



IDENTIFYING YOUR SKILLS

Career Life Education 10

Name: _____

Block: _____ Date: _____

This is a quick questionnaire to start helping you identify your various skill levels. Knowing your skills (and which skills you can develop) will help you on career life path. Don't lose this worksheet - we will be using this information in our next unit!

Part 1: Rate your level of ability for each skill identified below using the following scale:

4: EXCELLING 3: ACHIEVING 2: DEVELOPING 1: BEGINNING 0: NO EVIDENCE

	4	3	2	1	0
ACADEMIC: Reasoning, thinking logically, solving problems, understanding ideas, organizing information, learning and performing complex tasks					

	4	3	2	1	0
ALERTNESS: Responding to a situation quickly, able to troubleshoot, consult, repair and respond to emergencies					

	4	3	2	1	0
MEMORY: Recognizing and recalling things, people or details					

	4	3	2	1	0
CREATIVITY: Thinking of new ideas, products, and ways of doing things. Able to design, research, write and excel in artistic endeavours					

	4	3	2	1	0
JUDGEMENT: Able to see all of the essential factors in a situation and their relationship to the outcome					

	4	3	2	1	0
ANALYSIS: ability to break down something complex into smaller parts					

	4	3	2	1	0
ORGANIZATION: Being able to work with people, facts, ideas or machinery and organize elements into appropriate relationships with one another					

	4	3	2	1	0
AESTHETIC: aesthetic skills can be broken down into the following <ul style="list-style-type: none"> • Artistic talent: able to identify what is pleasing and why, creativity in developing a pleasing visual experience • Musical talent: sensitivity to fine differences in intensity, pitch, time and rhythm, strong emotional reactions to music • Dramatic talent: ability to perform through words and gestures in different settings 					

	4	3	2	1	0
COMMUNICATION: communication skills can be broken down into the following: <ul style="list-style-type: none"> • Fluency and vocabulary: able to speak and write easily, understand word meanings and choose words to convey meanings, knowledge of proper spelling, grammar and formal rules of writing • Listening: understanding, interpreting and summarizing what one hears • Reading and writing: understanding, interpreting and summarizing text, organizing and expressing ideas through the written word 					

	4	3	2	1	0
NUMERICAL: numerical skills can be broken down into the following: <ul style="list-style-type: none"> • Computing and comprehension: understanding number relationships and facility of simple mathematical operations • Mathematics: able to handle numbers in the abstract, understand and expressing numbers and formulas • Estimating: assessing distances, sizes and costs as well as predicting outcomes 					

	4	3	2	1	0
PHYSICAL: physical skills can be broken down into the following: <ul style="list-style-type: none"> • Strength and dexterity: stamina, speed and accuracy in moving objects or using tools and machinery • Coordination and Precision: using hand eye coordination and performing delicate, highly controlled movements 					

	4	3	2	1	0
SOCIAL: social skills can be broken down into the following: <ul style="list-style-type: none"> • Understanding: sensitivity to what people feel and think, understanding needs and motives, and complex personal relations • Persuasion and negotiating: influencing others to agree with an idea or action, and working with others towards a decision 					

	4	3	2	1	0
TECHNICAL: technical skills can be broken down into the following: <ul style="list-style-type: none"> • Precision: speed and accuracy in recording, comparing, remembering details, computing and classifying • Observation: noticing details and small differences, for example in colour form, size or position • Space: imagining how things will look when fit together or taken apart, or when viewed at a different angle • Mechanical Understanding and Ingenuity: seeing how mechanical devices operate, what to expect out of a machine and its operation, designing mechanisms that will accomplish specific movements and seeing uses for various devices 					

Part 2: PERSONAL AND TECHNICAL SKILLS (“ I AM” vs. “I CAN”)

Having both personal and technical skills are important in working towards your future goals, but what’s the difference?

PERSONAL SKILLS	TECHNICAL SKILLS
Can be answered with “I am...” <hr/> Personal skills are more general, intangible qualities or attributes that can be related to our attitude, personality, emotions, habits, communication style and social manners. They are fundamental to how well we build and manage our relationships. Examples: <ul style="list-style-type: none"> • I am an effective communicator • I am flexible • I am reliable and honest 	Can be answered with “I can...” <hr/> Technical skills are more tangible, easier to learn, and simpler to test. They revolve around your knowledge and abilities and are concrete and obtained through your education, work experience, training, informal education and observations. Examples: <ul style="list-style-type: none"> • I can speak three languages • I can operate a forklift • I can code using JAVA

In Part 1, you rated your ability for thirteen different skills. Choose your top six skills and write them in the “I am...” and “I can...” format. Add to your list so that you have a list of at least five of your strongest personal and technical skills.

PERSONAL SKILLS	TECHNICAL SKILLS
•	•

<ul style="list-style-type: none">••••	<ul style="list-style-type: none">••••
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HANDOUT [A] - WHAT ARE TRANSFERABLE SKILLS?

Definition: Skills you have acquired during any activity in your life -- jobs, classes, projects, parenting, hobbies, sports, virtually anything -- that are transferable and applicable in many different jobs or occupation settings.

Examples of Transferable Skills:

Communicating	Troubleshooting	Testing
Designing	Researching	Writing
Planning	Analyzing	Self-understanding
Speaking	Persuading	Understanding
Innovating	Organizing	Motivating
Selling	Prioritizing	Logical Thinking
Problem-solving	Encouraging	Teaching
Learning	Developing	Improving
Updating	Synthesizing	Creating
Imagining	Visualizing	Talking
Leading	Supervising	Estimating
Achieving	Reporting	Negotiating
Interpreting	Searching	Team-building
Reasoning	Debating	Decision-making
Advising	Influencing	Performing
Proofreading	Filing	Comparing
Sharing	Examining	Reading

HANDOUT [B] - FROM THE CLASSROOM TO THE WORLD

Complete the chart below by identifying the transferable skills you've learned in school and applying them to the outside world

SUBJECT	TRANSFERABLE SKILLS LEARNED	APPLICATION – To be used in other aspects of your life and future career
Math		
Science		
English		
History		
Languages		
Music		
Art		
Career Development		
Community Experiences		