

Topic: Identifying Your Skills

Objective:

When you complete these activities, your student should be able to:

- Identify all of their skills, including transferrable skills
- Classify their skills into two categories
 - Hard Skills
 - Soft Skills

Resources Needed:

- Computer
- Internet Access
- Paper and Pencil

Skills:

- It is important that the job seeker is able to identify all of the skills they possess before beginning a job search
- Student should be able to identify skills that are considered transferrable - those skills acquired in one position that can be applicable for other employment opportunities.
- The job seeker must be able to tell prospective employers the things he does well. It is important not to exaggerate but it is also just as important that he isn't shy about his abilities.
- Skills should be divided into 2 categories:
 - Hard Skills – those which, simply put, are activities that you do
 - Soft Skills – qualities that are possessed such as good organizational skills, problem solving, etc.

Determining Your Skills:




























- Begin by listing all of the jobs held and the responsibilities for each. Be sure to include even simple tasks, they may be important to prospective employers.
- Include volunteer activities.
- Include qualities about yourself that you demonstrated that might not have been part of the job description.
 - At a very simple level, use the Student Checklist for Employment that follows.
 - At a more advanced level, use Writing Your Skills that also follows
 - Next, complete the Transferrable Skills Worksheet that follows
- Work to help student put the above identified skills into statements that can be tailored for specific employment opportunities. Complete the Skills Inventory that follows.

Student Checklist for Employment Readiness 1

Name: _____ Date: _____

☹ = Hard, ☺ = So-so, 😊 = Easy

Benchmark	
1. I can add money.	☹ ☺ 😊
2. I can make change.	☹ ☺ 😊
3. I can count inventory.	☹ ☺ 😊
4. I can answer personal questions.	☹ ☺ 😊
5. I can name three work skills.	☹ ☺ 😊
6. I can ride the bus.	☹ ☺ 😊

7. I can read a job ad.	<input type="radio"/>  <input type="radio"/>  <input type="radio"/> 
8. I can apply for a job.	<input type="radio"/>  <input type="radio"/>  <input type="radio"/> 
9. I can read a calendar.	<input type="radio"/>  <input type="radio"/>  <input type="radio"/> 
10. I can use a calculator.	<input type="radio"/>  <input type="radio"/>  <input type="radio"/> 
11. I can use a computer.	<input type="radio"/>  <input type="radio"/>  <input type="radio"/> 
12. I can use the library.	<input type="radio"/>  <input type="radio"/>  <input type="radio"/> 
13. I can dress for an interview.	<input type="radio"/>  <input type="radio"/>  <input type="radio"/> 
14. I can ask for directions.	<input type="radio"/>  <input type="radio"/>  <input type="radio"/> 
15. I can make a delivery.	<input type="radio"/>  <input type="radio"/>  <input type="radio"/> 

Writing Your Skills

Identifying, listing and describing skills isn't an easy task. However, it's critical to job search success and time must be invested in doing so. Listed below is an outline for skills identification that has been successfully used by many job seekers:

- Help your student create a list by title of job(s) he or she has held. Start with the most recent employment and work backwards.
- Write a detailed description of four to five major duties.
- Think of the skills needed to accomplish each duty listed. Write those skills down on a piece of paper. Remember to look for both job and self-management skills. Be sure to include tools used, machines operated, knowledge applied, etc.
- Repeat the above steps for each activity that your student can anticipate describing to an employer either on an application, in a resume or in an interview. Use this process for other work-related activities including hobbies, volunteer work and community experience.

Once you have completed this process your student should have a long list of skills - a list too long to tell an employer. Go through the list and select those skills that match your student's job goal(s). These are the skills he or she will use in the job search effort.

<http://www.workforcelink.com/newworkforce/js2a.html>

Transferable Skills Checklist

Key Transferable Skills

- Ability to delegate
- Ability to plan
- Results oriented
- Customer Service oriented
- Supervise Others
- Increase sales or efficiency
- Accept responsibility
- Instruct others
- Desire to learn and improve
- Good time management
- Solve problems
- Manage money/budgets
- Manage people
- Meet the public
- Organize people
- Organize/manage projects
- Team player
- Written communications
- Work independently
- Computer Skills

Other Transferable Skills

- Use my hands
- Assemble or make things
- Safety conscious
- Build, observe, inspect things
- Construct or repair
- Off-bearing/feeding machinery
- Follow instructions
- Operate tools and machinery
- Drive or operate vehicles
- Repair things
- Good with my hands
- Use complex equipment
- Use equipment

Dealing with Data

- Analyze data or facts
- Investigate
- Audit records
- Keep financial records
- Locate answers or information
- Balance money
- Calculate, compute
- Classify data
- Compare, inspect or record facts

- Count, observe, compile
- Research
- Detail-oriented
- Take inventory

Working with People

- Patient
- Care for
- Persuasive
- Confront others
- Pleasant
- Counsel people
- Sensitive
- Demonstrate something
- Supportive
- Demonstrate something
- Supportive
- Diplomatic
- Supervise
- Speak in public
- Help others
- Tactful
- Insightful
- Teach
- Interview others
- Anticipate needs
- High energy
- Open minded
- Kind
- Take orders
- Listen
- Serving
- Trust
- Working with others
- Negotiate
- Understand
- Adaptable
- Outgoing

Using Words, Ideas

- Articulate
- Innovative
- Communicate verbally
- Logical
- Remember information
- Accurate
- Research

- Create new ideas
- Design
- Speak in public
- Edit
- Write clearly
- Prefer details
- Understand the big picture

Leadership

- Arrange social functions
- Motivate people
- Negotiate agreements
- Decisive
- Plan
- Delegate
- Run meetings
- Direct others
- Explain things to others
- Self-motivated
- Get results
- Share leadership
- Think of others
- Direct projects
- Team builder
- Solve problems
- Mediate problems
- Take risks
- Empowering others

Creative, Artistic

- Artistic
- Music appreciation
- Dance, body movement
- Perform, act
- Draw, sketch, render
- Present artistic ideas
- Play instruments
- Expressive

Skills Inventory

As you help your student to create his or her own unique inventory of skills:

- Don't get hung up over definitions or the process of how to identify skills. The goal is to generate a list of skills.
- Encourage your student not to limit himself. Allow him the benefit of the doubt.
- Students do not have to be an expert to claim a skill. Include skills he or she may be just learning.

ASSIST YOUR STUDENT IN DESCRIBING HIS SKILLS USING CONCRETE EXAMPLES

1. State the **SKILL** or **STRENGTH**
2. Give **SPECIFICS** (when, where, what and how)
3. Show beneficial **RESULTS**
4. **LINK TO THE NEW JOB** (when applicable)

Use the following format:

1. SKILL or STRENGTH

"I am very dependable."

2. SPECIFICS (when, where, what and how)

"My supervisor had to take several weeks off while his daughter was in the hospital when I was working at Ball Seed. I was asked to make sure that all of the orders were completed on time, correctly and invoiced properly."

3. RESULTS

"While my supervisor was gone we did not have one mistake on any order. All orders were accounted for and entered into our system properly for billing. My boss was able to see that I can be relied upon to get the job done and done properly. "

4. LINK TO THE NEW JOB

"The reliability I have proven to have in my previous position would be an asset to your company and its reputation for excellent customer service."

