

Writing a Portfolio

What's in it for me?

Bottom line, it's tough out there!

The portfolio is a way for you to set yourself apart – by discovering, developing and keeping an up-to-date file of your skills. It can help you organize and save examples of your accomplishments and give you a head start in planning your future.

There are a lot of ways your portfolio can be used, including:

- **Helping you set the path for your career**
- **Getting a job you're interested in**
- **Applying for a scholarship**
- **Getting a university, college or technical school entrance**
- **Getting a volunteer position**
- **Having the on hand information you need for a job application**
- **Showing others what you're all about**

Words of Wisdom?

Never send your portfolio when you apply for a job or for a school program unless you have discussed it with someone first. Instead, wait until you are called for an interview and present your portfolio to those who are interviewing you.

You may also want to leave your portfolio with the employer or school – this gives you a reason to call back. And even if you don't get the job or school of your choice, you've made an impression that is lasting and may help you in the future.

In the mean time, you should use the examples from your portfolio, and the work you have completed in your booklet to:

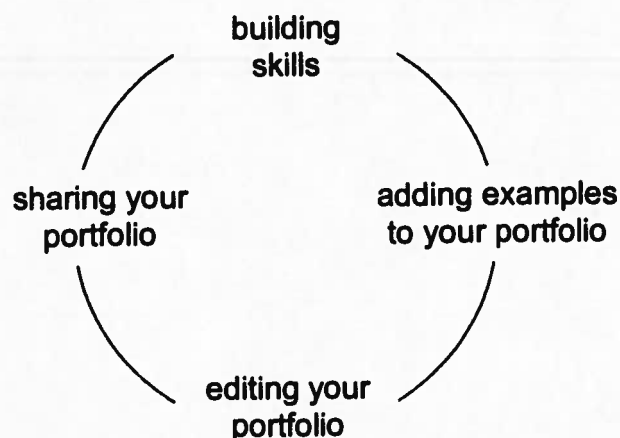
- **Create a resume'**
- **Prepare for a job interview**
- **Complete a scholarship application**
- **Apply to post-secondary institute**

After you've edited your portfolio, developed a resume' and worked on a job, school or scholarship application, get a second opinion.

Ask for suggestions and reactions to your portfolio from friends, relatives and teachers. They may see things you should add, subtract or update in your portfolio.

As well, after you've shown your portfolio at a job or school interview, ask those interviewing for their feedback. It can always help the next time around.

And remember, your work in building new skills and promoting yourself is never done. You always go full circle.



PORTFOLIO GUIDE – C.A.L.M. 20

SECTION 1:

Cover page	Date, name, pictures, drawings. Use your creativity.	3
Table of Contents	An outline of your portfolio. No page numbers.	2
Autobiography:	Who are you? What is important to you? What motivates you? What are you proud of? What do you enjoy doing? What is your vision for your life? What do you want your life to look like? Do NOT disclose personal information like age, height or weight; nor personal info about your family.	12
Cover Letter	See Sample. Three or four paragraphs.	8
Resume	One to two pages. What skills can you highlight?	14
References	List of three references – you must ask them personally	6
Reference Letter	Request a letter from one reference that addresses - Work ethic, personality, abilities	5

SECTION 2: YOUR EMPLOYABILITY SKILLS

Showcase Your Skills: Skills Self Assessments. After doing this self quiz, identify your top 2 skills in each category. You need to showcase an **exhibit** (provide proof/examples) for each of your Academic skills, Personal Management Skills, Technical and Teamwork skills. Refer to “Developing Skill Summaries” for more info.

Academic Skills	This is the ability to communicate, think and learn. Provide two exhibits with Skill summaries .	10
Technical Skills	Can you use computers, machines and/ or tools? Provide two exhibits with Skill summaries .	10
Teamwork Skills	The ability to work with others to achieve common goals or a specific result. Provide two exhibits with Skill summaries.	10
Personal Management Skills	These are a reflection of your positive attitudes and behaviors. Provide two exhibits with Skill summaries.	10

Overall Presentation:

Class Time Management	10
Organization and Neatness	10

Note: Use a binder or a duo tang for your portfolio. Please photocopy original documents for section 2. **Show current skills – exhibits should be within the last year or two.**

AUTOBIOGRAPHY

My name is Joe Johnson. I currently live in Cochrane, Alberta, and attend Cochrane High School.

Things important to me include my academics and schooling, my future, and relationships I have established. My independence and personal freedom are also values which I hold quite dearly. Family and friends are important to me as well.

I am motivated by people who excel, and therefore strive to excel myself. Inspiration comes from variety of source, whether they are academic, artistic, or personal. I try to achieve to the best of my ability whenever possible and I enjoy positions of leadership and responsibility.

I am proud of many accomplishments which I have achieved, such as my high school average, and awards in extra circular activities such as piano and sports. I am proud to be Canadian, and live in one of the finest and freest countries in the world. I'm proud of my heritage, and family from which I come.

I enjoy playing the piano, as well as a variety of other instruments, including alto saxophone and violin. I like to listen to music, watch movies or play video games and browse the internet in my free time. I'm involved in programs such as curling and golfing. I enjoy learning, especially in areas of science.

In my life I hope to go to college or university and study to obtain a secure, satisfying and well-paying career, preferably in the fields of biology, medicine or engineering. Later in life I want to settle down somewhere and perhaps start a family of my own. I want to greet with enthusiasm, any problems facing me and take time to simply enjoy life the best I can.

COVER LETTERS

A cover letter is a way to introduce yourself, bridge to your resume and prompt an employer to read your resume. The cover letter is an opportunity to show a little personality. It gets and keeps an employer's attention by appealing to their interests and needs.

- ▶ Each cover letter should be tailor made for each position you are applying to.
- ▶ Address it to a specific person; be sure of the spelling.
- ▶ Link yourself to the employer. State how you heard about this opening.
- ▶ Show how your skills relate to the needs of the employer. Stress the benefits of hiring you for the position. How can you benefit the company?
- ▶ Adopt a positive tone. Do not sound desperate or negative.
- ▶ Use white or off-white paper. BE sure it matches the resume.
- ▶ Use standard business fonts and formats.
- ▶ Do not handwrite this letter – use a word processor. Use spell check and proof read your letter. Mistakes are deadly!
- ▶ Be brief. KISS – Keep it short and simple; three or four paragraphs.
- ▶ Close your letter with “Yours sincerely” and SIGN IT!!

FORMAT

ADDRESS your cover letter to the person responsible for hiring. Call the business and get the exact name and title of the person. Ask for the correct spelling. Use a standard business style format.

- 1st paragraph:** The first twenty words are important. State your interest in the company and the type of job you are applying for. Specify how you heard about the opportunity.
- 2nd paragraph:** Explain why you are applying for this position. Highlight the experience and skills you can offer the company. Use dynamic verbs and refer the reader to your resume for further details. Address every qualification that has been asked for in the job posting.
- 3rd paragraph:** Describe any other important experiences. Personal information and attributes can be included in this paragraph – what transferable and personal skills do you have?
- 4th paragraph:** Request or ask for the interview. State when, where and how you can be

contacted.

Close your letter with a proper business format – “Yours sincerely” or “Yours truly”. **SIGN** the letter. **PROOFREAD**. Ask a friend to double check if you are not sure.

Staple to your resume.

Example of a Cover Letter

Joe Johnson
1234 – 56 Street NW,
Calgary Alberta A1C 2D3
932-1234

December 8, 2005

Husky Oil Operations Ltd.,
707 – 8 Avenue, SW,
Calgary Alberta T2P 3G7

Dear Mr. Bass:

I am pleased to respond to your recent advertisement in the Calgary Sun, December 5, regarding the position of receptionist (competition # 123456). Since your company is progressive and offers many employee opportunities, I am most enthusiastic to be part of it.

I am well qualified for the job based on my 7 years related experience. Your description of the “ideal” candidate highlighted enthusiasm and strong interpersonal communication skills. These are strengths I would bring to the position. Recently, I received an award for my effectiveness in dealing with difficult customer situations.

Please find my resume enclosed. I look forward to meeting you in a personal interview to discuss my suitability for this position. I can be reached at 932-1234.

Yours Truly,

Joe Johnson

RESUME

WHAT IS A RESUME?

- A tool to market yourself; the first step towards an interview; the first impression you make on an employer.

WHAT TO INCLUDE IN YOUR RESUME:

- Name, address and phone number
- Job objective (optional)
- Skills – job related and personal management
- Education and training
- Work history – paid, volunteer, work experience class
- Awards and honors
- Extra curricular activities; interests (sports, hobbies)
- References on a separate sheet - bring to the interview.

A GOOD RESUME IS:

- Neat
- Word processed – spelling and grammar have been checked.
- Presented on good quality paper.
- The KISS rule (keep it short and simple)
- Uses dynamic verbs to describe your skills
- Accurate and current
- Targets the job you are applying for

DO NOT:

- Include a picture
- Use slang or acronyms
- Falsify your information
- Include personal information (height, weight, family info)
- Go over two pages

REFERENCES:

A reference is anyone other than a family member or close personal friend who knows about your work habits or your personality. An employer will call your references to find out more about your skills and attitudes.

- ▶ References can be: Past/present employers, teachers, guidance counselors, someone you babysat for, someone you mowed the lawn or shoveled the driveway for; someone you helped as a volunteer; coach or other instructors.

- ▶ Always talk to your references and get their permission to give their names and phone numbers to an employer.

RESUME CRITIQUE FORM

OVERALL APPEARANCE

Do you want to read it? Is it typed on good quality paper? Is there balance between margins, print and white space?

LENGTH

Is it no more than one page? Is any information repeated? (If second page is needed, include name, address etc. – as per the first page)

RELEVANCE

Does it emphasize the qualifications that apply to the job? Is all the information relevant and positive. (NEVER include anything negative!!)

ACTION VERBS

Do sentences begin with action verbs instead of pronouns?

COMPLETENESS

Is all important information included?

ACCOMPLISHMENTS

Does the resume list specific examples that emphasize skills and accomplishments? Will employers notice these first?

CLARITY

Is the resume written in easy to understand language that is appropriate to the objective. NO SLANG.

CORRECT

Are there mistakes in grammar, spelling or punctuation? Is the information accurate? Do not exaggerate or misrepresent yourself – most employers check.

CONTACT INFORMATION

Have you listed your name, address, e-mail address (if appropriate) and a telephone number where you can be reached during the day? Do not include a photograph or unnecessary information such as height, weight, gender or state of health. Do not put the title "Resume" at the top.

BOTTOM LINE

Would you invite this applicant for an interview?

Comments: _____

[Click here and type address]

[Put phone, fax, and e-mail here]

Deborah Greer

Objective

[Click here and type your objective]

Experience

1990–1994 Arbor Shoes South Ridge, WA

National Sales Manager

- Increased sales from \$50 million to \$100 million.
- Doubled sales per representative from \$5 million to \$10 million.
- Suggested new products that increased earnings by 23%.

1985–1990 Ferguson and Bardwell South Ridge, WA

District Sales Manager

- Increased regional sales from \$25 million to \$350 million.
- Managed 250 sales representatives in 10 Western states.
- Implemented training course for new recruits — speeding profitability.

1980–1984 Duffy Vineyards South Ridge, WA

Senior Sales Representative

- Expanded sales team from 50 to 100 representatives.
- Tripled division revenues for each sales associate.
- Expanded sales to include mass-market accounts.

1975–1980 Lit Ware, Inc. South Ridge, WA

Sales Representative

- Expanded territorial sales by 400%.
- Received company's highest sales award four years in a row.
- Developed Excellence in Sales training course.

Education

1971–1975 South Ridge State University South Ridge, WA

- B.A., Business Administration and Computer Science.
- Graduated *summa cum laude*.

Interests

South Ridge Board of Directors, running, gardening, carpentry, computers.

REFERENCES

1. Always ask someone if they will give you a reference before you use their name. Sometimes, people are not comfortable with giving a reference for various reasons.
2. Tell your referees when you are about the use their name as a reference. For instance, if you have been invited to present information at a scholarship selection meeting, or have been invited to a job interview, let your referees know. They need to prepare what to say about you.

Please think of three people you could ask to give you a reference. Your parents or other immediate family members are not appropriate referees unless you have been employed by one of them. Include you own name and contact info. at the top of the page. (As per your Resume)

1. Name: Mr. John Henry
Relationship: Previous Employer
Phone #: 555-1313
2. Name: Mrs. Sue Williams
Relationship: Volleyball Coach
Phone #: 555-2452
3. Name: Miss Jacqueline Sylvester
Relationship: Teacher
Phone #: 555-1234

PORTFOLIO PLANNING SHEET – Self Assessment

EMPLOYABILITY SKILLS		EXHIBIT
Academic Skills:		
1.	Uses specialized language and technical terms	
2.	Uses words, pictures, gestures, symbols, and mannerisms to convey thoughts.	
3.	Gives and takes instructions.	
4.	Presents a report and answers questions.	
5.	Listens to understand and learn.	
6.	Writes effectively to convey ideas and information	
7.	Reads, comprehends and uses written materials including graphs, charts and displays	
8.	Anticipates, recognizes, explores, analyzes, and solves problems.	
9.	Uses science and technology to solve problems.	
10.	Researches and uses specialized knowledge from various fields.	
11.	Creates and produces new ways of doing things.	
12.	Applies available resources, ideas, information, skills, tools and technologies to get things done.	
13.	Identifies opportunities for improvement and suggests alternative approaches.	
14.	Uses computers as tools to complete tasks.	
15.	Uses mathematics to solve problems.	
16.	Shows a positive attitude toward learning, growth and personal health.	
Personal Management Skills		
17.	Sets goals and priorities, creates a plan and follows it.	

18.	Manages time effectively to achieve tasks and goals within priority order.	
19.	Acts honestly and ethically.	
20.	Accepts accountability for responsibilities.	
21.	Attends school/work daily and on time.	
22.	Responds positively and participates actively in the completion of new processes, approaches and techniques.	
23.	Gets the job done with direction or seeks appropriate level of feedback.	
24.	Does not give up easily.	

Teamwork Skills

25.	Demonstrates initiative and persistence to get the job done.	
26.	Participates willingly as a team player.	
27.	Consistently does his/her share of the work.	
28.	Supports and contributes time and resources to improve the quality of life of others.	
29.	Initiates, coordinates and facilitates the accomplishment of collective tasks.	
30.	Leads by defining intended results, and determines how they might be accomplished.	
31.	Enlists and supports the participation of others to achieve group goals.	
32.	Enhances the thinking, skills, performance, and motivation of others by sharing information, time and skills.	
33.	Plans and makes decisions with others.	
34.	Negotiates with others to resolve divergent interests.	

Technical Skills

35.	Keyboarding – the ability to use a computer keyboard with speed and accuracy.	
36.	Digital photography – composition, downloading images, incorporating digital photographs in projects and presentations, e.g. A family Christmas letter or calendar.	
37.	Familiarity with software for specialized purposes, e.g. Restaurants that use computerized ordering, billing programs.	
38.	Technical sales – working for companies such as Futuresshop, Radioshack, etc. selling computers, cell-phones, audio/video equipment.	
39.	Internet Research – finding information via the internet for school projects, business, or personal growth. Discovering the best	

source before making a major purchase.

My Activities and Work Skills

SCHOOL SUBJECT	WORK SKILL
<i>Biology</i>	<i>Doing Research Inspecting, measuring or monitoring Keeping accurate records Working with Animals or plants</i>
<i>Business (e.g. Accounting, Entrepreneurial Studies, Marketing)</i>	<i>Communicating Information or Persuading People Keeping Accurate Records Selling or Promoting</i>
<i>Canadian and World Studies (e.g. Canadian History and Politics, Canadian and World Issues, Law, World History, etc.)</i>	<i>Communicating Information or Persuading People Doing Research Writing</i>
<i>Chemistry</i>	<i>Inspecting, measuring or Monitoring Keeping Accurate Records Programming, Analyzing Data or Doing Calculations</i>
<i>Computers</i>	<i>Programming, Analyzing Data or doing calculations Identifying/diagnosing problems</i>
<i>Dance</i>	<i>Artistic expression Physical training or performing</i>
<i>Technology (e.g. Design and technology, construction technology, communication technology, etc)</i>	<i>Operating machines or vehicles Building or creating objects Inspecting, measuring or monitoring</i>
<i>Drama</i>	<i>Artistic expression Communication information or persuading people Writing</i>
<i>English</i>	<i>Artistic expression Communication information or persuading people Writing</i>
<i>Family Studies (e.g. Parenting, fashion, individuals and families in a diverse society,</i>	<i>Caring for or treating people Organizing people of planning activities</i>

<i>etc)</i>	<i>Making sure that things are clean and organized</i>
<i>Geography (e.g. Geography – physical, world issues, etc.)</i>	<i>Doing research Writing Communicating information or persuading people</i>
<i>Health and Physical Education</i>	<i>Physical training or performing Organizing people or planning activities</i>
<i>History (e.g. Canadian History, society: Challenge and Change, modern Western Civilization, etc.)</i>	<i>Doing research Writing Communication information or persuading people</i>
<i>Languages (e.g. French, Japanese, Latin, etc.)</i>	<i>Communication information or persuading people Writing</i>
<i>Math</i>	<i>Programming, analyzing data or doing calculations Inspecting, measuring or monitoring Identifying/diagnosing problems</i>
<i>Music or Visual Art (e.g. Band, Strings, Musical Theatre, etc.)</i>	<i>Artistic expression Building or creating objects</i>
<i>Physics</i>	<i>Inspecting, measuring or monitoring Keeping accurate records Programming, analyzing data or doing calculations Designing or drawing things</i>
<i>Science</i>	<i>Inspecting, measuring or monitoring Keeping accurate records Programming, analyzing data or doing calculations</i>
OTHER SCHOOL ACTIVITIES	WORK SKILLS
<i>Assemblies (e.g. Organizing, participating in)</i>	<i>Artistic expression Communication information or persuading others Organizing people or planning activities</i>
<i>Clubs (e.g. Chess club, environment club, etc.)</i>	<i>Communication information or persuading others Organizing people or planning activities Selling or promoting</i>
<i>Dances (e.g. Organizing, attending)</i>	<i>Organizing people or planning activities Physical training or performing Selling or promoting</i>
<i>Fundraising (e.g. Raising money for a charity or school trip; you may hold an event, have a car wash, sell chocolates, etc)</i>	<i>Organizing people or planning activities Selling or promoting Communicating information or persuading people Keeping accurate records</i>
<i>Independent study project/unit (e.g. Research essay on a topic of your choice)</i>	<i>Doing research Keeping accurate records</i>

	<i>Writing</i>
<i>Journal (e.g. Keeping a daily journal for English class)</i>	<i>Writing</i>
<i>Library (e.g. Finding books in the library)</i>	<i>Doing research</i>
<i>Lunch/Recess</i>	<i>Communicating information or persuading people</i>
<i>Peer editing (e.g. Helping students with school work or problems)</i>	<i>Teaching or training</i> <i>Identifying/diagnosing problems</i>
<i>Presentations or seminars</i>	<i>Communicating information or persuading people</i> <i>Teaching or training</i>
<i>Project (e.g. Researching and presenting information in a visually appealing way)</i>	<i>Doing research</i> <i>Writing</i> <i>Designing or drawing things</i> <i>Building or creating objects</i>
<i>Sales (e.g. Bake sales)</i>	<i>Selling or promoting</i> <i>Communicating information or persuading people</i> <i>Organizing people or planning activities</i>
<i>School Newspaper (e.g. Being a reporter, taking photos, doing layout, etc.)</i>	<i>Writing</i> <i>Doing research</i>
<i>School shows (e.g. Plays, music night, etc.)</i>	<i>Artistic expression</i> <i>Communicating information or persuading people</i> <i>Selling or promoting</i> <i>Building or creating objects</i>
<i>Science project</i>	<i>Doing research</i> <i>Inspecting, measuring or monitoring</i> <i>Programming, analyzing data or doing calculations</i> <i>Writing</i>
<i>Sports (e.g. Playing on, coaching or helping out with a team)</i>	<i>Physical training or performing</i> <i>Organizing people or planning activities</i>
<i>Student council (e.g. Being a student council member such as school president or treasurer)</i>	<i>Communicating information or persuading people</i> <i>Organizing people or planning activities</i>
<i>Yearbook (e.g. Writing for, taking photos, doing layout, etc)</i>	<i>Writing</i> <i>Artistic expression</i> <i>Designing or drawing things</i>
LEISURE ACTIVITIES AND HOBBIES	WORK SKILLS
<i>Athletic Activities (e.g. Hiking, swimming, skating, etc.)</i>	<i>Physical training or performing</i>
<i>Being interested in professional sports (e.g. Following a sports team; watching sports on TV, keeping track of player's stats, discussing sports, etc.)</i>	<i>Doing research</i> <i>Communicating information or persuading people</i>
<i>Building things (e.g. Models, etc.)</i>	<i>Building or creating objects</i> <i>Designing or drawing things</i>
<i>Camping</i>	<i>Physical training or performing</i>

	<p><i>Organizing people or planning</i></p> <p><i>Programming, analyzing data or doing calculations</i></p> <p><i>Communicating information or persuading people</i></p> <p><i>Identifying/diagnosing problems</i></p>
<i>Card or board games</i>	<p><i>Programming, analyzing data or doing calculations</i></p> <p><i>Communicating information or persuading people</i></p> <p><i>Identifying/diagnosing problems</i></p>
<i>Collecting things (e.g. Baseball cards, stickers, etc.)</i>	<p><i>Doing research</i></p> <p><i>Keeping accurate records</i></p> <p><i>Making sure things are clean and organized</i></p>
<i>Computer (e.g. Using a paint program, installing new software, fixing problems, etc.)</i>	<p><i>Programming, analyzing data or doing calculations</i></p> <p><i>Identifying/diagnosing problems</i></p> <p><i>Operating machines or vehicles</i></p>
<i>Diary (e.g. Writing down your thoughts in a diary)</i>	<p><i>Writing</i></p> <p><i>Artistic expression</i></p>
<i>Drawing (e.g. Pictures, cartoons, etc.)</i>	<p><i>Artistic expression</i></p> <p><i>Designing or drawing things</i></p>
<i>Driving (e.g. Driving the family car)</i>	<p><i>Operating machines or vehicles</i></p>
<i>Friends (e.g. Hanging out with, helping with problems, etc.)</i>	<p><i>Communicating information or persuading people</i></p> <p><i>Organizing people or planning</i></p> <p><i>Identifying/diagnosing problems</i></p>
<i>Internet (e.g. Surfing the net, downloading music, making a web page, doing research)</i>	<p><i>Designing or drawing things</i></p> <p><i>Programming, analyzing data or doing calculations</i></p>
<i>Making crafts (e.g. Bracelets)</i>	<p><i>Artistic expression</i></p> <p><i>Designing or drawing things</i></p> <p><i>Building or creating objects</i></p>
<i>Music (e.g. Listening to, singing, playing an instrument, etc)</i>	<p><i>Artistic expression</i></p> <p><i>Communicating information or persuading people</i></p> <p><i>Doing research</i></p>
<i>Playing on a sports team (e.g. Baseball, soccer, etc)</i>	<p><i>Physical training or performing</i></p> <p><i>Communicating information or persuading people</i></p>
<i>Reading (e.g. Magazines, novels, comic books)</i>	<p><i>Doing research</i></p>
<i>Riding a bike</i>	<p><i>Physical training or performing</i></p> <p><i>Operating machines or vehicles</i></p>
<i>Shopping</i>	<p><i>Doing research</i></p>
<i>Skateboarding</i>	<p><i>Physical training or performing</i></p> <p><i>Fixing/repairing things</i></p>
<i>Talking on the phone</i>	<p><i>Communicating information or persuading people</i></p>
<i>Video or computer games</i>	<p><i>Identifying/diagnosing problems</i></p> <p><i>Physical training or performing</i></p>
<i>Writing letters or emails</i>	<p><i>Writing</i></p> <p><i>Communicating information or persuading people</i></p>

HOUSEHOLD ACTIVITIES	WORK SKILLS
<i>Babysitting (e.g. Younger sister/brother, neighbor's kids, etc.)</i>	<i>Caring for or treating people</i>
<i>Cleaning (e.g. Your room, bathroom, garage, etc)</i>	<i>Making sure that things are clean and organized Identifying/diagnosing problems Operating machines or vehicles</i>
<i>Cooking or baking</i>	<i>Inspecting, measuring or monitoring Building or creating objects</i>
<i>Mowing the lawn</i>	<i>Operating machines or vehicles Physical training or performing Working with plants or animals</i>
<i>Helping in the garden (e.g. Planting flowers, pruning bushes, weeding, etc)</i>	<i>Physical training or performing Working with plants or animals Artistic expression</i>
<i>Shoveling driveway</i>	<i>Physical training or performing</i>
<i>Taking care of a pet (e.g. Walking the dog, feeding cat, etc.)</i>	<i>Working with plants or animals</i>
<i>Taking phone messages</i>	<i>Keeping accurate records Writing</i>
<i>Vacuuming</i>	<i>Operating machines or vehicles</i>
<i>Washing the dishes</i>	<i>Making sure that things are clean and organized</i>
OTHER	WORK SKILLS
<i>Part-time job – Cashier</i>	<i>Assisting customers or the public Programming, analyzing data or doing calculations</i>
<i>Part-time job – food services (e.g. Working at a fast food chain, waiting tables, bussing, etc.)</i>	<i>Assisting customers or the public Making sure that things are clean and organized</i>
<i>Part-time job – Recreation (e.g. Lifeguard, sports instructor, camp counselor, etc)</i>	<i>Teaching or training Caring for or treating people</i>
<i>Part-time job – retail (e.g. Working in a clothing store)</i>	<i>Assisting customers or the public Keeping accurate reports Making sure that things are clean and organized Selling or promoting</i>
<i>Volunteering (e.g. Volunteering at a hospital, charity, etc.)</i>	<i>Assisting customers or the public Caring for or treating people Communicating information or persuading people Teaching or training</i>

DEVELOPING SKILL SUMMARIES

Now you are ready to develop skill summaries. Choose your best exhibits and your strongest skills for your portfolio. A summary is a written description of what employability skills you possess. Each exhibit **MUST** have a TYPED skill summary.

How to write a Skill Summary

There are three steps involved in developing a skill summary:

1. Describe the exhibit.
2. Describe the employability skill (refer to self assessment checklist).
3. Describe how or where you developed the skill.

All skill summaries must be typed!!

Examples of Skill Summaries:

This is a spreadsheet of the budget I prepared for my 4-H club. It shows my ability to use computers as a tool to complete tasks. I developed this skill by taking Info processing and working on spreadsheets for my personal and club activities.

This is a picture and the written conclusion of my science fair exhibit. It shows that I can use science and technology to solve problems. I learned how to solve problems in my science labs at school.

This is a French comic strip I drew for French Language Arts. I am using words, pictures, and symbols to convey thoughts in a creative way. This comic strip also shows that I am bilingual. I developed these skills as a French Immersion student.

Where to place your skill summaries:

Option #1: Place the typed skill summary neatly on the exhibit in the lower right hand corner. It is not recommended that you glue or tape your skill summary to your exhibit, just place it inside the plastic sheet protector on top of the exhibit. If choosing this method, type your summary on colored paper that contrasts with your exhibit. You want your skill to be easily seen.

Option #2: Your skill summaries can be put on the opposite page of your exhibit, neatly placed in the center of the page receding the exhibit. Again, making the skill statement attractive and printing it on a contrasting color is recommended.

Examples of Skills:

This is an assignment on respiration assigned in Biology 20. It consisted of researching from a variety of sources (internet, textbooks) and answering questions based on the material. It demonstrates my work ethic: note the thoroughness in which I respond to each question.

These are screenshots from an informational game I created for my Social 20 Honors class dealing with the third world countries of South America. I used a Flash 8 animation program to create games, insert information, and create movie clips based on information given to me by my team members. I dealt with action scripting, graphic and layout design, and sound incorporation.

Taking care of little guys for a long time is often tough and definitely requires a positive attitude. I am able to do this and in doing so develop good, positive and strong relationships with every one that I work with.

Career Search

You have learned many things about yourself. Now you need to know about the world of work. What kinds of occupations are there out there?

Do you know that there are thousands of occupations to choose from? We want to concentrate on the ones that interest you.

An easy way to organize occupations is to see what the worker in this occupation deals with:

Occupational Group	Work Involves	Deals with
1. manual, practical	doing physical work	things
2. crafts, trades	working with your hands	“
	working with machines	“
3. scientific, technical	working with ideas	ideas
4. creative	expressing ourselves in work	“
5. social, helping	helping others	people
6. business	managing others	“
7. information management	working with data	data
	working with details	“

As you look at each of these seven groups, you will probably see some that appeal to you more than others. Can you think of some examples of occupations under each category?
Example: social, helping: nurse, teacher, social worker

What occupation are you looking at?

Why are you interested in this occupation?

What are the job prospects in this occupation right now/future and will I have to relocate?

Is the work usually full-time? part-time? seasonal?

Are the hours of work usually regular?

Is there shift work?

What different settings of workplaces are there? (small office, large corporation, outdoors)

What special qualities in an individual are needed in this occupation?

Do you need specific training to do this job?

If so, what?

What are the entrance requirements?

Where can I get the training?

What will it cost?

How long will it take?

Does this work ask for any license or certificate?

If so, what?

Is there opportunity for advancement?

What is the usual starting salary?

Are there benefits?

Any special questions/considerations?

Will I make enough money doing this work?

Will I be happy doing this work?

How will this job affect my home life?

Will this work put stress on my family? How do I/we handle this?

Will this work affect my relationships with friends and family?

Will I have time for my hobbies and other interests?

**The future is not some place we are
Going to, but one we are creating, The
Paths are not to be found, but made,
And the activity of making them
changes both the maker and the
destination. – John Schnarr**

Section 2: Post-Secondary Assignment

Directions: Using the internet, a school calendar or by actually visiting the post-secondary institution, answer the following questions.

Name of Post-Secondary Institution:

1. Where is it located?

2. What are the general entrance requirements?

3. Are there special requirements necessary for your particular area of interest?

4. What is your area of interest?

5. Does this school have any special requirements or allowances for mature students?

Explain

6. Where is the registration office located?

7. What is the registration deadline for the next year?

8. Is there Early Admission? _____

9. When? _____

10. What is the cost of one year of education for you at this institution? (approx.)

Tuition: _____

Books: _____

Living Expenses: _____

Other expenses? (i.e. transportation) _____

11. Find the Counselling Department. Where is it located?

12. Look at a map of the campus. Where is your area of interest located?

13. Is there an opportunity to transfer to other degree-granting institutions?

Explain

12. What additional concerns or questions do you have about attendance here? (i.e. child care, parking, costs involved etc.)

Section 2: Career Investigation	25 marks
Section 3: Post-Secondary Assignment	15 marks
TOTAL:	/40 marks

USEFUL CAREER WEBSITES

EDINFO

www.alis.gov.ab.ca/edinfo

EDINFO is designed to provide current, factual information about: educational and training programs available on-site and through distance learning in Alberta, and distance learning courses offered by schools/providers in the prairie provinces.

OCCINFO

www.alis.gov.ab.ca/occinfo

OCCINFO is an occupational information system which displays current, factual information about 500+ occupations including the duties, working conditions, skills and education required, employment outlook, salary and other sources of information.

CAREER INFORMATION HOTLINE

www.alis.gov.ab.ca/hotline

The Career Information Hotline is a toll-free telephone career and referral service with the latest information

and advice on career planning, occupations, school and training options, job search techniques, school funding and more.

ALBERTA COUNCIL ON ADMISSIONS AND TRANSFER (ACAT)

www.alis.gov.ab.ca/acat

ACAT provides a record of transfer agreements for courses and programs at Alberta post-secondary institutions. This site provides a searchable database called the Online Alberta Transfer Guide. As you plan your studies, you can access information on course and program transfer agreements between Alberta post-secondary institutions. You can find out which courses are transferable and to where.

ALBERTA APPRENTICESHIP TRAINING

www.tradesecrets.org

Want to see what's happening inside? Don't resist. It will be well worth the visit. When you cross that threshold, you'll be joining thousands of people who have discovered trade secrets that helped them achieve their dreams. Visit this website if you want to know more about apprenticeship training in Alberta!

PORTFOLIO EVALUATION

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Post-Secondary/Career Questions	/40
TOTAL	/150

