

Agricultural Skills Checklist

TASKS	Self-Check of Proficiency		
FARM MANAGEMENT	Grade your proficiency		
	Low	Med	High
<p><i>Record Keeping</i> Establish accurate enterprise records Prepare a budget sheet for crops and livestock Make cash flow projections for several years Construct farm map of fields and major soil types using SCS maps</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Financial Management</i> Present a loan purpose and indicate available collateral Calculate the effective rate of interest on installment loans and determine repayment capacity Determine major sources of farm production credit Complete a farm business profit and loss statement</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Marketing</i> Calculate livestock shrink in hauling short and long distances Compare storage versus selling at harvest Determine daily cash, future prices and best time to market Market commodities - forward contract, delayed pricing or hedging</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Computers</i> Prepare production and accounting reports Use computer to track markets, weather, and current practices</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Labor</i> Communicate effectively with workers Determine the most economical and efficient use of labor Prepare annual labor requirements chart by enterprises Complete employee payroll</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Estate Planning</i> Determine probable income for retirement programs Determine steps for implementing an estate plan Develop a means of orderly transfer of property</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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TASKS	Self-Check of Proficiency		
CROP PRODUCTION	Grade your proficiency		
	Low	Med	High
<p><i>Plant Nutrition and Growth</i> Interpret soil analysis to determine fertilizer needs Determine optimum cropping system within soil erosion limitations Determine nutrient deficiency symptoms</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Fertilization</i> Select the most economical fertilization system Apply and store materials properly</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Preparation</i> Select method of ground prep., considering conditions/erosion potential</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Diseases and Pests</i> Identify crop diseases and determine control methods Identify common insects and determine control methods Identify common weeds and weed seeds and determine control methods Calibrate and operate sprayer and granular applicator for volume output</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Planting and Harvesting</i> Identify planter parts and attachments and their functions and determine proper planting rate Determine crop maturity (moisture, grain condition, etc.) Adjust combine to correct field losses to acceptable level</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LIVESTOCK PRODUCTION			
<p><i>General</i> Identify production management systems, record production information Select sires on performance data Select female animals for breeding program</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Feeding</i> Identify the feeds commonly used for animal rations</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Housing and Handling</i> Analyze housing system for livestock and select ventilation system Plan and operate proper manure management practices</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Agricultural Skills Checklist

TASKS	Self-Check of Proficiency		
	Grade your proficiency		
	Low	Med	High
<p><i>Diseases and Pests</i> Identify animals which show symptoms of a health problem Treat and medicate animals</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AGRICULTURAL MECHANICS			
<p><i>Agricultural Equipment Maintenance</i> Read equipment manuals to determine setup procedures for equipment Repair and replace parts of tillage equipment, planter, harvesting equipment and grain handling equipment</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Small Engines</i> Maintain, repair, and adjust ignition system, lubrication and fuel system</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Buildings</i> Develop plan for improving buildings and determine best use of space</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Concrete</i> Grade site for pouring, place, hand float and finish concrete</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Electricity</i> Plan wiring layouts for individual building Select wire and electrical supplies</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Hand Tools</i> Correctly and safely use and maintain hand tools</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Miscellaneous Tools</i> Portable Electric Power Tools Portable Air-powered Tools Major Power Tools Woodworking Gas Welding Metal Fabrication Sheet Metal Fabrication Painting Soldering Arc Welding</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>*Adapted from "Proficiency Record of Occupational Tasks for Agricultural Production." J.E. Cummins and R.D. Roediger, Ohio State Extension Service, 1986.</p>			

Summary of Agricultural Skills

Activity	Related Skill
Example: <i>Determine types of crops to plant, when to harvest and when to sell or store crops.</i>	✓ Crop management skills ✓ Marketing skills ✓ Decision-making skills
(Add additional pages if needed.)	

Power Words

Select three or more transferable skills (identified in the previous exercise) that you feel will influence potential employers. Now you need to develop "employee asset statements" that can be incorporated in an interview, cover letters and resumes. Below is a list of strong, active verbs which can help "sell" the transferable skills in the employee asset statements you create. Choose the words that help describe each transferable skill.

act	analyze	assemble	adapted
administer	build	brought	assist
communicate	create	control	balance
compared	coordinated	design	classify
develop	diagnose	defined	decide
documented	evaluate	estimate	directed
figure	fix	facilitate	expanded
influenced	identified	interview	invent
implemented	improved	increased	initiated
inspected	interpreted	investigated	judge
learn	manage	maintain	motivate
negotiate	observe	organize	perform
plan	prioritize	problem-solve	produce
promote	reconcile	remember	repair
research	schedule	sell	service
speak	teach	train	write

Employee Asset Statements

Let's review our steps thus far.

- A. You have identified your transferable skills.
- B. You selected three or more skills to promote in your job search.
- C. You have selected strong, active verbs to use in your "asset statements" to "sell" your skills to potential employers.

Let's put all this to work for you! Here is how you develop those employee asset statements that will show an employer that you are the best candidate for the job!

Example One:

1. Identify your transferable skill:
Record keeping/computer skills
2. Use it in a sentence relating to your former employment or activity:
"I keep all the records for the farm on my computer."
3. Now transform that sentence into an employee asset statement by using the "power words" from the list in the previous activity, **Power Words:**

"I implemented a computerized record keeping system that allows me to analyze farm production and financial records."

Example Two:

Transferable skill: marketing
Statement: "I make decisions when to sell the crops."
Employee asset: "I manage and develop the crop marketing plan."

Your employee asset statements can be used:

- 1) in your **cover letters**; 2) as part of your **resume**; and 3) as comments during **interviews**.

The significance of a transferable skill varies according to the job for which you are applying. As you apply for different jobs, you may want to emphasize different transferable skills. This may require going through the skill identification/asset statement process again to develop the employee asset statements that are pertinent to a specific job.

Conclusion

To derive satisfaction from your life's work, you must recognize your skills and interests. Appraising all your skills job-related and transferable is key to career planning. Since you spend most of your life working, you will want to select a career that best utilizes your skills and offers you the highest return in personal satisfaction. Hopefully, through these exercises, you are now more able to realistically evaluate yourself and appropriately apply that knowledge in your career planning.

Career Awareness Program and Action Plan

This activity has been designed to help you understand and articulate your interests, skills, and values. There are no shortcuts to understanding who you are and what you want to do. There are no right or wrong answers - only what is right or wrong for you. With the short answer and checklist items you will be able to review your past and present experiences in a manner that will help you plan what you want to do. Each section builds on the previous one, so it is important to work through the program in sequence. And, WRITE out your responses as you go - don't rely on memory!!

Background:

To provide some basic information, which might influence your career choice, complete the following:

1. Father's occupation _____
Father's highest level of education _____
2. Mother's occupation _____
Mother's highest level of education _____
3. Number of moves your family made _____
4. Types of communities in which you lived:
_____ rural _____ suburban _____ metropolitan

Accomplishments:

Assessing your accomplishments is an important step in helping you understand your skills, values, likes and dislikes. In a few words, describe your accomplishments in the spaces below. An example might be a winning exhibit in a 4-H county fair.

1. High School and College Accomplishments (academic or extra-curricular):
 - a) _____
 - b) _____
 - c) _____
2. Other Training Accomplishments (academic or extracurricular):
 - a) _____
 - b) _____
 - c) _____

3. Volunteer Accomplishments

- a) _____
- b) _____
- c) _____

4. Work Accomplishments

- a) _____
- b) _____
- c) _____

5. Other Accomplishments (hobbies, recreation, clubs, etc.)

- a) _____
- b) _____
- c) _____

Activities:

In addition to the accomplishments above, you have been involved in other activities that have provided good learning experiences just because you participated. For example, you may have worked on an assembly line several summers.

1. High School and College Activities (academic or extra-curricular):

- _____
- _____
- _____

2. Other Training Activities (academic or extracurricular):

- _____
- _____
- _____

3. Volunteer Activities

- _____
- _____
- _____

4. Work Related Activities

- _____
- _____
- _____

5. Any Other Areas (hobbies, recreation, clubs, etc.)

- _____
- _____
- _____

Skills:

Now that you have identified some of your accomplishments and activities, you should determine the skills or abilities you developed and used. For each accomplishment and activity you listed on the previous page, state what important skills you used. If you used the same skill in more than one area, list it wherever appropriate.

In the example of winning a prize with your 4-H fair exhibit, the important skills might be: researched and developed an appropriate topic; designed the presentation. Or in the example of factory work, you may have learned to work on a team or communicate with staff.

1. Skills Used in High School and College Accomplishments/Activities

- _____
- _____
- _____

2. Skills Used in Other Training Accomplishments/Activities

- _____
- _____
- _____

3. Skills Used in Volunteer Accomplishments/Activities

- _____
- _____
- _____

4. Skills Used in Work Related Accomplishments/Activities

- _____
- _____
- _____

5. Skills Used in Other Areas (hobbies, recreation, clubs)

- _____
- _____
- _____

6. Skills Used in Past Work Experiences

- _____
- _____
- _____

Interests:

In your experiences there are some things you enjoyed and others that you did not. For each accomplishment or activity, write what you liked and disliked about it. You may find the same likes and dislikes in several areas; record them wherever appropriate. In the 4-H fair example, you may have liked analyzing or researching the topic while you disliked doing the artwork on the project itself. The example of the factory job might be that you liked the feeling of being responsible for the product, while you disliked the repetitive nature of the job.

LIKE

DISLIKE

1. School Accomplishments/Activities

- a. _____
- b. _____
- c. _____

2. Other Training Accomplishments/Activities

- a. _____
- b. _____
- c. _____

3. Volunteer Accomplishments/Activities

- a. _____
- b. _____
- c. _____

4. Work Related Accomplishments/Activities

- a. _____
- b. _____
- c. _____

5. Any Other Areas (hobbies, recreation, clubs)

- a. _____
- b. _____
- c. _____

Values:

Values are those things you believe in and strive for. They are basic and important yet sometimes difficult to identify because you may not be consciously aware of them. The purpose of this section is to identify some of your values, particularly in relation to work and career, in order to clarify their importance. Some examples might be you value: your dependability; the freedom to do what you want; quality rather than quantity; rural setting; remaining on the farm; working alone; helping others; being creative.

List as many of your values as you can:

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Now rank the top five from most important to least:

1. _____
2. _____
3. _____
4. _____
5. _____

Skills Summary:

Now review the section on skills. Usually there are patterns. If you find very few or no instances where the same skill is repeated, you may have used different words to represent the same skill. You may also want to list additional accomplishments and activities, or experiences in them, so that you can expand the section on skills. Write down the five skills, which appear most frequently:

1. _____
2. _____
3. _____
4. _____
5. _____

Likes and Dislikes Summary:

Review your likes and dislikes in the same way you reviewed your skills. Write the five likes and the five dislikes which appear most frequently:

LIKE

DISLIKE

- | | |
|----------|----------|
| 1. _____ | 1. _____ |
| 2. _____ | 2. _____ |
| 3. _____ | 3. _____ |
| 4. _____ | 4. _____ |
| 5. _____ | 5. _____ |

Career Action Plan

The previous sections have concentrated on your experiences to help you understand yourself better. As you make plans for your job search and a career, your chances of success will be enhanced if you consider your plan based on what you know about yourself.

This section includes important items you should think about in this phase, focusing on "what do you want to do?"

Job Factors:

Rank the five most important job factors - think only in terms of what is related to the job.

- | | |
|-----------------------------------|-------------------------------|
| _____ challenge | _____ travel |
| _____ opportunity for advancement | _____ educational opportunity |
| _____ training program | _____ prestige |
| _____ salary | _____ work environment |
| _____ security | _____ co-workers |
| _____ initial job assignment | _____ type of boss |
| _____ hours per week | _____ frequency of moves |
| _____ size of company | _____ job location |
| _____ type of industry | _____ seeing results of job |
| _____ independence of action | _____ others (list) |
| | _____ |
| | _____ |

Considering the job factors you have ranked above and keeping in mind your skills, interests and values, describe in a few written sentences the characteristics of an ideal job for you:

Non-Job Factors:

There are other items that you can and should evaluate which encompass the time spent away from work. From this list rank the five most important non-job factors for you:

- | | |
|-----------------------------------|----------------------------------|
| _____ climate | _____ commuting distance |
| _____ proximity | _____ frequency of moves |
| _____ cultural activities | _____ cost of living |
| _____ recreational activities | _____ adult education activities |
| _____ spouse's career opportunity | _____ public schools |
| _____ type of community | _____ close to family/friends |
| _____ church | _____ other (list) |

Considering the non-job factors you ranked above, describe the characteristics of your ideal non-job environment:

The ideal job and the ideal non-job environments you have described make up your desired lifestyle. As a way of further understanding this lifestyle you may want to compare it with your responses in the Background section in order to see how your family background and lifestyle have influenced it.

When you are looking for your first or entry level job, it is important to recognize that you may not fulfill all of your ideal lifestyle needs right away. You may even have to make some hard choices between some of your ideal lifestyle needs and the need to work and get started in your career at a far less than ideal job. Nevertheless, it is important and worthwhile to have a good idea of what is right for you to serve as a map through your job search and to help you realistically evaluate your opportunities as they present themselves.

There are long range implications to the initial employment decision you will soon make. While many entry-level positions are similar, they may lead to entirely different points when you have progressed two or three steps in a career path. Therefore, it is to your advantage to identify some short and long range goals to be used as "bench marks" to measure your career progress. Of course, additional experience, new information and changed circumstances will make it necessary to review and modify your goals from time to time.

Goal Setting:

I plan to interview employers from the following organizations (list names of organizations or types):

I plan to interview _____ number of employers.

Ideally, I plan to accept a job by _____ (date).

For the first year of employment, my goals are:

Some of the goals I want to accomplish in five years are: