



CREATING YOUR SKILLS PORTFOLIO

A handbook to assist students
and alumni in documenting
and promoting their
accomplishments



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INTRODUCTION

Your Skills Portfolio will encourage you to reflect on how you match up with the requirements of particular employment opportunities.

Your Skills Portfolio provides you with ways of exploring and managing your own career development.

It encourages you:

- to be aware of both the technical skills and the transferable skills you are developing in college
- to reflect on the relevance and adaptability of these skills to the world of work, and
- to keep a record of your acquisition and use of these skills.

WHAT IS A SKILLS PORTFOLIO?

A portfolio is understood to be a collection of materials that demonstrate a person's talents and/or skills, and/or achievements, accomplishments, abilities, interests, involvement in activities, experience, employment record, personal qualities, character attributes and/or personal strengths.

Traditionally, the word "portfolio" actually refers to the case or folder in which the materials are collected together. However, the term is now used to refer to the collection of materials as a whole. Many people prefer to have electronic portfolios, in the format of a professional website or palm hand held device, rather than a collection of loose leaf printed materials kept together in a folder. Some people use both an electronic (web version) and paper portfolio. If you choose to display your portfolio on a web site, be careful not to include personal information that is not relevant to the hiring process.

Portfolios can be used in many contexts. The most common is the employment context. A good portfolio can help employers make informed choices when choosing between job applicants.

In a competitive job market a good portfolio can be used to set you apart from other job seekers. It can help you to stand out from the crowd during the tough economic times.

A portfolio is not a substitute for a resumé. The aim of your portfolio in an employment context is to strengthen your resumé or your interview and to add value to your application by providing evidence to prove that you can do what you say you can do. It supports what you say to an employer during an interview by demonstrating what you can offer the employer.

Types of Skills –

Technical skills are "the know-how of your particular area of professional practice; they relate to getting things done" (Alderman, Milne and Gemmel, 1997.) For example, research and analytical skills, which involve quantitative and qualitative analysis, information retrieval, and writing research reports are examples of the technical skills you are developing in CALS. Laboratory skills like HPLC and pipetting are also examples of technical skills.

Transferable skills are also called 'functional' or 'personal' skills. These are skills that you develop from general life experience and they can be transferred for use in different contexts. For example, **teamwork** is a transferable skill that can be used inside and outside of the work or study context, in social settings and on the sports field.

Skills and experience derived from work experience.

What tasks and duties do you perform as part of a part-time summer job or internship? Reflect on the skills and abilities that you must possess in order to achieve success in performing these tasks.

Skills derived from general life experience.

Consider the skills you use every day in your interpersonal interactions; the skills you use when undertaking your community work; the skills you developed while backpacking on your last vacation etc.

Begin reflecting on your skills acquisition.

The process of reflection and analysis helps you to see what your current strengths are and may also help you to identify areas that need to be improved if you are to be successful in a competitive employment market.

Starting this reflection in your Freshman year will enable you to build on your strengths and to work on the areas that need strengthening during the next three years of your degree. For example if you do not have much evidence to demonstrate leadership, you might use the next two years of your University experience to actively seek out positions of leadership by volunteering for positions on a committee of your favorite club.

Your resumé gets an employer interested in what you can offer; your portfolio provides selected material, carefully designed to convince an employer that you possess the relevant qualifications.

A REFLECTIVE CAREER DEVELOPMENT APPROACH FOR CALS STUDENTS

The idea of the Skills Portfolio is to help you incorporate:

- Reflective skills (both creative and analytical), and
- Career planning skills

into the process of creating your portfolio.

The reflective element will encourage creative problem solving and learner empowerment. In the ever-changing world of work, creative problem solving is an essential part of the process of being able to match the professional and transferable skills you possess to those skills required by employers.

You will choose to put more or less reflective thought into your portfolio, depending on your individual employment-related needs, interests and stage of employment “readiness”.

The career development focus will look at the dynamic relationship that exists between individuals and their working lives. It will look at questions such as:

- **What skills, capabilities, and knowledge am I acquiring through my studies and in other areas of my life?**
- **What is the relevance of these skills, capabilities, interests and knowledge to the world of work?**
- **How are the skills, capabilities, and knowledge I have useful to employers?**
- **How can I market these effectively in the workforce?**

Pages 21-37 provide a place for you to document your skills.

The career development focus will provide a framework for using career-planning skills and will assist you ultimately in making informed career decisions.

Successful study in your College of Agriculture and Life Sciences degree provides you with the knowledge, skills, and capabilities. Creating your Skills Portfolio provides you with a place to reflect on the value of the knowledge, skills, and capabilities.

WHAT CAN I INCLUDE IN MY SKILLS PORTFOLIO?

The portfolio provides a physical space in which you can collect example materials which demonstrate your:

- Career relevant qualifications
- Transferable skills
- Abilities
- Experience
- Professional and technical skills
- Achievements
- Involvement in activities
- Personal qualities

Example materials could include:

- your resume
- letters of thanks
- reports
- fact sheets with evidence of your skills
- documentation of your computing skills
- training or award certificates
- worksheets you have completed in this packet
- copies of official transcripts
- samples of your written assignments or assessments which demonstrate your skills
- photos or evidence of you working successfully in a team context
- evaluations or references relating to your work experience
- a statement sheet outlining your career goals

The material you collect can be in print form, visual, audio-visual and/or electronic form.

If you choose to show your portfolio to employers – in either electronic (web page) or paper form – the collected materials need to be well organized and presented professionally. As with all employment application materials, your portfolio says something about you as a job applicant. Make sure your Skills Portfolio creates the impression you want! Leave out birth date, marital status, a picture of you or other personal details. Keep it professional. Save the photos of your dog for a personal web page that is not forwarded to employers evaluating you for a job.

Organize the materials kept in your portfolio in a systematic and professional way – plastic sleeves with neatly typed labels on them are ideal. Keep similar material together. For example, one plastic sleeve clearly labeled “Teamwork” might contain several examples of times when you have successfully demonstrated teamwork skills. It might even be helpful to include a table of contents for quick access to particular material.

What you choose to include in your Skills Portfolio depends very much on what you have to offer – therefore, thorough self-assessment is important.

It also depends very much on what it is that different employers are looking for – therefore, conducting thorough research on the employer and the advertised position is important. Sample job ads are included later in this handbook to help you begin this process.

How you choose to market your qualities and achievements to match different employers’ requirements may also influence what you choose to include in your Skills Portfolio.

Collecting and Reflecting

You may choose to use your “paper portfolio” **as a space for collecting and reflecting** only – and choose to present a selection of materials targeted to a particular employer in a separate folder - or to present targeted material in electronic form. You may choose to send some material to employers together with your initial application for employment positions.

You may also choose to keep a section of your “paper portfolio” for your personal collecting and reflecting and keep the rest of the portfolio **organized for showing to employers**. This way, you could keep some plastic sleeves in your folder labeled “Work in Progress – Collecting and Reflecting” and these could be removed (together with any other material not relevant to a particular employer) if you take your “paper portfolio” with you to an interview.

Two types of portfolios:

Collection and Reflection Section

- Reports and papers (writing samples)
- Photos of you representing accomplishments
- Career goal statement
- Worksheets in this packet
- All materials divided into sections of a 3 ring binder

Portfolio to show Employers

- Transcripts
- Letters of reference
- Certificates of achievement
- Resume
- All materials placed in plastic sheets in an impressive leather binder.

At an interview, your portfolio could be used for reference to support your answers to interview questions or you may choose to present your portfolio to the selection panel for their perusal.

If you choose to present your Skills Portfolio to an employer, keep it short and include only relevant materials which are targeted to particular employers' needs. Select your material carefully and arrange the placement of items in your portfolio to reflect how you meet the employers' needs. Ensure employers read the really important items by placing these items near the front of your portfolio. Your choice of what items to include in your portfolio will vary depending on the unique job requirements.

Be creative in presenting a paper or web-based portfolio. This is a sample of your ability to gather and present materials in a visually pleasing way. Attention to detail is critical.

Options for Presenting a Paper Portfolio

- Leather portfolio cover, just used to show at interviews.
- Professional three ring binder, also taken to interviews and left for perusal in some cases.
- Plastic folder with materials covered in plastic sheets. Multiple copies can be made to give employers to keep.

***STARTING
YOUR
SKILLS
PORTFOLIO***

STARTING YOUR SKILLS PORTFOLIO

In building your portfolio you will be exercising your skills. You will be:

- Collecting
- Analyzing
- Planning
- Reflecting
- Making decisions
- Organizing
- Researching
- Recording
- Presenting

In building your portfolio your aim is to reflect on and analyze your educational experience with both work and personal contexts (which might include sports, travel, committee memberships, etc.).

Your objective is to reflect on and analyze the meaning of your learning in relation to your career goals and/or particular employment options.

THINGS TO DO

1. Research and identify skills that are relevant to agriculture and life science employment situations.

If you intend to use your portfolio to market the skills you possess to employers, then you need to know what skills employers are looking for.

This can be done by networking with employers, talking to people who are working in areas in which you would like to work in the future, analyzing position descriptions, company websites and job ads. Visit our web site at www.cals.ncsu.edu/career to view current job ads and find names of alumni for networking purposes.

A sample job also has been provided for you to start this process.

Read and analyze this job. Review the list of the skills that are mentioned.

ASU
ARIZONA STATE UNIVERSITY
EAST

Instructional Specialist

Morrison School of Agribusiness and Resource Management
Arizona State University East

This position is within the Morrison School of Agribusiness and Resource Management at Arizona State University East. The successful candidate will develop and coordinate internships for the Morrison School of Agribusiness and Resource Management (RSABR) and assist students in finding career positions in the food and agribusiness sector, while serving as an ambassador for the school. The Instructional Specialist will be expected to establish and maintain contacts with local, national, and international agribusiness firms and agencies. Assisting students with career preparation, including resume development and interviewing skills and coordination with MSABR faculty and ASU East Student Affairs and Career Services Departments is also expected.

REQUIRED: Bachelors degree in Agribusiness, Agricultural Communications, Business Administration, Marketing, Communications, or a field appropriate to the area of assignment; **OR**, four years of progressively responsible instructional or subject work experience; **OR** any equivalent combination of experience and/or education from which comparable knowledge, skills and abilities have been achieved. **DESIRED:** Demonstrated knowledge of the food and agricultural sectors; organizational skills; sales experience; and industry experience in retailing, marketing, input supply, or other industry experience in the food and agricultural sector.

It is the goal of MSABR to become the premier institution in Agribusiness education. This is a fiscal year appointment with continuation dependent of funding and performance of the successful candidate. Submit a resume, cover letter, and the names/addresses/phone numbers of three professional references to:

Dr Raymond A Marquardt, Dean
Morrison School of Agribusiness & Resource Management
Arizona State University East
7001 East Williams Field Road
Mesa, AZ 85212
Phone: 840-727-1586
Fax: 840-727-1961

**ARIZONA STATE UNIVERSITY IS AN EQUAL
OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER**

MORRISON SCHOOL OF AGRIBUSINESS AND RESOURCE MANAGEMENT
7001 EAST WILLIAMS FIELD ROAD, MESA, AZ 85212
(480) 727-1585 Fax (480) 727-1961
<http://www.east.asu.edu/msabr>

Having read the employment advertisement, it is clear that in order to be successful in your application for this job, you would have to convince/persuade/demonstrate to the employer that you:

- Have a degree in Agricultural Business Management
- Are a strong communicator
- Have excellent writing skills
- Are well organized
- Have knowledge of agricultural industries
- Have persuasive skills
- Have retail experience
- Have marketing experience
- Will represent the school in a positive manner
- Are self motivated

Now list examples of where you have demonstrated these skills:

Examples:

- BS in ABM from NCSU
- As president of NAMA Club, explained policies to faculty and fellow students, planned monthly meetings and invited speakers from various agriculture business' to address our club.
- As customer service representative for Lowes Grocery Store, suggestively sold Lowes card to customers, solved problems and represented store in a professional style.
- Received an "A" in a demanding technical writing course at NCSU.
- Managed fund raising event for Animal Science Club involving marketing barbecue lunch plate to students.

2. Begin reflecting on how you can demonstrate your knowledge, skills, abilities, personal qualities, interests, qualifications and experience to employers.

Providing evidence of previous times in which you have successfully used a skill or successfully demonstrated your abilities is a strong way to do this.

Skill/Quality	Examples of when I showed evidence of this previously:	How successful I was in using this previously, e.g. achievements:	Other: Why? How? Who?
Self motivated	1. Proactively inquired about and successfully underwent application process and interview, for work experience involving statistical data entry in a research environment.	1. My manager was pleased with my performance and is prepared to act as a reference for me in the future.	1. I enjoy using technology and wanted to expand my knowledge of software applications relating to research environments. I also wanted to gain experience and thereby give myself an employment edge.

3. Reflect on and analyze the skills that you already possess – and need to acquire – relevant to your career goals or to a particular position.

Start a process of self-assessment where you begin reflecting on your present strengths and weakness relevant to future employment in your chosen career area.

Reflect on, and look for evidence of what you have done in your life that you could use to convince the employer that you would fit the advertised requirements for this position.

What evidence can you provide for being self-motivated, a good communicator, analytical and well organized?

“Self-Motivated” may be loosely defined as “being personally responsible for setting goals and motivating oneself to achieve these goals” - as opposed to being dependent on others for their achievement.

Look at your updated resume and scan the sections on “Education”, “Work Experience”, and “Interests”. Can you find experiences or occasions in your life where you have used particular skills or abilities? Analyze your resume to find examples of situations in which “self-motivation” might have been important. You could find the following:

- From your “Education” section;
You could perhaps relate “self-motivation” to successfully completing a difficult or long course of study or learning a foreign language.
- From your “Work Experience” section;
You could perhaps relate “self-motivation” to previous employer references relating to your successful project management or positive performance statements.
- From your “Interests/Extra-Curricular Activities/Sports” or “Community Activities” section;
You could perhaps relate “self-motivation” to sporting success, reaching a personal goal (like successfully completing a gym or fitness course) or contributing to a community activity.

In the final two sections of this booklet you will find exercises which aim at providing you with opportunities to begin reflecting on the skills you possess. The exercises help you to focus on both the technical/professional skills you have developed from your studies and work experience, as well as the transferable skills that you have developed from your life experience.

Complete the exercises and use them to establish your Skills Portfolio. Possibly file each exercise in a separate plastic sleeve and label the sleeve with the criteria being demonstrated e.g. “Teamwork” and add further examples demonstrating teamwork as you progress through your degree.

As you continue reading job ads, talk to employers etc, over the next months, you will become increasingly aware of the skills and abilities that employers expect you to be able to demonstrate. For each skill or ability, establish a plastic sleeve in your Skills Portfolio and fill it with examples of how you have successfully used that skill or demonstrated that ability. You will find that the reflection involved in creating your portfolio and the samples collected in each plastic sleeve will be very useful to you when applying for employment positions in the future. If you prefer, you can design a computer database to track your skills instead of hard copies.

4. Keep a section of your Skills Portfolio dedicated to a collection of career information relating to your chosen major.

Collect reference materials (**newspaper articles, websites, contact names and organizations, networking opportunities, professional associations, relevant publications, etc**) for future career reflection, career planning or for job application purposes. Good decisions are based on sound information.

5. Keep a section of your Skills Portfolio dedicated to possible career goals.

You might establish a plastic sleeve, filed in your portfolio, in which you keep notes on your career-related ideas, possibilities, plans and goals. As you go through your degree you will find that your goals might change. Take time to dream!

6. Be a creative thinker!

Think of ways in which you could demonstrate your skills and abilities using alternatives to print media.

DO I POSSESS THE SKILLS THAT EMPLOYERS ARE LOOKING FOR?

ANALYZING THE SKILLS AND ATTRIBUTES THAT YOU POSSESS

The following are skills that many employers desire:

➤ ***IN-DEPTH KNOWLEDGE OF YOUR FIELD OF STUDY***

- A comprehensive and well-founded knowledge of the field of study.
- An understanding of how other disciplines relate to the field of study.
- An international perspective on the field of study.

➤ ***EFFECTIVE COMMUNICATION***

- The ability to collect, analyze and organize information and ideas and to convey those ideas clearly and fluently, in both written and spoken forms.
- The ability to interact effectively with others in order to work towards a common outcome.
- The ability to select and use the appropriate style and means of communication.
- The ability to engage effectively and appropriately with information and communication technologies.

➤ ***INDEPENDENCE AND CREATIVITY***

- The ability to work and learn independently.
- The ability to generate ideas and adapt innovatively to changing environments.
- The ability to identify problems, create solutions, innovate and improve current practices.

➤ ***CRITICAL JUDGEMENT***

- The ability to define and analyze problems.
- The ability to apply critical reasoning to issues through independent thought and informed judgement.
- The ability to evaluate opinions, make decisions and to reflect critically on the justifications for decisions.

➤ ***ETHICAL AND SOCIAL UNDERSTANDING***

- An understanding of social and civic responsibility.
- An appreciation of the philosophical and social contexts of a discipline.
- A knowledge and respect of ethics and ethical standards in relation to a major area of study.
- A knowledge of other cultures and times and an appreciation of cultural diversity.

Top 10 Qualities Employers Seek

1. Communications skills (verbal and written)
2. Honesty/integrity
3. Teamwork skills
4. Interpersonal skills
5. Strong work ethic
6. Motivation/initiative
7. Flexibility/adaptability
8. Analytical skills
9. Computer skills
10. Organizational skills

Source: Job Outlook 2002, National Association of Colleges

HOW CAN YOU DEMONSTRATE THAT YOU POSSESS THE KNOWLEDGE, SKILLS, ABILITIES, PERSONAL QUALITIES, INTERESTS, QUALIFICATIONS AND EXPERIENCE THAT EMPLOYERS ARE LOOKING FOR?

Increasing your own awareness of your employable skills is important – but the next step is to be able to convince an employer that you possess the required skills. When applying for employment positions, it is not enough just to say to employers that, because you have studied in CALS, that you automatically possess particular skills and attributes.

Employers are looking for evidence. They want proof that you possess the skills to do the job. This is the function of your Skills Portfolio.

In a competitive job market, employers are also looking at achievement and quality; they are interested in knowing how **well** you can use your skills and abilities. For example, when applying for a position, you would normally be required to submit a **resume** (electronically or in paper form). The resume provides an updated profile of who you are, what you have done, and how well you have done. It is a formal presentation of your educational achievements, employment history, interests and activities, relevant skills and personal qualities.

Materials collected in your Skills Portfolio will assist you greatly in the task of preparing your resume.

Behavioral Based Interviews

In interviews for positions, employers are increasingly using **Behavioral Interviewing** techniques. Behavioral Interviewing is a style of interview questioning which asserts that “the most accurate predictor of future performance is past performance in a similar situation”. So, if an employer is looking for new staff with excellent team-working ability, they might ask interview questions such as:

- “Tell me about a time when you demonstrated successful team-work ability”
- “Describe a situation in which you successfully handled a difficult person within your team”
- “Give me an example of a time when you achieved a goal while working in a group situation”

In preparing for behavioral-style interviews, it is important to prepare examples of situations in your life (personal, academic, employment-related) when you have experienced using the skills relevant to the particular employment environment.

Companies that use behavioral-style interviewing predetermine the skill sets they require for particular positions by doing a detailed analysis of each position. The interview is very structured with a checklist of skills that you must demonstrate you possess.

The structured behavioral based interview style requires you to reply to each question with the “STAR” approach. You must describe a situation or task, how you acted and what the result was.

- | | | |
|----------|-----------|---|
| S | Situation | Describe a situation you encountered. |
| T | Task | Describe a task you preformed |
| A | Action | Tell what action you performed |
| R | Result | Describe the result or outcome, based on your action. |

Materials in your Skills Portfolio will help your prepare for Behavioral Based Interviews.

A review of your Skills Portfolio “To Do” list:

- Research skills required for jobs that interest you.
- Reflect on how you can demonstrate these required skills.
- Identify skills you possess.
- Identify skills you need to develop.
- Collect career information related to your major.
- Refine your career goal over time.
- Continue to grow your list of skills.

***IDENTIFYING
KNOWLEDGE
AND SKILLS***

Transferable Skills

Rate yourself on each skill:

S=Strong possession of skill; M=Medium (have performed skill but need more practice); W=Weak (have not had experience with this skill)

Communication

Effective writing	Effective speaking	Effective speaking	Languages other than English	Computing facility
• report writing	• making speeches	• active listening	• conversing	• data entry
• essay writing	• leading tutorials	• checking for understanding	• being understood	• word processing
• reviewing	• instructing	• reflecting	• writing	• desktop publishing
• editing	• debating	• summarizing	• reading	• analyzing
• critiques	• leading a group	• clarifying	• understanding	• interpreting
• preparing talks	• interviewing	• encouraging	• thinking	• calculating
• research	• advising		• translating	• developing
• documenting	• counseling		• recognizing	• designing
• referencing	• persuading		• cultural clues	• simulating
• articles	• presenting a case			

Teamwork

Cooperation	Inspiring/Motivating others
• helping in a crisis	• explaining
• facilitating	• being approachable
• waiting your turn	• empathizing
• trusting members	• praising
• accepting differences	• rewarding
• contributing	• supporting
• sharing tasks	• mediating
• collaborating	• supervising
	• leading

Managing & Organizing

Organizing ability	Ability to work independently
• planning ahead	• being self motivated
• contingency planning	• being self disciplined
• adapting to change	• knowing own limitations
• setting realistic timelines	• trusting you own judgement
• reviewing progress	• taking responsibility
• learning from experience	• coping with stress
• delegating	• managing time effectively
	• concentrating on the task at hand

Problem Solving

Identifying & analyzing	Decision making & follow through	Research
• literature searching	• allocating time	• locating information
• collecting data	• allocating money	• organizing material
• collating information	• choosing a course	• sourcing information
• organizing information	• choosing subjects	• using retrieval systems
• prioritizing	• being realistic	• evaluating data
• classifying	• considering the long term	• identifying facts
• hypothesizing	• making decisions under pressure	• gathering data
• speculating	• judging likely consequences	• drawing inferences
• drawing conclusions		

Applying knowledge	Aware of social & political contexts	Appreciation of values & ethics
• reworking	• keeping up with current issues	• experiencing other cultures
• reorganizing	• being sensitive to the environment	• having an open mind
• testing in new conditions	• awareness of current needs	• recognizing prejudices
• making connections	• seeing issues in a broad context	• keeping personal integrity
• applying formulae		

Expressing Transferable Skills

You cannot expect prospective employers to read between the lines or spend time trying to decipher your skills. You need to list them using action words.

University Experience

Use action words to spell out the skills you have developed through university activities. Circle “yes” or “no” for each one.

In your class assignments , you...			In your group projects you....		
• Formulate hypotheses and test them	Yes	No	• Explain, persuade	Yes	No
• Assess and evaluate information	Yes	No	• Negotiate	Yes	No
• Develop and use inductive/deductive reasoning	Yes	No	• Handle controversy	Yes	No
• Acquire skills in the area of technical presentation	Yes	No	• Constructively disagree, confront, resolve	Yes	No
• Exercise your ability to think laterally	Yes	No	• Non verbally communicate	Yes	No
• Extrapolate/summarize	Yes	No	• As a committee member you.....	Yes	No
• Learn to be self motivated	Yes	No	• Deal with conflict, negativity, apathy, passivity	Yes	No
• Operate independently and work without supervision	Yes	No	• Communicate orally in large groups	Yes	No
• Develop self esteem/self confidence	Yes	No	• Build on others’ ideas	Yes	No
• Manage and cope with stress	Yes	No	• Demonstrate leadership	Yes	No
• Learn to work under pressure and meet deadlines	Yes	No	• Manage a budget	Yes	No
• Question, reflect, and attempt to clarify	Yes	No	• Write & produce reports and newsletters	Yes	No
			• Cope with the unexpected	Yes	No
			• Show capacity to improvise	Yes	No

Work Experience

Tasks and responsibilities undertaken in work environments need to be translated into transferable skills which employers can readily identify. For example, working as a Waiter/Waitress.

Tasks

- Wait at table-----
- Serve food and drinks to many tables-----
- Take food from kitchen-----
- Look after the bill-----
- Talk to customer/try to satisfy needs-----
- Handle many tasks quickly-----
- Work with restaurant manager, chef, kitchen staff & other waiters-----
- Cleaning tables and floor plan set up-----
- Personally neat, tidy, groomed-----

Skills developed

- Attending to clients
- Prioritizing and managing tasks
- Interpreting instructions
- Handling money
- Effective communications with customers, handling conflict, resolving problems
- Time management
- Working in a team, collaborating with members, and ability to multitask
- Developing professional presentation
- Professional grooming

Identifying Skills and Experiences

The list of questions below are provided to assist in identifying your marketable skills and experiences.

PERSONAL SKILLS

Communications Skills	Yes	No
Have you obtained good marks in seminar presentations, or been a debater?		
Have you had to deal, under pressure, face-to-face with the public?		
Have you been involved in community activities?		
Have you done any research projects during your courses and written them up using a specific format?		

Teamwork

Have you played sports?		
Did you initiate projects while on committees?		
Did you ever lead a team project?		
Have you supervised other workers?		

Problem solving

Have you designed an experiment, plan or model that systematically addresses a problem?		
Have you identified information sources appropriate to special needs or problems?		
Did you learn the tasks faster than the average worker/student?		
In your part-time work were you quickly shifted through a variety of tasks, whereas most other workers/students stayed on the one task?		

Managing & organization skills

Have you been on committees in sporting, hobby or community service area?		
Were you elected as an officer or committee chair of a club?		
Have you carried out clerical duties in paid or voluntary work?		
Have you been involved in fund raising?		
Do you do the accounts for the family business?		
Have you supported yourself through university?		
Did you get promotions within your employment?		
Were you put in charge of a particular facet of the job?		

PERSONAL QUALITIES

Initiative/Entrepreneurial	Yes	No
Have you been involved in any business venture?		
Did you re-organize some aspect of your job or projects to make them easier?		
Have you generated any new ideas or suggestions at work/school or university?		
Have you informally or formally trained new workers?		

Leadership

In your part-time job were you left in charge of the section/business in the manager's absence?		
At school were you a class captain, house captain, or on the student council?		
Have you successfully persuaded a group or a senior person to support your idea or point of view?		
During a group study project have you taken the initiative and organized your fellow students, so that the deadlines were met?		

Goals setting/Competitiveness

Have you won sports competitions?		
Have you won academic prizes?		
Were you selected for leadership training?		
Are you taking steps to focus on your career goal?		

Professional ethics

Do you regularly read any professional journals, or do extra work in your subject area, over and above your required academic study?		
Do you belong to any relevant professional associations?		

* Note – These achievements should ALL be during your college years. You will delete High School information by the time you are a senior.

- **If you have at least 2 “yes” answers for each category, you can describe this skill on your resume.**
- **Make note of skill sets you need to expand.**

Skills Portfolio Journal

Now it is time for you to document your skills utilizing all the tips you have learned in this handbook. This will be your Skills Portfolio Journal. It can be saved for a hard copy portfolio, or used to prepare you for interviews. Keep it updated! Add new examples of skills each semester.

Here is an example of how to record your skills in the area of “courses completed”. Look at your syllabus at the end of a course. What were you expected to learn? What did you learn? What skills did you have an opportunity to develop? If this is unclear ask your professor.

An example of a skill you might learn in a course is “understand and critically appraise research”. You can list this skill on the journal below and provide examples of where and how you developed the skill.

On the following pages you will record your skill’s journal. You may not have a need for every skill listed. Leave them blank in this case. You may have additional skills not listed that you decide are important based on your research. Add these skills at the end. The key to success is to keep this journal current. Documentation throughout your college years will help you build your resume as well as practice constructing stories to persuade interviewers of your worth. Each skill page can be placed in a plastic sheet in your Skills Portfolio.

Make sure to document how you have changed or developed as a result of your learning.

Definitions for each skill:

Situation: Why did you acquire this skill? How did you acquire this skill? Where did you acquire this skill?

Action: What did you do to acquire this skill? What steps do you need to take to develop this skill? How can you improve?

Outcome: What happened as a result of this skill acquisition? How have you developed? How will this benefit an employer? Were you successful?

Notes: Additional information not covered above.

Apply theoretical concepts to everyday life

Situation: _____

Action: _____

Outcome: _____

Notes: _____

Use library resources

Situation: _____

Action: _____

Outcome: _____

Notes: _____

Understand how to write a research paper

Situation: _____

Action: _____

Outcome: _____

Notes: _____

Understand aspects of scientific research

Situation: _____

Action: _____

Outcome: _____

Notes: _____

Information gathering and analysis

- Getting the information needed to do the job

Situation: _____

Action: _____

Outcome: _____

Notes: _____

- Checking verifying and processing information

Situation: _____

Action: _____

Outcome: _____

Notes: _____

➤ Collecting information about laws and regulations

Situation: _____

Action: _____

Outcome: _____

Notes: _____

➤ Proofreading data for accuracy

Situation: _____

Action: _____

Outcome: _____

Notes: _____

➤ Evaluating the quality of (scientific or educational) products and materials

Situation: _____

Action: _____

Outcome: _____

Notes: _____

➤ Examining and evaluating financial records

Situation: _____

Action: _____

Outcome: _____

Notes: _____

➤ Preparing and recording records and reports

Situation: _____

Action: _____

Outcome: _____

Notes: _____

➤ Investigating data to solve problems

Situation: _____

Action: _____

Outcome: _____

Notes: _____

➤ Researching business problems to develop solutions

Situation: _____

Action: _____

Outcome: _____

Notes: _____

➤ Surveying and measuring land

Situation: _____

Action: _____

Outcome: _____

Notes: _____

Testing Engineering Plans

Situation: _____

Action: _____

Outcome: _____

Notes: _____

Preparing and Analyzing Financial Data

Situation: _____

Action: _____

Outcome: _____

Notes: _____

Analyzing Demographic Data

Situation: _____

Action: _____

Outcome: _____

Notes: _____

Communication

Interpreting the meaning of information for others

- Explaining charts and maps
- Explaining diagrams
- Explaining life science concepts
- Giving information on events and procedures
- Helping people understand instructions
- Planning and giving information and help
- Studying and interpreting laws

Situation: _____

Action: _____

Outcome: _____

Notes: _____

Teaching and advising others

- Counseling and advising people
- Advice on a variety of topics
- Teaching education and training programs

Sales Skills

Selling or influencing others

- Demonstrating products and services
- Purchasing products for resale
- Selling products or services
- Waiting on customers

Situation: _____

Action: _____

Outcome: _____

Notes: _____

Leadership/Supervision

Situation: _____

Action: _____

Outcome: _____

Notes: _____

Teamwork

Performing for the public

- Planning recreation and entertainment activities
- Providing recreation and entertainment activities

Situation: _____

Action: _____

Outcome: _____

Notes: _____

Developing and building teams

- Teamwork includes building trust, respect, and cooperation among team members.
- Working as a member of a team

Technical Writing

Situation: _____

Action: _____

Outcome: _____

Notes: _____

Foreign Language

Situation: _____

Action: _____

Outcome: _____

Notes: _____

Self Motivation

Situation: _____

Action: _____

Outcome: _____

Notes: _____

Initiative

Situation: _____

Action: _____

Outcome: _____

Notes: _____

Goal Setting

Situation: _____

Action: _____

Outcome: _____

Notes: _____

Competitiveness

Situation: _____

Action: _____

Outcome: _____

Notes: _____

Professional Ethics

Situation: _____
Action: _____
Outcome: _____
Notes: _____

Organizational Skills

Situation: _____
Action: _____
Outcome: _____
Notes: _____

Problem Solving

Situation: _____
Action: _____
Outcome: _____
Notes: _____

Independence

Situation: _____
Action: _____
Outcome: _____
Notes: _____

Critical Judgement

Situation: _____
Action: _____
Outcome: _____
Notes: _____

Assisting or caring for others

- Giving injections, drugs, and other medications
- Providing health care support services
- Providing personal care services
- Providing child care services
- Providing lodging or meal facilities
- Treating physical or mental problems

Situation: _____

Action: _____

Outcome: _____

Notes: _____

Managerial Administrative Skills

- Managing programs, staff, and budgets
- Administering, directing, monitoring, and evaluating people, programs, and resources from a supervisory or managerial position
- Assigning duties to workers
- Coordinating worker activities
- Evaluating worker performance
- Hiring and supervising staff
- Managing and directing people and programs
- Negotiating staff policies and disputes
- Planning and administering budgets
- Planning staff work tasks

Situation: _____

Action: _____

Outcome: _____

Notes: _____

Thinking and working creatively

Writing ideas, creating and sketching designs, and creating images and concepts

- Creating and interpreting musical ideas
- Creating and portraying dramatic and dance roles
- Creating design concepts
- Designing and arranging objects
- Preparing educational materials
- Producing designs of ideas or letters
- Sketching original designs for materials and products
- Writing and reporting on news events
- Writing ideas

Situation: _____

Action: _____

Outcome: _____

Notes: _____

Developing objectives and strategies

- Formulating program policy and goals
- Planning education and training programs
- Planning land and water surveys
- Planning project activities

Situation: _____

Action: _____

Outcome: _____

Notes: _____

Computer Skills

- Computer Graphics

Situation: _____

Action: _____

Outcome: _____

Notes: _____

- Database Software

Situation: _____

Action: _____

Outcome: _____

Notes: _____

- Desktop Publishing

Situation: _____

Action: _____

Outcome: _____

Notes: _____

- Spreadsheet

Situation: _____

Action: _____

Outcome: _____

Notes: _____

➤ Web Design

Situation: _____

Action: _____

Outcome: _____

Notes: _____

➤ Computer Programming

Situation: _____

Action: _____

Outcome: _____

Notes: _____

➤ Geographical Information Systems

Situation: _____

Action: _____

Outcome: _____

Notes: _____

➤ Global Positioning Systems

Situation: _____

Action: _____

Outcome: _____

Notes: _____

➤ Computer Aided Drafting

Situation: _____

Action: _____

Outcome: _____

Notes: _____

➤ Model Utilization

Situation: _____

Action: _____

Outcome: _____

Notes: _____

LAB TECHNIQUES

➤ Spectroscopy Skills

Situation: _____

Action: _____

Outcome: _____

Notes: _____

➤ Chromatographic Skills

Situation: _____

Action: _____

Outcome: _____

Notes: _____

➤ Microscopy Skills

Situation: _____

Action: _____

Outcome: _____

Notes: _____

➤ Biochemical Assays

Situation: _____

Action: _____

Outcome: _____

Notes: _____

➤ Organ/Tissue Cultures

Situation: _____

Action: _____

Outcome: _____

Notes: _____

➤ Aseptic Techniques

Situation: _____

Action: _____

Outcome: _____

Notes: _____

➤ PCR

Situation: _____

Action: _____

Outcome: _____

Notes: _____

➤ Electrophoresis

Situation: _____

Action: _____

Outcome: _____

Notes: _____

➤ Sensory Analysis

Situation: _____

Action: _____

Outcome: _____

Notes: _____

➤ Pathogen Identification

Situation: _____

Action: _____

Outcome: _____

Notes: _____

➤ Shelf-life Testing GLP-GMP

Situation: _____

Action: _____

Outcome: _____

Notes: _____

Animal Related

➤ Taxonomy

Situation: _____

Action: _____

Outcome: _____

Notes: _____

➤ Animal Care

Situation: _____

Action: _____

Outcome: _____

Notes: _____

➤ Animal Surgery

Situation: _____

Action: _____

Outcome: _____

Notes: _____

➤ Fish and Wildlife Policy

Situation: _____

Action: _____

Outcome: _____

Notes: _____

➤ Swine, Beef Dairy or Horse Experience

Situation: _____

Action: _____

Outcome: _____

Notes: _____

Agriculture

➤ Landscape Skills

Situation: _____

Action: _____

Outcome: _____

Notes: _____

➤ Plant Identification

Situation: _____

Action: _____

Outcome: _____

Notes: _____

➤ Pesticide/Herbicide/Fertilizer Application

Situation: _____

Action: _____

Outcome: _____

Notes: _____

➤ Soil Sampling

Situation: _____

Action: _____

Outcome: _____

Notes: _____

➤ Waste Management

Situation: _____

Action: _____

Outcome: _____

Notes: _____

➤ Crop Planting/Harvesting

Situation: _____

Action: _____

Outcome: _____

Notes: _____

➤ Irrigation Operation/Management

Situation: _____

Action: _____

Outcome: _____

Notes: _____

➤ Pest Control Crop Scouting

Situation: _____

Action: _____

Outcome: _____

Notes: _____

➤ HACCP Certification

Situation: _____

Action: _____

Outcome: _____

Notes: _____

➤ NC Pesticide Applicator's License

Situation: _____

Action: _____

Outcome: _____

Notes: _____

Environmental/Natural Resources

➤ Wetland Identification

Situation: _____

Action: _____

Outcome: _____

Notes: _____

➤ Environmental Impact Assessment

Situation: _____

Action: _____

Outcome: _____

Notes: _____

➤ Erosion Control

Situation: _____

Action: _____

Outcome: _____

Notes: _____

➤ Environmental Policy Water

Situation: _____

Action: _____

Outcome: _____

Notes: _____

➤ Resource Management

Situation: _____

Action: _____

Outcome: _____

Notes: _____

➤ Soil and Water Conservation Practices

Situation: _____

Action: _____

Outcome: _____

Notes: _____

➤ Hydrologic/Water Quality Modeling

Situation: _____

Action: _____

Outcome: _____

Notes: _____

➤ Aquaculture Background

Situation: _____

Action: _____

Outcome: _____

Notes: _____

Engineering Design

Situation: _____

Action: _____

Outcome: _____

Notes: _____

Statistics

Situation: _____

Action: _____

Outcome: _____

Notes: _____

Experimental Design

Situation: _____

Action: _____

Outcome: _____

Notes: _____

Inspecting equipment, products, or materials

(identify the cause of errors or other problems or defects)

Situation: _____

Action: _____

Outcome: _____

Notes: _____

Controlling machines and processes

- Operating audio-visual equipment
- Operating office machines
- Setting machines
- Operating laboratory testing equipment
- Setting up equipment
- Operating medical diagnostic equipment

Situation: _____

Action: _____

Outcome: _____

Notes: _____

Drafting, laying out, or designing equipment, parts, or devices

- Designing machinery, equipment, and products
- Designing structures and land use
- Designing systems
- Drafting drawings for agricultural or medical equipment
- Drawing diagrams, charts, and maps
- Laying out diagrams on materials

Situation: _____

Action: _____

Outcome: _____

Notes: _____

Building and repairing fixed structures and objects

Situation: _____

Action: _____

Outcome: _____

Notes: _____

Repairing mechanical or electronic equipment and objects

Situation: _____

Action: _____

Outcome: _____

Notes: _____

Using hand and power tools and instruments

- Using agricultural hand and power tools

Situation: _____

Action: _____

Outcome: _____

Notes: _____

Economics and Business

- Finalize and evaluate economics and business arguments
- Demonstrate a sound understanding of basic concepts, and principles in economics and business
- Solve real world economic and business problems
- Explain economics and business and concepts to a lay audience

Situation: _____

Action: _____

Outcome: _____

Notes: _____

Analysis of Job Advertisements

For inclusion in portfolio:
Fact Sheet - Evidence of skills

ANALYSIS OF JOB ADVERTISEMENTS:

WHAT ARE EMPLOYERS IN AGRICULTURE & LIFE SCIENCES LOOKING FOR?

Read each job advertisement. Notice the examples of skills needed, evidence of skills possession and the success measure for each skill. Collect your own job ads and record the evidence and success that you have demonstrated.

Town of Cary, North Carolina (<http://www.townofcary.org>)

Position: Animal Control Officer I

Type of Position: Full-time

Salary: \$25,230 - \$30,160

Location: Cary

Qualifications:

Requires some knowledge of the care, control and handling of domestic animals; ability to recognize communicable disease symptoms and knowledge of methods and procedures to be followed; ability to identify various breeds of animals; and ability to deal effectively with the public. Also requires any combination of education and experience equivalent to graduation from high school and some experience as a veterinary assistant or animal related training. Must have a valid NC Driver's license with good driving record and the ability to lift moderate weight, such as animals and cages. Prefer knowledge of geography of the Town of Cary.

Duties:

Performs responsible protective service work in the enforcement of ordinances regulating the control of animals within the Town. Work involves extensive community contact dealing with the public, animal owners and other agencies.

To Apply:

Please request Employment Information sheet for policies and procedures to be followed in applying for employment with the Town of Cary. Information is also available through the "24-Hour Town Hall" recording at 919-319-4500, message code 283. Current positions available are listed under categories 286 through 296. Recruitment status is under category 284. All other information 919-469-4070 or Cary's home page location at www.townofcary.org

Skills Needed:

Skill	Evidence	Success
Animal care	Volunteer at vet: fed, and administered medication to animals	Received excellent performance reviews
Disease knowledge	Completed molecular virology course	Received an A in course
Interpersonal skills	Interact with pet owners and trouble shoot problems	Customers have requested my follow-up assistance based on the great rapport I developed
Driving	Possess license	Excellent driving record
Lifting/handling animals	Handle animals in laboratory course	Excelled in course and have professor as reference

POSITION ANNOUNCEMENT

PROGRAM SPECIALIST, SUSTAINABLE AGRICULTURE

The National Center for Appropriate Technology (NCAT), a private non-profit organization with offices in Butte, Montana, Fayetteville, Arkansas and Davis, California, works to promote sustainable technologies and systems, especially for the benefit of economically disadvantaged individuals and communities. NCAT is seeking a qualified candidate to work in its Arkansas office as a Sustainable Agriculture and Rural Development Program Specialist.

Qualifications: Minimum requirements include farm-based experience in agronomic crops and a Master of Science degree or equivalency in one of the following fields: agronomy, with emphasis on cropping systems or forages; agricultural economics with emphasis in marketing or farm management; horticulture with an emphasis on commercial vegetables or fruit; agricultural business development including economics, marketing, finance or cooperative development; pest management; or the production and use of energy in agricultural systems. The position also requires the ability to communicate clearly in writing, in person and by telephone as well as strong organizational and interpersonal skills. The successful applicant must have a demonstrated interest in sustainable agriculture. Previous project management, technical supervisory experience or experience working with limited resource and culturally diverse farmers and ranchers would be desirable.

Responsibilities: Work will initially be assigned through NCAT's Appropriate Technology Transfer for Rural Areas (ATTRA) project. ATTRA is a national sustainable agriculture information service administered by NCAT. The primary responsibilities of the position are to provide farmers, ranchers and agricultural educators with information and technical assistance on sound practices for agronomy and horticulture crops. Duties include writing, editing and reviewing individual responses and publications on sustainable agriculture practices. This position also will staff toll free telephone lines and work on interdisciplinary teams for technical project and planning work. Some travel may be required.

Salary and Benefits: The starting salary for the position will be dependent upon qualifications and experience. Benefits include paid vacation and holidays, health, life and disability insurance, a 401(k) plan and a creative teamwork environment. There is a 90-day probationary period.

Working for a Sustainable Future Since 1976

PO Box 3657 – Fayetteville, AR 72702 . PO Box 2216 – Davis, CA 95617

Skill	Evidence	Success
Promotion	Sold magazines as club fundraiser	Received top sales award
Farm Background	Born and raised on a tobacco farm	Learned about sacrifices made by farming family
MS Degree	MS Agronomy, NCSU	Graduated with honors
Writing skills	Wrote research thesis for graduate degree	Maintained 3.8 GPA
Oral communication skills	Spoke to large groups to present research	Received complimentary evaluations of presentation
Interest in sustainable agriculture	Enjoy learning about sustainable agriculture, have conducted research in this area	Possess current and through knowledge of sustainable agriculture
Project management	Managed speaker selection for CALS Ambassador conference	Conference was well attended and speakers were well received
Supervisory experience	Supervised student assistant in lab	Maintained positive rapport with employee
Experience with working with limited resources	Worked with a tight budget to plan conference	Did not over spend budget
Experience with working culturally diverse populations	Interacted with diverse cultures in a study abroad program in Spain	Comfortable interacting with all types of people

Next are several additional internship or job examples that CALS students might be qualified for. For each job, list the skills, evidence and success that you possess. If you need to develop certain skills, make a note of this in your Skills Portfolio.

Sample Job

SPECIAL AGENT - Candidates who otherwise meet entry requirements and possess one or more of the following critical skills are currently deemed essential to address our increasingly complex responsibilities and will be prioritized in the hiring process. 1) Computer Science and other Information Technology specialties; 2) Engineering; 3) Physical Sciences (Physics, Chemistry, Biology, etc.); 4) Foreign Language Proficiency (Arabic, Farsi, Pashtu, Urdu, Chinese [all dialects], Japanese, Korean, Russian, Spanish, and Vietnamese); 5) Foreign Counterintelligence; 6) Counterterrorism; 7) Military Intelligence experience

EMPLOYER: FBI

DUTIES: As the primary investigative arm of the federal government, the FBI is responsible for enforcing over 260 federal statutes and for conducting sensitive national security investigations. FBI activities include investigations into organized crime, white-collar crime, public corruption, financial crime, fraud against the government, bribery, copyright matters, civil rights violations, bank robbery, extortion, kidnapping, air piracy, terrorism, foreign counterintelligence, interstate criminal activity, fugitive and drug-trafficking matters, and other violations of federal statutes. Training, you will graduate and receive the credentials of an FBI Special Agent.

- Situation: _____

- Action: _____

- Outcome: _____

- Notes: _____

Need to Further Develop the Following Skills:

Sample Job

RESEARCH ASSISTANTS (2 POSITIONS) - MS - Biochemistry/Chemistry OR BS with 3-5 years experience.

EMPLOYER: BAYER

LOCATION: Research Triangle Park, NC

DUTIES: Perform environmental fate or metabolism studies to support the development of our molecules. Experience in lab techniques, specifically in extraction, cleanup and concentration. Knowledge of Analytical Chemistry & HPLC. Experience with using radioactive elements preferred. Proficiency in computer software.

- Situation: _____

- Action: _____

- Outcome: _____

- Notes: _____

Need to Further Develop the Following Skills:

Sample Job

AGRICULTURAL MICROBIOLOGIST- B.S. in Microbiology, food science or related curriculum or combination of education and experience. Prefer one year of microbiology analytical experience. Prefer experience with aseptic technique. Prefer knowledge of food microbiology. Must possess excellent organizational and recordkeeping skills.

DEPARTMENT: Department of Agriculture & Consumer Services, Food and Drug Protection

LOCATION: Wake County

DUTIES: Duties involve analyzing food and dairy products for the enumeration and identification of indicator organisms and pathogens; perform quantitative analyses of antibiotics in animal feeds; and evaluate the efficacy of disinfectant products.

SALARY RANGE: \$25186 - \$41110

● Situation: _____

Action: _____

Outcome: _____

Notes: _____

Need to Further Develop the Following Skills:

Sample Job

ASSISTANT MANAGER - AA/BS - Hort, Vegetable crop experience, prefer background in fertility and pesticide use, and drip irrigation and fertilization experience.

EMPLOYER: Charleston Vegetable Company LLC

LOCATION: Wadmalaw Island, SC (near Charleston)

SALARY: Salary + paid vacation, paid health insurance and profit sharing.

DUTIES: Opportunity for a long-term position and opportunity to grow in the company. This is a 750-acre vegetable farm; grows greens in winter, squash, cucumber, sweet corn and peppers in the spring and fall. Need mechanical ability, welding experience, supervisory experience, etc.

● Situation: _____

Action: _____

Outcome: _____

Notes: _____

Need to Further Develop the Following Skills:

Sample Internship

BASF AGRICULTURAL PRODUCTS CENTER

P.O. Box 13528
Research Triangle Park, NC 27709

DESCRIPTION: Summer Interns will be required to help plant crops, formulate and spray greenhouse and field trials in one of the following groups: weed science, plant pathology, entomology, and plant growth regulators.

QUALIFICATIONS: Must be able to work a minimum of 40 hrs/week with some weekend work.

LOCATION: North Carolina

COMPENSATION: \$9.25-11.80/hour

● Situation: _____

Action: _____

Outcome: _____

Notes: _____

Need to Further Develop the Following Skills:

Sample Job

ANIMAL CARE SUPERVISOR - Graduation from high school and four years of experience in a zoo, or BS in a Biological Science or Animal Husbandry and two years experience.

EMPLOYER: North Carolina Zoological Park

LOCATION: Randolph

SALARY: \$23150 - \$37566

DUTIES: Staff supervision, animal care, exhibit management, participation in project design teams for Africa exhibit renovation and new construction projects.

● Situation: _____

Action: _____

Outcome: _____

Notes: _____

Need to Further Develop the Following Skills:

Sample Internship

NATIONAL AQUARIUM IN BALTIMORE

501 E. Pratt St.
Baltimore, MD 21202-3194

DESCRIPTION: Interns in Aquaculture, Aquarist, Audio-Visual Technology, Aviculture, Development, Gift Shop, Herpetology, Library, Mammalogy, Marine Education, Public Relations, etc.

QUALIFICATIONS: Enrolled as an undergraduate, majoring in related field with the internship, good standing within the school, and some experience.

WEB ADDRESS: <http://www.aqua.org>

● Situation: _____

Action: _____

Outcome: _____

Notes: _____

Need to Further Develop the Following Skills:

Sample Job

TRANSPORATION SALES-

EMPLOYER: C. H. Robinson Company

LOCATION: Atlanta, GA, Charleston, SC, Winston-Salem, NC, & Raleigh, NC

SALARY: Base salary, bonus potential, health/disability insurance

DUTIES: Sales team will provide logistics services to business with all types of freight. Will be in daily contact with customers of various sizes, building relationships, problem solving, and assessing their needs. Will utilize equipment from and be in contact with their vast carrier base in order to accomodate client needs via truck, rail, ocean liner and air cargo.

WEB SITE: www.chrobinson.com

● Situation: _____

Action: _____

Outcome: _____

Notes: _____

Need to Further Develop the Following Skills:

Sample Internship

DUPONT HUMAN RESOURCES-Summer Professional Program

DESCRIPTION: Co-op/internship programs for students, including Summer Professional Program, which provides experiences for students in engineering, computer science, physical and life sciences or business.

QUALIFICATIONS: Rising junior or above

LOCATION: North Carolina

WEB ADDRESS:
www.dupont.com/careers/program.html

● Situation: _____

Action: _____

Outcome: _____

Notes: _____

Need to Further Develop the Following Skills:

Sample Job

ENVIRONMENTAL EDUCATION

INSTRUCTOR - Late August to Late November with additional openings for Spring season- BS - Environmental Science, Natural Science or related.

EMPLOYER: Betsy-Jeff Penn 4-H Educational Center

LOCATION: Reidsville, NC

SALARY: \$175 per week, housing, board, and limited medical coverage

DUTIES: Design and teach day and evening classes related to specific environmental topics. Facilitate high ropes course activities, team course activities, and cooperative learning adventures. Teach 5 days per week. Instructors do not live with students.

● Situation: _____

Action: _____

Outcome: _____

Notes: _____

Need to Further Develop the Following Skills:

Sample Job

INNOVATIVE DESIGNER OF TRAINING - B.S.
in Agricultural Engineering

EMPLOYER: ABG, Inc.

LOCATION: Indianapolis, IN

DUTIES: Responsibilities include project management; designing and creating interactive, skill-based training based on client needs and goals, as well as support materials; working with SMEs in soft skills and technical areas.

● Situation: _____

Action: _____

Outcome: _____

Notes: _____

Need to Further Develop the Following Skills:

Sample Job

RESTORATION FELLOW-BS-Need one year of field experience and training, background in plant sciences preferred. Ability to prioritize multiple tasks simultaneously.

EMPLOYER: Nature Conservancy

LOCATION: Dye Creek Preserve, Los Molinos, CA

SALARY: \$8.88 per hour

DUTIES: Assist in fall and spring rangeland monitoring and floristic inventories on site. Assist in implementing riparian restorian project (site preparations, planting, irrigating, and monitoring). Set up experimental native grass restoration plots and assist in monitoring. Implement freshwater spring enhancement plan, among other duties.

● Situation: _____

Action: _____

Outcome: _____

Notes: _____

Need to Further Develop the Following Skills:

Sample Internship

C.H. BLUE & ASSOCIATES, P.A.

DESCRIPTION: Environmental-consulting interns will work under the direction of Registered Land Surveyors, Professional Engineers, and Environmental Consultants.

QUALIFICATIONS: Senior or rising senior undergraduate students are encouraged to apply. Field and computer experience is beneficial, but not required. At a minimum, the applicants should have solid math and writing skills. Knowledge of on-site waste water systems and land surveying is beneficial.

LOCATION: North Carolina

COMPENSATION: Negotiable

● Situation: _____

Action: _____

Outcome: _____

Notes: _____

Need to Further Develop the Following Skills:

Sample Job

CONSUMER FOOD ASSISTANT - AA/BS - Food Science or related.

EMPLOYER: Handled by an employment agency - MAG - Management Alliance Group, Inc.

LOCATION: Chicago, IL suburb

SALARY: \$32,000

DUTIES: Provide consumer oriented techno-culinary expertise on assigned products related to product development & performance, recipe development, and food photography to promote sales of company products. Company is the largest US based packaged food company in the world. More than 300 new patents have been granted to this company since 1990.

● Situation: _____

Action: _____

Outcome: _____

Notes: _____

Need to Further Develop the Following Skills:

Sample Job

RESEARCH ASSISTANT-B.S. in related major. Experience with cell culture techniques required; some experience with HPLC is desirable.

EMPLOYER: UNC School of Pharmacy

DUTIES: Principal functions include conducting HPLC and Liquid Scintillation of samples in transport and metabolism studies; preparing and maintaining cell cultures for transport and metabolism studies; conducting in vitro transport and metabolism studies; preparing reports of the studies conducted and present results in group, regional, and national meetings; training graduate students and postdoctoral fellows in HPLC and cell culture techniques; conducting radioisotope contamination surveys and maintain inventory of radiolabeled compounds.

WEB ADDRESS: <http://www.pharmacy.unc.edu/>

● Situation: _____

Action: _____

Outcome: _____

Notes: _____

Need to Further Develop the Following Skills:

Sample Internship

FAMILY HEALTH INTERNATIONAL

P.O. Box 13950
Research Triangle Park, NC 27709

DESCRIPTION: Various internship positions available with this non-profit, private voluntary organization dedicated to improving reproductive health; increasing contraceptive safety; developing new, safe, acceptable and effective methods of family planning; improving the quality of family planning services; and preventing the spread of sexually transmitted diseases, including AIDS, throughout the world. This 8-12 week summer program gives interns an opportunity to better understand international research and technical assistance programs.

QUALIFICATIONS: Must be currently enrolled in an accredited college or university in a Bachelor's, Master's, or Doctoral program.

LOCATIONS: District of Columbia, and North Carolina

- Situation: _____

- Action: _____

- Outcome: _____

- Notes: _____

Need to Further Develop the Following Skills:

Sample Job

RETAIL NURSERY MANAGER - AA/BS - Horticulture

EMPLOYER: Homewood Nursery & Garden Center

LOCATION: Raleigh, NC

SALARY: Salary + 401K and profit sharing.

DUTIES: Supervision of sales staff, purchasing and merchandising of woody ornamentals & perennials, budgeting and long-range planning for the division. Experience required.

- Situation: _____

- Action: _____

- Outcome: _____

- Notes: _____

Need to Further Develop the Following Skills:

Sample Internship

BALL HORTICULTURAL COMPANY

622 Town Road
West Chicago, IL 60185

DESCRIPTION: 12-week summer interns in various positions. The following are the internships that are available: trialing internship, technical services internship, research internship, market research and production internships.

QUALIFICATIONS: Vary according to the position being sought.

LOCATION: Illinois

COMPENSATION: Rate of pay is \$7.00 per hour. Students typically work 40 hours/week. Assistance is offered to out-of-town students in locating housing and will pay half of housing costs.

● Situation: _____

Action: _____

Outcome: _____

Notes: _____

Need to Further Develop the Following Skills:

Sample Job

TECHNICAL ASSISTANT (BIOLOGY)-B.S. with experience.

ORGANIZATION: Genzentrum München, Ludwig-Maximilians-Universität

LOCATION: Germany

DUTIES: Our young team works on establishing somatic gene therapy for muscular dystrophy. Applicants should be interested in gene therapy experimentation, in particular tissue culture and animal experimentation.

SALARY: Determined according to German public service (about 60.000 - DM per year). EU-citizenship is required.

WEB ADDRESS: <http://www.informatik.uni-rostock.de/>

● Situation: _____

Action: _____

Outcome: _____

Notes: _____

Need to Further Develop the Following Skills:

Congratulations on starting your Skills Portfolio. This exercise will benefit you as you progress throughout your years as a career professional. People change jobs and careers numerous times in their lives. Keeping a current list of your accomplishments will help you succeed in landing the jobs you desire. Hiring managers are impressed by specific examples and documentation.

Good luck as you maintain this Skills Portfolio. Career advisors in CALS Career Services are available to guide you through this process if you have questions or concerns along the way.

Happy Skill Documenting!

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