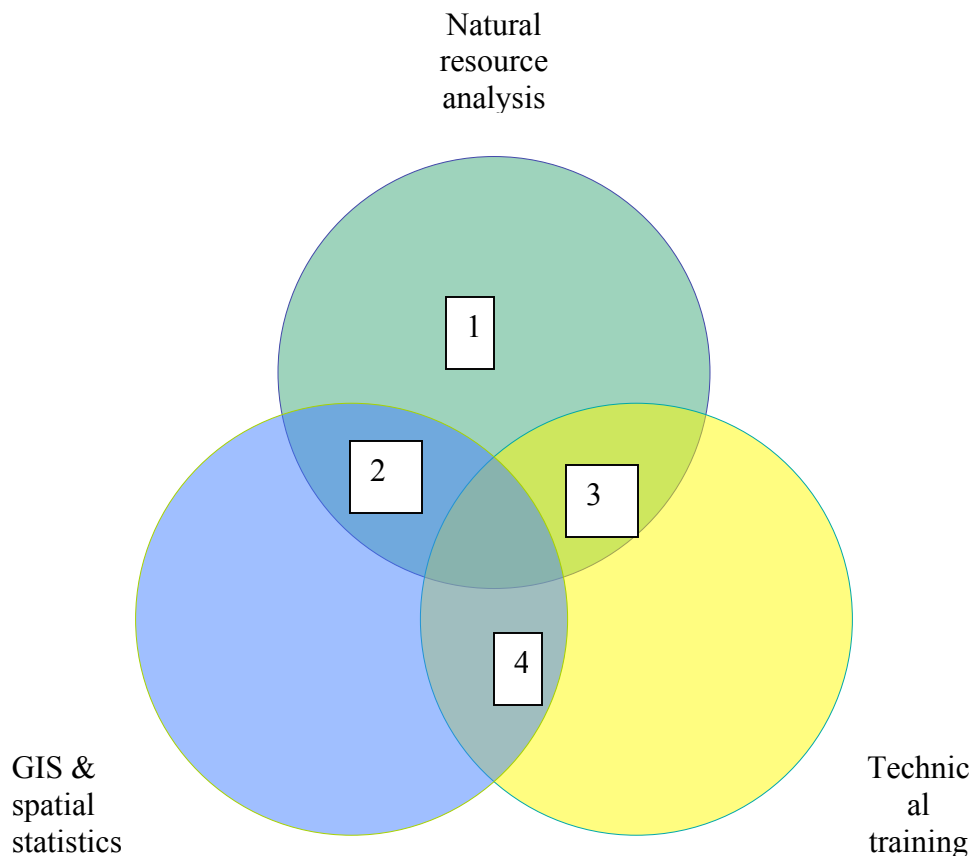# Jacqueline Hébert

Career Objective

In my professional career, I strive to improve my ability and my organization's abilities to design and encourage sustainable use of natural resources.

[Note that if Jacqueline were submitting or exhibiting this portfolio for a particular position or job search, she might add a "Position Objective" that was tailored to key aspects of the position.]

Résumé

My résumé (page #) outlines my academic and work experience and accomplishments.

Areas of Expertise

Natural
resource
analysis

1

2

3

4

GIS &
spatial
statistics

Technic
al
training

The sections below illustrate how I have used and combined these areas of expertise in my schooling and professional life.

1. Natural resource analysis *[Note that Jacqueline leads with this because this is actually the most important of the three for her own professional goals. However, if she were going to submit a portfolio as a formal part of a job application or review, she might lead with the specific expertise or combination of expertise that most closely matches the job description].*
At EnvirAct, I participated in several studies of wetlands and watersheds. I was the technical lead on a project to assess possible environmental damage from a proposed baseball stadium; EnvirAct's portion of the overall effort focused on watershed implications. I made use of the **EPA BASINS software** (Better Assessment Science Integrating Point and Nonpoint Sources) and its **TOXIROUTE modeling** capability to model scenarios provided by the lead firm in the project. I've attached *[artifact]* five key slides from my *[specific presentation software]* presentation to the lead firm.

> *[Caption, which could appear here and on the copies of the slides]* This project shows my ability to learn and apply new software, based on my knowledge of environmental principles and GIS. The comments and questions I received indicated that my application was useful and that my **oral and visual presentation** was clear.

2. GIS & spatial statistics, applied to natural resource analysis
I've attached *[artifact]* the final maps and conclusion from a GIS group project, in which I participated during my senior year in college. The project was a suitability analysis of sites for sustainable forest harvesting, using *[name the specific GIS software]*.

> *[Caption]* Each team member took on a substantive and a process role. My substantive role focused on developing a consistent database from the several data sources used. My process role was the project manager. These two roles used and developed my strengths of **detail orientation** and **organization**.

I've attached *[artifact]* the abstract and the full text *[artifact]* of a research paper, also from my senior year, on the uses of spatial statistics in natural resources analysis. I focused on [*specific statistical approaches*], because I felt these were most useful for the kinds of analyses I discussed.

> *[Caption]* I've included this because I feel that even when we have the political will to use our natural resources sustainably, we often lack the analytic tools to design and apply principles of sustainability. This paper summarizes the ways that spatial statistics do and could improve natural resource analysis.

3. Technical training, relevant to natural resource analysis
I've led a series of "brown bag" lunches at EnviroAct, to introduce other staff members to EPA BASINS software and its TOXIROUTE model. While these were not part of the company's formal training program, they gave my colleagues a chance to determine whether and how they might use these products. I've attached *[artifacts]* a copy of the

flyer used to announce these lunches, and e-mail messages from a colleague and from my supervisor.

> *[Caption]* These lunches gave me an opportunity to share my expertise with colleagues. Preparing and delivering these lunches exhibited my **organization**, my ability to **sequence learning materials**, and my ability to **involve participants in learning** (see the e-mail from Julie Spier).

4. Technical training, relevant to GIS & spatial statistics

During Autumn 2006, I led a set of six evening sessions on GIS in environmental analysis, at the East Lakes Community College. The sessions formed one-third of a five-credit course on "Integrating GIS and Resource Analysis," coordinated by Dennis Newton.

I've attached *[artifact]* a copy of the detailed course syllabus: the front section and the section detailing the assignments and in-class activity for my part of the course.

> *[Caption]* I consulted at length with Professor Wayne Duggan (University of XX), with whom I had worked most closely as an undergraduate. However, to make this sequence fit into the once-weekly evening format, the adult learners, and the purposes of the overall course, I had to develop my own approach and most of my own in-class activities.

I've attached *[artifact]* a detailed plan of one in-class activity.

> *[Caption]* This illustrates the necessity to plan what reading, minimal lecturing, and series of actions on the part of the students would best get them to learn the importance of scale issues in **gap analysis**.

I've attached *[artifact]* a compilation of the overall comments that Mr. Newton solicited at the end of my component of the course.

> *[Caption]* I was very glad to see that my **explanations and pacing** were appropriate for most of the students. I now realize just how difficult it is to integrate material and approaches in a course led by three instructors!

General attributes

The attachments and captions in the "Areas of Expertise" section illustrate some of my general attributes:

> ➢ Good oral and visual presentation skills
> ➢ Good organizational skills
> ➢ Attentive to detail
> ➢ Able to provide clear explanations
> ➢ Interested in involving people in learning, rather than giving out long answers or lectures
> ➢ Able to sequence materials for student learning

In addition, I have shown that I am an **empathetic, clear, and trustworthy leader**. Please see the attached citation *[artifact]* from my church's Director of Education, in recognition of the work I did with the youth group during the 2005-06 church year.

[Caption] This was a wonderful challenge for me, to gain the trust and to develop a group activity for 15 teenagers! I learned the importance of listening, of setting boundaries, and of being clear about the group's goals.

Specific skills

The attachments and captions in the "Areas of Expertise" section illustrate some of the technical analysis and computer software with which I have worked extensively:

- ➢ *[Name the specific GIS software and its application extensions]*
- ➢ *[Name some specific categories of statistics]*
- ➢ Environmental gap analysis
- ➢ EPA BASINS software, and TOXIROUTE model
- ➢ *[Specific presentation software]*

In addition, I have substantial experience with:

- ➢ *[List specific, important technical skills or software, attaching artifacts of any that are especially important or unusual.]*