



Transferable Skills

Transferable skills are skills that are not limited to a specific academic discipline, area of knowledge, job, or task and are useful in any work situation, e.g. communication, or organizational skills.

Using Transferable Skills

To be successful in the job search, you must be able to apply your transferable skill set to the job description. You can incorporate transferable skills and examples of them in the following:

- Cover Letters
- Resume (objective, skills, and /or job duties)
- Interviews
- Elevator Speech

Common Transferable Skills Examples

The following are common transferable skills and questions to help you begin to think about transferable skills you possess.

Communication skills include writing, speaking and interpersonal skills.

How often have you presented to a group or class? Can you persuade and engage others?

Problem solving/Analytical skills highlight research experience and decision-making skills.

Think of a problem that you encountered at OC or in the workplace. How did you arrive at a solution?

Teamwork demonstrates effectiveness and results as a member of a functional team (e.g. classroom group projects, sports teams, internships, student organizations, etc.).

What role have you played on teams? What are the elements that contributed to team success? What did you learn when you failed as a team? Why do some teams succeed and others fail?

Initiative demonstrates ways you have taken initiative and achieved positive results.

Did you address a problem that was causing a loss in productivity? What have you done to go beyond the job description?

Leadership skills are demonstrated by being a student leader, founding an organization or leading a project team. The result of your leadership is what is important.

What did your group/team accomplish during your tenure as the leader?

Flexibility means that you thrive on change, are not paralyzed by it and can adapt to new rules quickly.

What situations demonstrate your ability to adapt to change?

Creativity is your ability to think outside of the box and be original.

How original is your approach to a challenge? Did you color outside the lines? Can you give a specific example of your innovation?

Willingness to learn expresses your interest in learning more about a field.

Can you provide past experiences that illustrate your willingness to learn?

Now that you have learned more about transferable skills, it's time to identify and make the most of on your own. Use the worksheets on the following page to determine your strongest transferable skills.



Transferable Skills

Identify Your Transferable Skills

This exercise will help you identify your transferable skills. This will be used for marketing yourself to employers in interviews, cover letters and on your resume.

Instructions:

1. Place a check mark next to each skill you possess. Consider all settings in which you demonstrated each skill (ex. Coursework, extracurricular activities, organizations/clubs, volunteer work, etc.)
2. Review the items you have checked and narrow your list to your 10 strongest skills.
3. For each of the 10 skills selected, complete the following page, expanding on specific examples of how you demonstrated this skill in the past.

Analytical

- Analyzed
- Assessed
- Compared
- Conceptualized
- Critiqued
- Devised
- Diagnosed
- Estimated
- Evaluated
- Identified
- Inspected
- Interpreted Data
- Investigated
- Made Decisions
- Observed
- Predicted
- Projected
- Proved
- Reflected
- Researched
- Reviewed
- Screened
- Solved problems
- Studied
- Surveyed
- Tested
- Thought Critically
- Validated

Communication

- Communicated
- Conveyed
- Debated
- Defined
- Described
- Drafted
- Edited
- Explained
- Foreign language
- Interacted
- Interviewed
- Listened
- Presented
- Published

- Read
- Reported
- Responded
- Spoke in public
- Summarized
- Wrote

Creative

- Acted
- Advertised
- Authored
- Created
- Designed
- Developed
- Displayed
- Entertained
- Illustrated
- Improvised
- Innovated
- Performed
- Produced
- Promoted

Financial

- Appraised
- Audited
- Balanced
- Budgeted
- Calculated
- Earned
- Invested
- Merchandised
- Raised Funds
- Purchased

Helping

- Advised
- Assisted
- Coached
- Collaborated
- Counseled
- Fostered
- Guided
- Informed
- Mentored

- Served
- Supported
- Taught
- Tutored
- Trained
- Volunteered

Leadership

- Assigned
- Authorized
- Chaired
- Directed
- Delegated
- Enforced
- Facilitated
- Founded
- Initiated
- Hired
- Implemented
- Managed change
- Managed a crisis
- Managed people
- Managed resources
- Presided
- Recommended
- Supervised

Organizational

- Administered
- Categorized
- Collected
- Compiled
- Consolidated
- Coordinated
- Maintained
- Managed time
- Monitored
- Organized
- Planned
- Performed data entry
- Prioritized
- Processed
- Recorded
- Ran reports

- Scheduled

Persuasion

- Encouraged
- Influenced
- Mediated
- Motivated
- Persuaded
- Negotiated
- Recruited
- Sold

Technical

- Assembled
- Constructed
- Compiled
- Engineered
- Installed
- Integrated
- Operated
- Measured
- Programmed
- Repaired
- Upgraded

Added Value

- Adapted
- Enhanced
- Improved
- Maximized
- Minimized
- Shaped
- Streamlined
- Strengthened
- Supplemented
- Updated



Transferable Skills

What do you do well?

What are your strengths? What could you improve? What are your proficiencies? What skills could be developed additionally? This chart will help you determine these and guide in your career decision-making.

Planning and Organizational Skills

- | | |
|--------------------------|--------------------------|
| Already Possess | Must Develop |
| <input type="checkbox"/> | <input type="checkbox"/> |
- Develop goals for an organization
 - Identify tasks to be accomplished
 - Prioritize and delegate tasks
 - Facilitate brainstorming and discussion
 - Conduct Meetings
 - Coordinate organization members' activities
 - Motivate others on group projects
 - Follow up with other members to evaluate progress, give constructive feedback and praise to others for work well done.

Interpersonal/Teamwork and Teambuilding Skills

- Collaborate on projects
- Motivate team members toward common goals
- Understand strengths and weaknesses of members and use strengths to build team development
- Support and praise members for reaching goals and accomplishments

Research and Investigation Skills

- Utilize a variety of sources for information
- Apply a variety of methods to test the validity of data
- Identify problems and needs
- Formulate questions to clarify problems, topics, or issues
- Identify appropriate information sources for problem solving

Financial Management Skills

- Develop an accurate budget, estimating expenses and income
- Justify the organization's budget to others
- Work within a budget
- Keep accurate and complete financial records
- Ensure timeliness of payments
- Determine necessity of fund-raising events; strategize and organize as needed.

Critical Thinking, Problem-Solving and Conflict Resolution Skills

- Understand the steps involved with effective decision-making
- Implement sound decisions
- Facilitate group participation in the decision making process
- Take responsibility for decisions
- Evaluate the effects of a decision
- Be able to evaluate all options and make decisions without feeling pressured
- Explain unpopular decisions to others
- Motivate others toward common goals
- Use appropriate management and mentoring skills with peers and/or subordinates

Verbal and Written Communication Skills

- Organize and present ideas effectively in formal and informal speeches and writing
- Effectively participate in group discussions
- Prepare concise and logically written materials
- Listen carefully and respond to verbal and non-verbal messages
- Respond appropriately to positive and negative feedback
- Debate issues without being perceived as abrasive to others
- Make effective use of media resources
- Possess courteous telephone skills

Decision-Making, Supervisory, Management and/or Leadership Skills

- Understand the steps involved with critical thinking
- Anticipate problems before they occur
- Recognize if a problem needs to be addressed
- Define the problem and identify possible causes
- Facilitate group members in identifying and evaluating possible solutions
- Identify range of solutions and select most appropriate ones
- Develop plans to implement solutions
- Be capable of handling more than one problem at a time



Transferable Skills Worksheet

Transferable Skill	Work Experience, Internship(s)	Course Projects, Research	Extracurricular Activities, Volunteer Work
<i>Delegated</i>	<i>Team leader at chain restaurant. Oversaw 10 other servers per shift.</i>	<i>Marketing Team Project: Initiated leadership for team of 4 to complete marketing campaign.</i>	<i>President of social service club. Delegated to 5 other executive board members.</i>



Resume Critique Checklist

Content

Formatting

Heading	<ul style="list-style-type: none"> <input type="checkbox"/> Missing contact information: __email __phone __mailing address Include 3 ways an employer can contact you. <input type="checkbox"/> Email address is NOT professional. Use an email address you check often. Make sure it is free of slang or profanity and is easily associated with you. (bradpitt@abc.com or adelelong@lmn.com) 	<ul style="list-style-type: none"> <input type="checkbox"/> Avoid large/distracting heading elements (lines, bars, graphics, etc.) Your name should dominate the heading. 		
Career /Job Objectives	<ul style="list-style-type: none"> <input type="checkbox"/> OPTIONAL: Introductory statement is vague or unclear. A good statement demonstrates clear employment goals that show you are a strong match for the position. 	<ul style="list-style-type: none"> <input type="checkbox"/> There is no introductory section. It is important you research your industry to see what types of introductory statements other professionals are using on their documents (ex: objective statement, summary of qualifications, career highlights, professional summary, etc.) 		
Education	<ul style="list-style-type: none"> <input type="checkbox"/> Write out the official title of your degree you are receiving (ex: Bachelor of Science, Master of Arts). <input type="checkbox"/> Omit listing related/relevant coursework. Recruiters know the coursework involved with standard degrees; therefore listing this information may only take up space. <input type="checkbox"/> GPA. Specify whether you are listing cumulative or major GPA (listing either or both is fine, preferably 3.0 or higher) 	<ul style="list-style-type: none"> <input type="checkbox"/> List in reverse chronological order. Start with the most recent degree and work backward. <input type="checkbox"/> List Education before Experience. Your degree is your most recent accomplishment and is a big selling point; you want it to be front and center. 		
Core Competencies	<p>Where are these transferable core competencies reflected in your document? Check all that apply.</p>	<p>Where did you develop these skills? (Work Experience, Internship, Co-Curricular Involvement, Volunteer, Study Abroad, Classroom Projects, etc.)</p>	<p>Give specific examples of this skill/quality</p>	<p>How would you write this on your resume?</p>
	<ul style="list-style-type: none"> <input type="checkbox"/> Communication: The ability to write, speak, and listen well to others. 			
	<ul style="list-style-type: none"> <input type="checkbox"/> Teamwork/Collaboration: The ability to work together and effectively use the strengths of each individual to meet a common goal. 			<p>Try to incorporate these skills into the bulleted statements on your resume. Regardless of your major or work experience, these are skills that employers are looking for in a new hire</p>
	<ul style="list-style-type: none"> <input type="checkbox"/> Decision Making (Leadership): The ability to recognize, understand, and define problems and effectively choose between different options to implement change. 			
	<ul style="list-style-type: none"> <input type="checkbox"/> Problem Solving/Analytical Skills: The ability to evaluate and understand options and the effects of decisions. 			
	<ul style="list-style-type: none"> <input type="checkbox"/> Innovation and Creativity/Initiative: The ability to develop new ideas or methods to complete task/projects. 			
	<ul style="list-style-type: none"> <input type="checkbox"/> Technical Knowledge: The ability to use common applications and technical software to specific to career. 			
	<ul style="list-style-type: none"> <input type="checkbox"/> Organization: The ability to effectively plan the work of a group and provide structure to a project that goals are clear & understood. 			
	<ul style="list-style-type: none"> <input type="checkbox"/> Influence: The ability to motivate, convince, or persuade a group to do something. 			
	<ul style="list-style-type: none"> <input type="checkbox"/> Global Issues/Cultural Competence: The ability to stand back from yourself and become aware of cultural values, beliefs, and perceptions and how they are relevant to global issues and interact effectively. 			



Resume Critique Checklist

Experience	<ul style="list-style-type: none"> <input type="checkbox"/> Action verbs should be used to begin each bulleted accomplishment statement /job duty. <ul style="list-style-type: none"> o Avoid using statements such as “duties included” or “responsible for.” o Use present verbs for current jobs and past tense verbs for previous jobs. o Avoid repeating action verbs <input type="checkbox"/> Expand on your accomplishment statements/job duties to include the 5 w’s: who, what, when, where, and why. Whenever possible, try to quantify information by adding numbers, percentage, etc. as this is a great way to provide that extra bit of detail to employers. 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistency in entries. Each entry should have the same format and information provided. <input type="checkbox"/> Your document is missing the following: __Job/Position Title __Dates of employment/involvement (month year) __Company/Organization Name __Location (city & state) __ 3-5 bulleted accomplishments/job duties <input type="checkbox"/> Bullet points were not used. Bullet points aid in the readability and flow of your resume. <input type="checkbox"/> Periods should not be used at the end of bulleted statements <input type="checkbox"/> Dates should be aligned on the right-hand side of the page. They are less important than other experience information. <input type="checkbox"/> Volunteerism: Indicate the company name, location and number of hours volunteered. <input type="checkbox"/> Honors/Awards: list scholarships, Dean’s List, President’s Honor Roll, etc.
Co-Curricular Involvement	<ul style="list-style-type: none"> <input type="checkbox"/> Highlight honors, co-curricular involvement and /or volunteerism. No need to state “member of” in front of organization name. Include leadership positions. 	
Formatting	<ul style="list-style-type: none"> <input type="checkbox"/> Avoid using a resume template. Many employers share that they are over-used and show lack of creativity. <input type="checkbox"/> Resume is not constant in style and/or formatting. For example, the use of font size/style, upper and lower case letters, bullets vs. narrative format, and section layout. <input type="checkbox"/> Reduce and expand to produce a concise document that sells you best. (Length depends on quality and quantity of experiences and accomplishments) <input type="checkbox"/> Spell out acronyms to keep your resume looking formal (ex: Oklahoma Christian University (OC)) <input type="checkbox"/> Omit all high school information by your junior year of college. There are 2 common instances when high school information should be included on your resume: <ul style="list-style-type: none"> o Your high school achievement is outstanding. For instance, if you were your high school class valedictorian or president.. o If your high school itself is unique in some way. <input type="checkbox"/> Omit references and /or the unnecessary phrase “reference available upon request.” Provide on a separate page by request only. <input type="checkbox"/> Omit information that could cause someone to discriminate against you. (Ex: pictures, religious/political affiliations (unless applying for a religious affiliated position), Marital status, etc.) <input type="checkbox"/> Spelling and grammatical errors are present. Professional documents can be discarded for just one mistake, make your errors free. <p>Avoid using personal pronouns such as I, me, my, and mine.</p>	

FIRST-NAME LAST-NAME.

First.last@eagles.oc.edu • Phone: 405***** • 2501 E Memorial 73013 Edmond OK • LinkedIn:

EDUCATION

Oklahoma Christian University – Edmond, OK
Bachelor of Business Administration in Finance
Bachelor of Science in Mathematics

GPA: 3.9

Expected Graduation: April 2016

PROFESSIONAL EXPERIENCE

Peer Mentor- Oklahoma Christian University Student Success Center - Jan 2015--Present

- Advise mentees on time management skills
- Provide a warm and friendly environment that promotes collaboration as Teacher's Assistant

Peace Through Business Program Development & Marketing Intern- Institute of Economic Empowerment of Women, OKC -May --Jul 2015

- Designed website content and coordinated with team to organize volunteers
- Drafted and edited marketing material

Actuarial Intern- American Fidelity Assurance, OKC -Jan -- Jul 2015

- Developed models to evaluate company reserves to improve investment decisions
- Programming in VBA, SQL
- Researched and presented to team about opportunities for market growth

Accounting Intern – BancFirst, OKC -Jul --Aug 2014

- First person to secure an internship in mathematics in the auditing department
- Reviewed the bank's financial statements to insure accuracy

Financial Markets Intern- National Bank of Rwanda, Kigali -May -- Jul 2014

- Assisted with month-end financial reports
 - Performed book keeping duties such as reconciliation, processing orders of payments
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LEADERSHIP EXPERIENCE

- Leads team of 15 volunteers for Creative Oklahoma Initiative annual summit
 - Lead team of 35 to budget and execute the 2013 Youth Entrepreneurship Summit at Oklahoma Christian University and increased turnout by 100%
 - Founder of English Today, a volunteer group to teach English as a second language to first, second and third graders in Kigali, Rwanda.
 - Lead of 2012 Rwanda Speaks Debate Team
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HONORS AND ACTIVITIES

- Member of the Alpha Chi Honor Society
- Oklahoma Christian Students' Investment Portfolio Manager
- CFA Research Challenge

FIRST-NAME LAST NAME

2501 E. Memorial Road Edmond • Ok 73013 • (405) ***-****

Advisory Services Associate

- Creating value, maximizing growth and improving business performance
- Determining and clarifying strategic and operational challenges.

EDUCATION

Oklahoma Christian University – Edmond, OK

Major: Finance & Mathematics

GPA: 3.9

Expected graduation: Spring 2016

HONORS AND ACTIVITIES

- Alpha Chi Member (January 2015)
- President's List (SP13,FA13,SP14)
- Volunteer for Creative Oklahoma (SP14, SP15)
- Oklahoma Christian students' Investment Club (SP15)
- Event Organizing
- CFA Research Challenge

PROFESSIONAL EXPERIENCE

Program Development & Marketing Intern- Institute of Economic Empowerment of Women, OKC -May 2015--Present

- Overseeing website content and coordinating with team to organize volunteers
- Designing booklets for events

Actuarial Intern- American Fidelity Assurance, OKC -January--Present

- Programming in VBA, SQL
- Build improved spreadsheets and models to evaluate company reserves to help my team make better investment decisions

Accounting Intern – BancFirst, OKC -July--August 2014

- First person to secure an internship in mathematics in the auditing department
- Went over the bank's financial statements to insure accuracy

Financial Markets Intern- National Bank of Rwanda -May--July2014

- Assisted with month-end financial reports
- Performed bookkeeping duties such as reconciliation, processing orders of payments

ADDITIONAL INFORMATION

- Excellent people skills, proven communicator fluent in English and French, results-oriented finance and math student with outstanding academic background; skilled using C++, C#, VBA and SQL