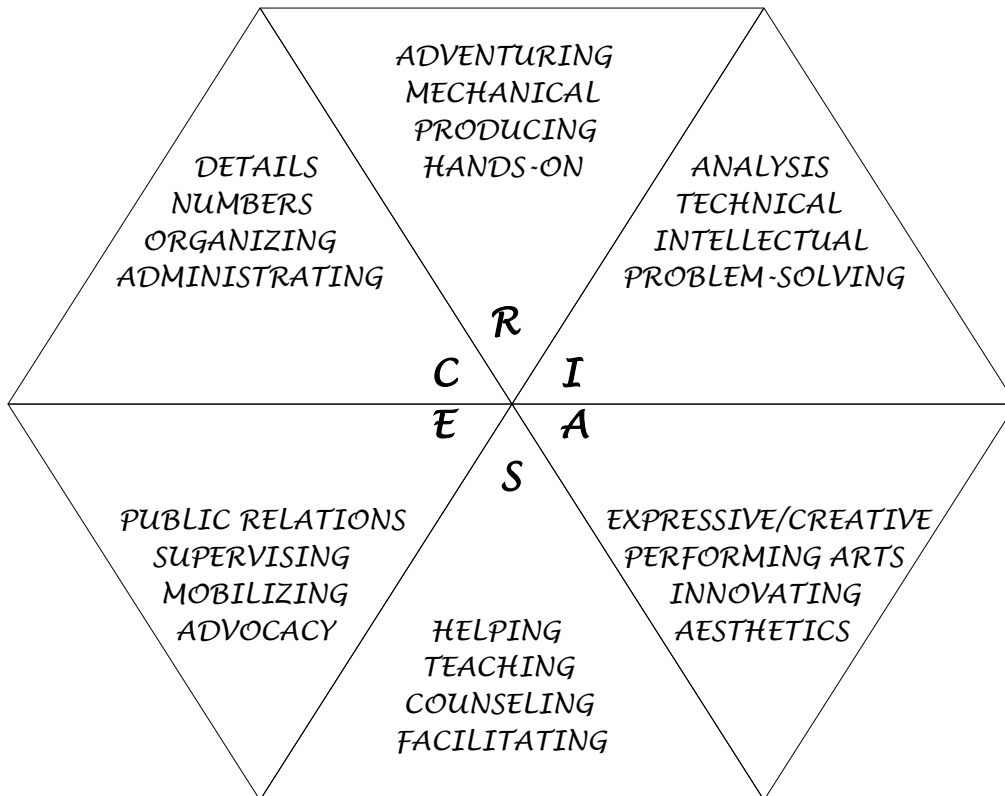


ANALYSIS OF SKILLS



What are your favorite activities? Are you using your favorite activities in your current work? What forms of work would allow you to employ your preferred activities and skills? This Analysis of Skills will help you determine and confirm your gifts, talents and preferred skills. It is designed to help you explore past accomplishments and as a means to discovering your best ways of working.

NOTE: The Skills Analysis process works best if you work through the pages one at a time and resist the temptation to anticipate what is coming next

Now arrange your 25 accomplishments into the activity categories below. Is there something in each category?

FAMILY LIFE AND PERSONAL

AVOCATIONAL AND RECREATIONAL

JOB/PROFESSION/VOCATIONAL

ACADEMIC

COMMUNITY ACTIVITIES

HOBBIES

From your list of 25 accomplishments (pages 3-4), select the **five (5)** accomplishments that for you are the most significant and/or satisfying and list them below. Your most significant accomplishments may be personal or professional ones. If you find it difficult to select this group of five, think of accomplishments that were truly enjoyable to work at and that remain for you sources of satisfaction or pride.

#1 _____

#2 _____

#3 _____

#4 _____

#5 _____

Using the definitions below, can you identify any functional, special-knowledge, or adaptive-behavior skills that helped you to actualize the accomplishments listed above?

FUNCTIONAL SKILLS	SPECIAL KNOWLEDGE SKILLS	ADAPTIVE BEHAVIOR SKILLS
Use verbs Are based on aptitudes	Use nouns Are based on personal experience and preference	Use adjectives Are based on temperament
Are acquired as natural-born talent, refined by experience and education	Are acquired by study, professional or technical training	Are acquired in early years among family, peers, school; or later in life by intensive education
Are related to PEOPLE, DATA and THINGS, and transferable from one job or profession to another	Are related to performing a special job in a particular field or profession	Are related to self-management in terms of space, time, authority, impulse control, dress, etc.
Examples:		
<u>Driving</u> a car	Knowledge of the rules	<u>Confident</u> driving in traffic
<u>Conducting</u> research	New Testament expertise	<u>Self-disciplined</u> student
<u>Speaking</u> in public	Familiarity with worship liturgy	Conducting worship with <u>poise</u> and <u>warmth</u>
<u>Counseling</u> people with emotional problems	Knowledge of rational-emotive therapy	Showing much <u>patience</u> in working with counselors

Distinctions originated by Sidney A. Fine and adapted from Richard N. Bolles.

Use the next five pages to describe as concretely as you can what you did and how you did it. If you can discern particular abilities, capacities and/or special “know-how” that you used, record these activities in the margins.

SIGNIFICANT ACCOMPLISHMENT #1:		
FUNCTIONAL KILLS USED:	Describe your significant accomplishment here.	SPECIAL KNOWLEDGE SKILLS USED:
ADAPTIVE BEHAVIOR SKILLS USED:		

SIGNIFICANT ACCOMPLISHMENT #2:

**FUNCTIONAL
KILLS USED:**

Describe your significant accomplishment here.

**SPECIAL
KNOWLEDGE
SKILLS USED:**

ADAPTIVE BEHAVIOR SKILLS USED:

SIGNIFICANT ACCOMPLISHMENT #3:

**FUNCTIONAL
KILLS USED:**

Describe your significant accomplishment here.

**SPECIAL
KNOWLEDGE
SKILLS USED:**

ADAPTIVE BEHAVIOR SKILLS USED:

SIGNIFICANT ACCOMPLISHMENT #4:

**FUNCTIONAL
KILLS USED:**

Describe your significant accomplishment here.

**SPECIAL
KNOWLEDGE
SKILLS USED:**

ADAPTIVE BEHAVIOR SKILLS USED:

SIGNIFICANT ACCOMPLISHMENT #5:

**FUNCTIONAL
KILLS USED:**

Describe your significant accomplishment here.

**SPECIAL
KNOWLEDGE
SKILLS USED:**

ADAPTIVE BEHAVIOR SKILLS USED:

SKILLS ANALYSIS

Now that you have written about your five accomplishments, use the following "Skill Analysis" grid to assist you to more fully identify your primary functional skills.

1. Locate the vertical columns (1,2,3,4,5) on the right half of the grid below under the word "Accomplishments." You are going to rate the degree to which each functional skill listed on pages 10-12 was used in completing each of your five chosen accomplishments.
2. Starting with vertical column 1 under "Accomplishments," place a number in every box in the column to show whether and how much each of the skills listed on the left was used. Use a **1** if the skill was used "a little." Use a **3** if the skill was used "a lot." Place a **2** if the skill was used more than 1 and not quite 3. Place a **0** if you did not use the skill at all for accomplishment #1. If you think of a skill that is not listed, write the name of that skill on the "other" line and assign numbers to it.
3. Next, move to the vertical columns for accomplishments #2-5 and complete the same procedure.
4. Next, move to the vertical columns marked "A" and "E". Rate **ALL** of the skills, even the ones that were not used for accomplishments 1-5, with regard to your **A**bility as well as the **E**njoyment you generally get when using them.
5. Finally, calculate the value of each skill. Add across (horizontally) the numbers in boxes #1-5, A and E. Record this sum in the Total ("T") column. In this way you are assigning a number value to each skill. The highest possible number value for a skill is 21 (resulting from 3+3+3+3+3+3)

SC = SKILL CLUSTER
(*) = HOLLAND THEME

A = ABILITY
E = ENJOYMENT
T = TOTAL

SC		ACCOMPLISHMENTS							
FUNCTIONAL SKILLS		1	2	3	4	5	A	E	T
DETAIL/FOLLOW THROUGH	CONVENTIONAL: ADMINISTRATIVE, FINANCIAL (*C)								
	Letter composition								
	Word processing; typing								
	Use of computers and other office machines								
	Telephone skills								
	Making arrangements								
	Attention to detail/accuracy/precision								
	Designing procedures; forms (office, technical, etc.)								
	Office administration/supervision								
	Classifying								
	Copying/posting data								
	Purchasing								
	Mechanical design/computerized drafting								
Other									
NUMERICAL	Accounting/bookkeeping								
	Computing/math skills								
	Budgeting								
	Inventory/counting								
	Calculating/computing								
	Managing money								
	Other								

SC

ACCOMPLISHMENTS

		REALISTIC, PHYSICALLY ACTIVE, TANGIBLE (*R)	1	2	3	4	5	A	E	T
MANUAL	Inspecting									
	Building/constructing									
	Repairing/maintaining									
	Mechanical ability									
	Operating equipment/machines/vehicles/tools									
	Craft skills									
	Housekeeping/home economics skills									
	Manual dexterity									
	Other									
PHYSICAL	Physical coordination and agility									
	Swimming/tennis/skiing/etc.									
	Horticultural skills									
	Navigating									
	Farming/ranching/working with animals									
Other										

SC

		ARTISTIC, CREATIVE, AESTHETIC (*A)								
INTUITION/ INNOVATION	Imagining/insightful/visionary									
	Inventive/improvisational									
	Innovative/creative/perceptive									
	Synthesizing perceptions									
	Adapting/improving others' ideas									
	Spatial memory									
	Color discrimination									
	Aesthetic discrimination/interpretation									
	Other									
ARTISTIC	Musical knowledge and taste									
	Creative writing									
	Drama directing/teaching									
	Art teacher									
	Music teaching/directing									
	Artistic presentation (visual)									
	Acting/performing									
	Musical presentation									
Other										

SC

		INVESTIGATIVE, ANALYTICAL, THEORETICAL (*I)								
INVESTIGATION	Information gathering/studying/researching									
	Reading (sophisticated observational systems)									
	Writing/editing (articles/reports/books/web, etc.)									
	Verbal linguistic skills									
	Organizing/synthesizing data									
	Developing ideas									
	Conceptual ability									
	Scientific methodology									
	Technical skills									
	Statistical analysis									
	Testing (ideas/hypotheses)									
	Other									

SC

ACCOMPLISHMENTS

		FUNCTIONAL SKILLS	#	#	#	#	#	A	E	T
		LANGUAGE	SOCIAL/PEOPLE-HELPING/COMMUNICATING (*S)							
Reading; relentlessly curious										
Defining/explaining										
Writing/composing										
Summarizing/reporting										
Editing/proofreading										
Translating/foreign languages										
Other										
HELPING/ INTERPERSONAL	Serving others									
	Sensitivity to others									
	Developing rapport (trust)									
	Empathetic listening/perceiving									
	Counseling individuals/couples									
	Drawing out people									
	Collaborating (with colleagues/team/spouse)									
	Group leadership									
	Nursing/caring for others									
	Other									
EDUCATION	Teaching/instructing									
	Designing events (meetings, process, etc.)									
	Directing/leading educational events									
	Planning meetings									
	Seeking consultation									
	Consulting skills									
	Other									
SC										
LEADERSHIP	ENTERPRISING, MANAGING, INFLUENCING (*E)									
	Organizing (people, organizations)									
	Coordinating (operations/details)									
	Planning/goal-setting/projections									
	Executing/following through (plans, programs)									
	Managing/organizational leadership									
	Chairing meetings									
	Mobilizing resources									
	Supervising									
	Other									
INFLUENCING/ PERSUADING	Recruiting (leaders, talent, workers, etc.)									
	Negotiating									
	Selling (commodities, services, programs)									
	Public relations skills									
	Fund raising									
	Financial analysis/planning									
	Financial management									
	Crisis intervention									
Other										
PERFORM -ING	Speaking									
	Showmanship									
	Addressing groups									
	Acting									
	Other									

Congratulations! Your most valued skills are being revealed. Now create your “top priority” list of skills!

1. Go back to the “T” column on the previous 3 pages. Locate the twelve (12) highest rated skills by finding the highest 12 numbers in the “T” column. Record on line #1 below the name of the skill with the highest “T” number. Then record the name of the skill with the next highest “T” number on line #2. Continue recording the skills according to the next highest “T” score until you have filled the twelve spaces below under “Functional Skills.” You may find several skills with the same number. If so, list all of them in whatever order you prefer.
2. Your Skills Analysis can also reveal which Skill Clusters (families of skills) you prefer most. Look back at pages 10-12 and note to the left of the skill lists the skill cluster labels under the letters “SC” (the words written sideways in the boxes to the left of the skill groupings). Record below in the “Skill Cluster” column the relevant “SC” label for each functional skill listed on lines 1-12 below. Finally, the (*) designation, found on the **bolded** title line of each functional skill category (pgs 10-12) refers to the “Holland Code” for your functional skills. Find the (*) letter for the category that holds each skill listed below; the Holland Code letters (*R, *I, *A, *S, *E, *C) refer to activity categories named Realistic, Investigative, Artistic, Social, Enterprising, Conventional). These categories refer to work environments.

FUNCTIONAL SKILLS	SKILL CLUSTER (SC)	(*)
#1		(*)
#2		(*)
#3		(*)
#4		(*)
#5		(*)
#6		(*)
#7		(*)
#8		(*)
#9		(*)
#10		(*)
#11		(*)
#12		(*)

Think about your present job, or your most recent job if you are unemployed. How much are/were you using your highest rated functional skills? Check one of the options below to indicate your answer:

_____ 90% of the time; _____ 75% of the time; _____ 60% of the time; _____ 50% of the time

If your estimate on the preceding page was 60% or lower, what might be the reason(s) that your strongest skills are/were not being used? What jobs/positions might use these skills more often? Record your reflections here the next page.

EMERGING IMPRESSIONS - FUNCTIONAL SKILLS

As you experienced the identification of your functional skills, what impressions, feelings or insights emerged about yourself? What repetitive themes, tendencies or inclinations were revealed? Did you discover any new personal strengths? Summarize your thoughts on this page.