

## How to “Sell Yourself” by Marketing Your Valuable Skills

Skill sets are the talents and abilities that you present to a prospective employer.

Skills are considered “applied knowledge,” You have to apply the information you learned in school to demonstrate a competency. Others can then see that you have integrated your basic content knowledge and have learned how to successfully apply this information in a “marketable” situation. Your skill sets develop as you move through your career.

Developing professional competencies and defining your skill sets involves:

- **MASTERING** the tools and techniques of one’s craft.
- **ACQUIRING** formal training; and meeting professional and technical **STANDARDS**.
- Becoming **KNOWLEDGABLE** of the **POTENTIALS** and the **LIMITS** of a particular method or standard practice, as well as its best application.
- Continually **LEARNING** new skills and applications.
  - Learning is a lifelong commitment that is also a key component to being successful. It involves keeping abreast of new competencies through lifelong learning opportunities.

**Tricks of the Trade:** Master the technical skills in your chosen career path.

Marketing yourself by developing a portfolio of demonstrated skills

The National Association of College and Employers (NACE), completed their Job Outlook 2013 Survey, and cited, “In addition to a solid knowledge of the grad’s field (noted by earning a good GPA and participation in Internships), employers are looking for grads who have a range of “soft” skills, including leadership abilities, initiative, the ability to communicate and more. Outside activities and interests are important. Joining and holding an office in a professional-related organization, participating in intramural sports, and volunteering are some of the activities employers look for as evidence of a student’s taking the opportunity to learn those skills.”



Infographic source: <http://www.nacweb.org/press/releases/what-employers-want-to-see-on-a-resume.aspx?referral=pressroom&menuid=273>

# MY MARKETABLE SKILLS

## Transferable Skills:

Transferable skills give you the ability to perform a given type of activity in different environments (school, religious activity, volunteering, sports, or work). These "I CAN" skills include **Listening, Researching, Reviewing, Teaching, Tutoring, Writing, Coordinating, Administering, Budgeting, and Deciding**. Can you think of others that apply to you?

Think about yourself, your background, the things you LOVE to do, and list 3 or more of your "I CAN SKILLS" below. You will use this Transferable Skills information later to explain and document your skills:

Example: **Coordinated** a team of 10 people to demonstrate picture frame craft for children at the town art fair  
**Tutored** reading to 2 Second Grade children in a one-on-one setting

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## Soft/Adaptive Skills:

Soft /Adaptive skills help you to work cooperatively with others and adjust to the pressure of the school or work environment. These skills are difficult to define and identify. For example, a positive attitude is not frequently perceived as a skill; it is frequently taken for granted as an everyday part of life. Positive attitudes are keys/elements to your success. Soft/Adaptive skills are known as the "I AM" skills. Examples of soft/adaptive skills include Cooperation, Ambition, Reliability, Positive Attitude, Dependability, Energy, Enthusiasm, and Friendliness.

Think about yourself, your background, the things you LOVE to do and list 3 or more of your "I AM SKILLS" below:

Example: **Cooperated** with 3 members of high school service club visiting senior citizens on a weekly basis  
**Demonstrated friendliness** at retail job, always servicing customers with enthusiasm.  
**Helped** cook and bake a meal for 10 people

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## Technical Skills:

Technical skills are those which require specific knowledge or a special ability. Technical skills are the "I KNOW" skills. A few examples of technical skills include knowledge of foreign languages, dance, art, computer graphics, web design, computer programming, accounting, sports, woodworking, building, retail selling, marketing, advertising, etc.

Think about yourself, your background, the things you LOVE to do and list 3 or more of your "I KNOW SKILLS" below

Example: Learned how to efficiently **manipulate** large data files in **Excel** to create monthly reports  
**Programmed** FANUC robot to safely move material from pallet to mill.  
**Efficient at helping** adults troubleshoot computer snafus.

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## SKILL IDENTIFICATION LIST OF ACTION VERBS

The **Skills List** below can help you identify your Transferable Soft/ Adaptive and Technical skills.

Below is a list of **action verbs** that you can select to help **explain** your accomplishments. Select at least 5 verbs. Underline or **highlight** your most important skills. Use these action verbs to **DESCRIBE** what you are proud to share, i.e., **YOUR ACCOMPLISHMENTS**. You have experienced some activities in your life, and you will face many more challenges in your future. Highlight the skills involved in those accomplishments.

Explain those activities, work experiences or projects that you would like to CONTINUE.

(**Note:** If you have done things that you **DO NOT** want to do, do not include them in this list or in your resume.)

**COMMUNICATION:** read, write, speak/talk, address meetings, teach, instruct, train, describe, discuss, listen accurately, question, reflect, give/receive feedback, edit, dictate, copy, memorize, translate, interpret, negotiate, arbitrate, sell, promote, debate, credit another

**MANUAL ABILITY:** assemble, construct, create, repair, operate and/or program tools or machinery, operate vehicles, draft, use CAD, inspect, keyboard, demonstrate dexterity, accuracy, speed & precision, cultivate plants

**PHYSICAL COORDINATION:** move, lift/load, ship, transport, deliver, landscape, participate in individual/team sports, camping

**ANALYTICAL THOUGHT:** solve problems, troubleshooting issues, develop ideas, research, organize, comprehend, analyze situations, organize, comprehend, systematize, remember, forecast, diagnose, evaluate, judge, appraise, assess, interpret, prioritize, compare, use scientific methodology, collect information, use statistical analysis, reason

**VISION:** observe, survey, examine, inspect, diagnose, decide, determine, attend to details

**CREATIVITY:** imagine, create, invent, develop, adapt, improve, design, compose, develop ideas, originate.

**ARTISTIC ABILITY:** use colors, shapes, spaces, textures, symbols, mediums, words, music, designs, observes, use aesthetic and visual perception, create environments, visualizes spaces

**PERFORMANCE:** act, sing, demonstrate, observe, make people laugh, direct, conduct, lecture, teach, play musical instrument, accompany vocalist, play in an ensemble, use self-discipline

**INTUITION:** Show foresight, perceive, plan, evaluate, make policy, balance factors, perceive spatial relations.

**COUNSELING:** listen accurately, perceive and understand behavior, interview, consult, refer, advise, motivate, understand, develop rapport, teach, tutor, intervene in a crisis, cooperate, resolve conflict, facilitate, empathize, paraphrase, give/receive feedback, question, demonstrate, be assertive, self-confident

**PERSUASION:** influence others, sell, promote, negotiate, reconcile, motivate, recruit, analyze, fund-raise, address meetings, modify behavior, demonstrate, self-confident, be assertive.

**LEADING/MANAGING:** initiate, organize, direct others, control, coordinate, take risks, effect change, make decisions, solve problems, listen effectively, motivate, negotiate, plan, analyze, schedule, delegate, compromise, collaborate, set goals, hire/fire, train, supervise, evaluate, credit, give/receive feedback, interpret, question, facilitate, manage stress, intervene in a crisis, budget time, be assertive, work independently, work as part of a team, analyze cost/profit issues, be accountable.

**NUMERICAL SKILLS:** compute, take physical inventory, calculate, accounting/bookkeeping, analyze finances, budget, interpret spread sheets, purchase, manage money/securities, use statistical analysis, interface with accounting software packages.

**TASK COMPLETION:** set goals, follow-through on plans, attentive to details, execute plans, classify, record, or retrieve data or product, make arrangements, work independently, team member.

## MY SKILL IDENTIFICATION

Using the skills chart as a base, select one, two or three categories and identify specific ACTION verbs listed in each category that you feel comfortable using to explain your accomplishments.

**YOUR ACCOMPLISHMENTS** What do you want your prospective employer to know about you?

List at least 3 projects or activities you are proud to share below:

- |          |          |
|----------|----------|
| 1) _____ | 4) _____ |
| 2) _____ | 5) _____ |
| 3) _____ | 6) _____ |

Take each action verb you identified above and connect it with an accomplishment -- something you are **PROUD** to describe such as a school project, involvement in a play, fund-raiser, sport, volunteer activity; also include how long you have participated in this function.

Use a 3 part formula to explain your skill expertise.

- 1) Use an action verb to begin your skill statement related to the accomplishment you wrote above  
**PLUS**
- 2) Add your accomplishment cited above  
**PLUS**
- 3) Use a number such as a length of time, number of people, and/or dollar amount to "quantify" your skill. This adds strength to your reader's understanding of the depth of experience you possess.

Use different action verbs to describe different parts of the accomplishments you want to share. These statements are similar to the Knowledge, Skills and Abilities (KSA) statements the US Government application requires.

*Example: Increased fundraising revenue for charity from \$500 to \$2000 within one year using social media.*

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_
- 7) \_\_\_\_\_
- 8) \_\_\_\_\_

Another technique for identifying skills is to write random thoughts as they breeze through your mind. After you have written these ideas on your tablet, evaluate the skills you have described using the Skill Identification exercise. Remember this is a STARTING point for personal exploration, not the end result. You have time to process this information and discuss it with your teachers, peers and colleagues and massage the words to reflect who YOU are.

**Writing a resume is a process and your resume is a "living document."** Advertise yourself to the best of your ability. A potential employer asks you questions based on information from YOUR resume. Your resume will allow you to respond with passion in an articulate manner because the words on the page were written by you. You can ask other people to proofread, brainstorm or help with the resume writing process, but this is YOUR ADVERTISEMENT. The skill/accomplishment section is **the most important** portion of what you bring to the table. Resumes are being SCANNED by computers that are looking for specific "SKILL SETS" to screen you "INTO" step 2 of the employment screening process. If your resume does not include the specified relevant words, your resume is deleted.