basis for the lessons and contest, there were a number of changes put into place to make the program fit the needs of the youth in Lunenburg County (See Appendix C).

Lesson One: Writing A Resumé

Youth were taught how to properly write a resumé. They were provided with example resumes to use as a model for their resume and participated in a discussion on what needed to be included in each part of their resume. A resumé puzzle activity helped the youth put the components into order and discuss what they would do with their own. After the activity, they had the remainder of the class period to work on getting their resume together. The sample

resumes were pulled from the 4-H job interview manual and the 2018-2019 Career Planning Guide published by the Virginia Tech Office of Career and Professional Development. Other hand-outs were given out on resume planning and action verbs to highlight skills related to the job they were applying for (Appendix D).

Lesson Two: Writing A Cover Letter

The second lesson taught youth how to write a cover letter. Youth were given examples from the curriculum (Appendix E). The example cover letters were all very different and provided the youth the chance to format their cover letter in many different ways. The lesson taught them what each paragraph should include in the cover letter and how it should be formatted. Youth had the rest of the class period to start working on their cover letter for the job that they would be applying for in the contest. Youth signed up for which job option they would apply and interview for during the contest. At the end of the lesson, the youth were informed of the format of the contest.

Lesson Three: Professional Etiquette

Lesson three consisted of several different activities related to the actual job interview (Appendix F). The lesson started off with the importance of making a good first impression. Youth were taught about giving a handshake when greeting someone and practiced handshakes with their classmates. The next activity explained the importance of making eye contact during conversations and in an interview. Youth were paired up and had to have a conversation without making eye contact and then have one making eye contact and discuss their opinion of the two conversations. Tips were provided on maintaining eye contact as if they were in the job interview. Handouts were distributed on proper dress and demeanor in a job interview setting. Youth were informed that dress would not play a part in the job interview contest scoring

because of different financial situations of the youth, which might put them at a disadvantage in the contest. The final activity involved social media posts and how they can have an effect on getting a job. Example posts that potential employers would not like were introduced and discussed with the class. Remaining class time was spent finishing cover letters and resumes. Activities that were introduced to this lesson that were not a part of the job interview manual were the importance of a first-impression, proper handshake, making eye contact, and social media posts.

Lesson Four: Job Interview Preparation

On day four, the lesson focused on preparing for the job interview, the job interview process, and what happens after the interview (Appendix G). Youth were given tips to prepare for a job interview such as practicing answering interview questions and picking an appropriate outfit. Handouts were distributed from the Virginia 4-H job interview contest manual and the 2018-2019 Career Planning Guide with example questions to prepare for their interview the upcoming week. The youth then worked with together asking each other interview questions from the lists provided. After they had asked each other questions, they were given the chance to get clarification on any of the questions from the person offering the lesson or their teacher by asking them the interview questions. The last part of the activity was explaining the process of what happens after the job interview for both situations - if you do not get the job or if you get the job. With any remaining free time, the youth were allowed to finish up their cover letter and resume that were due by the end of the week for interview panel's review. This seemed to be a very beneficial day for the youth, and they asked some very good questions about the how they should answer certain interview questions.

Job Interview Contest

The job interview contest took place over the period of two days. All interviews took around eight to ten minutes, and there were two interviews per room. Nine interview questions were asked to the youth. The questions asked (Appendix H) focused on skills, including leadership skills and problem-solving skills. The interview panel received all of the youths' paper work (cover letter, resume, and references) before the interviews to start their review of documents. Once interviews were complete, the interview panel provided feedback about the interview in person and on the scoring sheet and calculated scores for that participant. Youth were scored on interview answers, positive knowledge and coverage, organization, voice, manner and appearance, resume, and cover letter (Appendix C). Each section was ranked on a scale of one to four with one the lowest possible score. Overall the interview contest went well and was on schedule for both days. All 70 of the youth were able to interview. There was a first, second, and third for each class for each job and an overall top scorer for each class.

Evaluation of the Program

The evaluation of this program examined the program implementation of the Virginia 4-H job interview contest at its current state. This was the second time that the Virginia 4-H job interview contest has taken place in Lunenburg County. Changes and additions were made to the current job interview manual to make the program fit the needs of Lunenburg County and address issues that were identified with the program's manual.

Lesson One: Writing A Resumé Changes and Modifications

There were a few additions made to the Virginia job interview contest that were not included in the manual. Youth were asked to ask their teachers or anyone they have worked with in a professional setting for references. They were required to ask three different people, and the references would serve as a tie-breaker in the event of a tie. This will be implemented every time

this contest is run in Lunenburg County because it was helpful in breaking ties in three of the four classes that participated in the contest. Another addition was a resume puzzle activity where groups had to piece together an example resume that had been cut up into different slips of paper that would fit into each category on a resume. The whole activity went very well with very few issues in the lesson. Future programs will include example resumes that are stronger examples and strengthen the resume puzzle game. Addition slips were made to make sure that each group was getting the full effect of what a resume should look like and to give a stronger example. In the resume examples used, the youth were confused because they could fit into more than one section in the resume. Modifications need to be made to make sure that examples are less confusing and clearer for future contests.

Lesson Two: Writing A Cover Letter Changes and Modifications

An addition that would be very beneficial to this lesson is some form of hands-on cover letter activity similar to the resume puzzle activity

Lesson Three: Professional Etiquette Changes and Modifications

Some additions that would be beneficial to this lesson would be an activity that shows how important a first impression is, finding or designing a hand-out on proper handshakes, and making the social media section of the lesson a separate lesson. In the post survey, the youth benefited from the lesson on social media, so it would be beneficial to offer a more in-depth lesson on this topic.

Lesson Four: Job Interview Preparation Changes and Modifications

One item to be clarified or changed is the information on the interview questions handout. The handout was broken down into two sections that covered example questions the

interview panel would ask the candidate and example questions the candidate would ask the interview panel. The youth were confused by these two sections and needed clarification.

Job Interview Contest Changes and Modifications

Some components that will be changed or adjusted the next time this contest is run is keeping the same judges for both days for consistency in interview scoring. Different questions will be chosen for the interview. The questions chosen were geared toward the youth's leadership skills and problem-solving skills based on the youth not having the experience for the exact job they were applying for. The reference letters served as a tie-breaker in the contest and were used to determine the ranking in a few of the different interview rooms. However, this put a burden on the teachers who were bombarded with youth asking for references. In future contests, youth will be asked to get one reference instead of three, so that they will still get the experience of asking for references but asking less time of teachers. Youth will be allowed to ask other people they have worked with in a professional capacity to provide them a reference to also eliminate this stress.

The judges did edit the youths' cover letter and resume while reviewing them. There needs to be an editing process added in before the youth submit their cover letter and resume for the contest. Their teacher edited their resume at the beginning of the school year, but some ignored suggested edits and submitted a resume with mistakes that could have been avoided. Youth will plan on performing a behavior if they have a positive attitude toward it or are receiving pressure to do so. If the youth feel as if they are lacking control toward a behavior they may not intend in doing so, like editing a resume for a future contest (Fishbein, 2010). One last suggestion that came from the interview panel to improve the job interview contest was to look at examples of a cover letters and resumes to make sure they are consistent with what they need

to look like. The judges felt as if some of the information was on their cover letter and resume did not fit well or was in the completely in the wrong place. Since the youth formatted their cover letter and resume from the examples provided to them during the lessons, they need to be reviewed before the interview contest.

Conclusion

While there are many changes and edits that can and will be made to the interview contest in Lunenburg County, this implementation ran smoothly. The participating teachers were satisfied with the outcome of the contest and the skills that the youth learned from participating. Suggestions and observations made by participating youth, participating teachers, the interview panel, and VCE will be taken into consideration and implemented in future competitions.

References

- Alexander, K. P., and Hirsch B. J. (2012). Marketable job skills for high school students: What we learned from an evaluation of After School Matters. *New Directions for Youth Development*, 2012(134), 55-63.
- Ali, S. R., & McWhirter, E. H. (2006). Rural Appalachian Youths' Vocational/Educational Postsecondary Aspirations: Applying Social Cognitive Career Theory. *Journal of Career Development*, 33(2), 87–111. <https://doi.org/10.1177/0894845306293347>
- Alic, J. A. (2018). What we mean when we talk about workforce skills: Employers' complaints about skill shortages mask a deeper struggle to preserve and extend theory leverage in the labor market. *Issues in Science and Technology*, 34(3), 30-36.
- Ajzen, I., & Fishbein, M. (1977). Attitude-behavior relations: A theoretical analysis. *Psychological Bulletin*, 84(5), 888-918.
- Fishbein, M., & Ajzen, I. (2010). *Predicting and changing behavior: The reasoned action approach*. New York: Psychology Press.
- Bentler, P. M., & Speckart, G. (1979). Models of attitude–behavior relations. *Psychological Review*, 86(5), 452-464. <http://dx.doi.org/10.1037/0033-295X.86.5.452>
- Brown, T., Hilier, T. I., & Warren, A.M. (2010). Youth employability training: Two experiments. *Career Development International*, 15(2), 166-187.
- C. (2019). Kenbridge, V. Retrieved from <http://www.city-data.com/city/Kenbridge-Virginia.html>
- C. (2019). Victoria, Virginia. Retrieved from <http://www.city-data.com/city/Kenbridge-Virginia.html>
- Carr P., & Kefalas M. J. (2009). *Hollowing Out the Middle: The Rural Brain Drain and What It Means for America*. Boston, MA: Beacon.

- Charng, H. W., Piliavin, J. A., & Callero, P. L. (1988). Role identity and reasoned action in the prediction of repeated behavior. *Social Psychology Quarterly*, 51(4), 303-317.
<http://dx.doi.org/10.2307/2786758>
- Coplin, B., (2003). *10 things employers want you to learn in college*. New York: Ten Speed Press.
- Development Initiatives, (2016). Definitions and measures of poverty. www.devinity.org
- Hutchins, B.C., & Akos, P. (2013). Rural high school youths' access to and use of school-to-work programs. *The Career Development Quarterly*, 61, 201–225.
- Johnson, A. (1981). Teaching job search skills- Nebraska style. *NACTA Journal*, 25(3), 29-30.
- Lent, R. W., Brown, S. D., Talleyrand, R., McPartland, E. B., Davis, T., Chopra, S., Alexander, M. S., Suthakaran, V., & Chai, C. (2002). Career choice barriers, supports, and coping strategies: College students' experiences. *Journal of Vocational Behavior*, 60(1),61-72.
- Mane, F. (1999). Trends in the payoff to academic and occupation-specific skills: The short and medium run returns to academic and vocational high school courses for non-college-bound students. *Economics of Education Review*, 18(4), 417-437.
- Pavlova, M., Lee, J. C., & Maclean, R. (2017). Complexities of school to work transitions. *Educational Research for Policy and Practice*, 16(1), 1-7.
- Pertain, R. A., Schafft, K. A., & Meece, J. L. (2014). Educational sorting and residential aspirations among rural high school students: What are the contributions of school and educators to rural brain drain? *American Educational Research Journal*, 51(2), 294-326.
- Schneider, B., Broda, M., Judy, J., & Burkander, K. (2014). Pathways to college and STEM. *New Direction for Youth Development*, 2013(140), 9-29.

Sherman, J., & Sage, R. (2011). Sending off all your good treasures: Rural schools, brain-drain, and community survival in the wake of economic collapse. *Journal of Research in Rural Education, 26*(11):1-14.

Tierney, W. G., & Jun, A. (2001). A university helps prepare low income youths for college: Tracking school success. *The Journal of Higher Education, 72*(2), 205-225.

U. (2016). What is Rural. Retrieved from: <https://www.nal.usda.gov/ric/what-is-rural>

U. (2017). Quick Facts: Lunenburg County Virginia. Virginia Department of Education- Office of School Nutrition Programs. (2019). 2018-2019 Free and reduced eligibility report- school level.

U.S. News. (2016) Central High. Retrieved from: <https://www.usnews.com/education/best-high-schools/virginia/districts/lunenburg-co-public-schools/central-high-20530/test-scores>

Yate, M., (2014). *Knock'em dead secrets and stratigies for first-time job searchers*. Savannah, GA: JumpingDude Media.

Yate, M., (2014). *Knock'em dead job interview how to turn job interview into job offers*. Savannah, GA: JumpingDude Media.

Appendix

Appendix A: Pre- Survey

1. What are your education plans approximately four years after high school?
2. What are your career plans approximately four years after high school?
3. I feel confident about participating in a job interview? On a scale of 1-4 (1- not confident 4- confident)
4. I feel confident in my ability to write a resume? On a scale of 1-4 (1- not confident 4- confident)
5. I feel confident in my ability to write a cover letter? (1- not confident 4- confident)
6. I feel confident about participating in the job interview contest on a scale of 1-4 (1- not confident 4- confident)
7. I feel confident speaking? (1- not confident 4-Confident)
8. What 1-3 steps do you think are involved in preparing for a job interview?
9. What are 1-3 things you would like to learn as a result of participating in the job interview contest?
10. What questions do you have related to the job interview?
11. What is your current grade level? 9th 10th 11th 12th

Appendix B: Post-Survey

1. What are your education plans approximately four years after high school?
2. What are your career plans approximately four years after high school?
3. What changed in your education plan after the interview?
4. I feel confident about participating in a job interview? On a scale of 1-4 (1- not confident 4- confident)
5. I feel confident in my ability to write a resume? On a scale of 1-4 (1- not confident 4- confident)
6. I feel confident in my ability to write a cover letter? (1- not confident 4- confident)
7. I feel confident about participating in the job interview contest on a scale of 1-4 (1- not confident 4- confident)
8. I feel confident speaking? (1- not confident 4- confident)
9. After participating in the job interview contest what 1-3 things new skills did you learn?
10. Please share 1 “ah-ha” moment you had during this contest?
11. What questions do you have related to the job interview?

Appendix C: Contest Rubric

**4-H Interview Contest
Scoring Rubric**

Member Name: _____ Position: _____ Age: _____ Division (circle): Junior Intermediate Senior

Unit: _____ Date: _____

	Level 1 (1 point)	Level 2 (2 points)	Level 3 (3 points)	Level 4 (4 points)	Points Awarded
Interview Answers	More practice needed to answer questions	Questions answered or handled well when unable to provide answers	Skilful 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; structure enhances effect of answers	
Voice	Voice and language are inadequate for the interview	Volume and pronunciation of vocal variation needs improvement	Voice and language are skilful 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 manners are appropriate	Appearance and manners are presented with business-like conduct and style	Appearance and manners 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:					/28
Comments:					

Appendix D: Lesson One

Lesson Skill: Writing Your Resume

Economical and Personal Finances student competency: 149-154

<http://www.cteresource.org/verso/courses/6120/2018/economics-and-personal-finance-scrcs>

Time: 60 Minutes (Activities and time to work on resume can be flexible depending on how prepared their current resume is).

Materials: Handouts from page 17 and 47-49 of the Virginia 4-H Job Interview Manual

Handouts from pages 46-50 of the 2018-2019 Career Planning Guide

Resume puzzle activity

Job option list for voting

Pre-survey printed out or link ready if done online

Reference forms (three per student)

Introduction of the Contest

Choosing job options for interview

All participating classes vote on the job options. The top three options from all classes combined will be the job options for the contest. (Make sure list includes a variety of jobs that can be obtained at different levels of education.)

Pre-survey

All youth participates in the pre-survey.

Writing a resume: What it should include?

Header

Name, address, email, phone number

Objective

One to two sentences that you want to accomplish or your goal related to the job you are applying for

Education

High school education, college degrees, GPA, degree information, courses taken.

Experience

Jobs that you have had, internships. Information of what you have done at that job/ internship that would qualify you for the job you are applying for. Making it into bullet points works very well.

Certifications

Any certification that you have related to the job applying for. Will also fit under the Experience section of the resume.

Activities

Clubs, organizations, community service, positions you held in these clubs/organizations. Important things you did associated with them.

References

References available upon request or attached to your resume. Usually good to include three professional references (not family members or friends). It should be someone you have worked with or served in an organization with. Should be someone who will give you a good reference.

Resume Puzzle Activity

Assign groups each a different cut-up resume to put back together and explain to the class why each piece of the resume goes where on the resume.

Example resumes come from pages 47-49 of the Virginia 4-H job interview Manual. This activity can be modified to work with supplies that you have to work with.

Give out resume hand-outs from the Virginia 4-H Job interview contest Manual and Career Planning Guide.

Give each youth three professional reference forms

Explain who you would ask for a reference and who not to ask. (Stress the importance of not asking family and friends for references.)

Create/Edit your resume

You can use any of the handout examples as an example of how your resume should be laid out.

If you need any assistance, please ask us for help!

Appendix E: Lesson Two

Lesson Skill: Writing your Cover Letter

Economical and Personal Finances Student Competency: 149-154

<http://www.cteresource.org/verso/courses/6120/2018/economics-and-personal-finance-scrcs>

Time: 60 Minutes (Lesson time frame can be modified to fit your need based on how much of the youth cover letter is already prepared.)

Materials: Handouts from pages 18 and 50- 52 of the Virginia 4-H Job Interview Manual

Handouts from page 64 of the 2018-2019 Career Planning Guide

Three job interview option list

Reference forms (three per student) (for absent students and lost forms)

Introduction of the job options for interview

Introduce job choices and do interview time sign-ups.

Writing a cover letter: What it should include

Header

Name, address, email, phone number

Contact information of employer

Employer name/company and address

Addressing the person letter is being sent to

Dear (person's name), or if you do not know who to send letter to (To Whom It May Concern)

Paragraph 1:

Express your interest for the job and state where you found out about the job that you are applying for. Make sure that you are using posted job title in this paragraph.

Paragraph 2:

Highlight your skills that you have related to the job. Anything that would qualify you for the job. Make sure this paragraph starts to highlight what skills and abilities you have in your resume. This is usually the first document seen.

Paragraph 3:

In this section you need to thank them for considering you for the job and that you look forward to meeting them or having a conversation with them.

Closing

Make sure that your closing starts with sincerely. Space down two times and write your name. In the area that you spaced, you need to sign your name. Make sure to print off and sign the document.

Give out cover letter hand-outs

Create/Edit your cover letter

You can use any of the handout examples as an example of how your cover letter should be laid out.

If you need any assistance, please ask us for help!

Appendix F: Lesson Three

Lesson Skill: First Impressions/Eye Contact/ Handshake/ Proper Dress/ Social Media

Economical and Personal Finances student competency: 149-154

<http://www.cteresource.org/verso/courses/6120/2018/economics-and-personal-finance-scrcs>

Time: 60 minutes

Materials: Handouts from page 16 of the Virginia 4-H Job Interview Manual

Handouts from pages 40 and 41 of the 2018-2019 Career Planning Guide

Handshake activity

Job sign-up list.

Eye-contact game

Social media example post

Reference forms (three per student)

First Impressions

Why do they matter?

How long does it take to make a first impression? 7 seconds

Eye contact

Why does it matter?

Eye contact game

5 min to tell story each (take turns) one telling the story tries to make eye contact - one listening cannot make eye contact at all. **Tell your partner about the best present that you have ever received.**

5 min to have conversation. Both people in the group can make eye contact with each other. **Tell your partner about your dream vacation.**

Handshake

What is a good handshake? Firm handshake not too firm but not too soft.

What is not a good handshake?

Handshake activity: Practice your handshake with classmates.

Proper Dress/Demeanor

Give proper dress/ demeanor handouts.

Dress depending on the job

Go over each type of dress

Discuss dress for contest once again

Dressing up is not required, but there may be some kind of credit offered by your teacher.

Social Media

Why is this involved when discussing job interviews? (Appendix G has example post for this activity)

Go over each example on card stock

Drugs

Drinking

Inappropriate pictures and comments

Drama

Putting all of your business out there

Political

Judging post

Proper grammar

Twitter, Facebook, Instagram, and Snapchat

Snapchat: 3rd- party web site, screen shot, taking picture with other phones

Snapchat stays in server for 30 days or until picture is viewed

How to present yourself on social media


Card of coaches about spots on the team

Who sees your post?


If there is time let work on your resume or cover letter to get them finished.

Appendix G: Social Media Post Example


Penn State

 **Herb Hand** @CoachHand
Dropped another prospect this AM due to his social media presence...Actually glad I got to see the 'real' person before we offered him.

Duke

 **Derek Jones** @dukecoachdj · 14h
Our jobs depend on the young men that we recruit. Your social media pages say a lot about your character, discipline & common sense. #Ap2w

SMU

 **Coach Justin Stepp** @coachjstepp · Jan 8
Came across an awful Twitter account today. Shame the kid was a really good player...On to the next one...get a clue!


 **Jacob Cox-Brown**
2 hours ago · 🌐

Drivin drunk... classic ;) but to whoever's vehicle i hit i am sorry. :P

 **Cella** ☀️ @Cella_

Ew I start this f██k ass job tomorrow 👎👎👎👎👎👎👎

2/6/15, 11:43 PM

 **Quinn C. Beaudette** @Sunlit_2907
Any dealers in Vaughan wanna make a 20sac chop? Come to Keele/Langstaff Mr. Lube, need a spliff or two to help me last this open to close.
Details



10 friend request all from people from Victoria not today honey . I already know yall are trying to be surveillance cameras you dont have to be. He can see what I put up! So glad that he is out of the picture and tell him about this status too!

Appendix H: Lesson Four

Lesson Skill: Preparing for the interview/day of the interview

Economical and Personal Finances student competencies: 149-154

<http://www.cteresource.org/verso/courses/6120/2018/economics-and-personal-finance-scrcs>

Time: 60 Minutes

Materials: Handouts from page 19-21 of the Virginia 4-H Job Interview Manual

Handouts from pages 68 and 69 of the 2018-2019 Career Planning Guide

Your information for the job interview asks me section of lesson

Job option sign-up

Reference forms (three per student)

Do one last check to see if everyone has signed up for a job to interview

Stress that all resumes, cover letters, and references need to be to their teacher by the specified date to prepare for interview process.

Preparing for a job interview

Give handouts with practice questions from two resources.

Go over the different types of questions that could be asked.

Give tips on how to prepare for these questions

In a real interview, you will need to have questions prepared to ask the interview panel, but for this contest it will be optional.

Partner up and ask each other interview questions.

Ask me interview questions activity

Allow the youth to ask any interview question from the provided list that they would like and see how you would answer them.

What happens after the interview?

I didn't get the job, so what now?

It is ok to not get job when you apply. Use that as a learning experience to what to improve on in future interviews. Do not be hard on yourself if this happens. (Tell a personal story of not getting a job if you have experienced this in your past job hunts).

I got the job, what is next?

Go over the acceptance process: verbally, by letter/e-mail, possible in a system for company to accept the job

Explain what interview contest days will look like and who will go which day based on number drawn.

Remainder of class will be used to complete your resume and cover letter for submission.

Appendix I: Job Interview Questions

So, tell us a little bit about yourself?

If you could change one thing about yourself, what would it be?

What three words would your peers use to describe you and why?

How would your teachers or anyone you may have worked with in a professional setting describe your work?

Describe a recent leadership experience?

Describe a time when you went above and beyond to get a job done?

What do you consider to be one of your greatest strengths? Weaknesses?

Describe a time when you had to deal with someone who was very upset. How did you handle it and what was the outcome?

Why should we hire you?

Appendix J: Link to 2018- 2019 Career Planning Guide

https://career.vt.edu/content/dam/career_vt_edu/assets/docs/career-planning-guide/2018-2019-career-planning-guide.pdf

Appendix K: Link to Virginia 4-H Job Interview Manual

https://drive.google.com/open?id=1fme8_aIDBRgkrwOECvWiuJ1KZW15EPRu