Transferable Skills Checklist in RUReady.ND.gov

You’ll find the Transferable Skills Checklist in the Career Planning section/Learn About Yourself.

**Transferable Skills** are skills referring to work content activities in relation to data, people and things. They are skills that a person uses in one career that can transfer to another related career.

- The Transferable Skills Checklist helps users review their work history, and identify and assess their transferable work skills, and then matches the users’ skills to career options. This checklist can also be used by youth who are in the process of developing career plans, allowing them to zero in on skills they wish to acquire.
- The checklist is designed around 237 transferable work skill statements that describe the broad work activities generally present in a variety of occupations. The skill statements are grouped into 25 skill clusters based on similarities between the work activities.
- While completing the checklist, users review, assess and identify the work content skills they have or wish to attain. After completing the checklist, the program evaluates their responses and displays the list of skill clusters and statements they have identified. Users can then view a list of careers matching those skills and skill levels.
- The results provide the basis for exploring employment and career options. Users can also import results into the Career Finder and combine them with other factors in their search for occupations.
- For users with a work history, the results can help identify future career and/or employment options. Transferability of work content skills is determined by users' skills, and how those skills can be used in other careers. At times, direct transferability without additional training is possible between jobs requiring the same or a lesser degree of skills. At other times, transferability is possible after completing some additional training.
- For users with a work history who are in the process of career decision-making, the results of the checklist provide an excellent entry point to exploring the world of work.
- Note that this assessment is a self-assessment tool that asks users to identify items that they feel describe their functional levels. Therefore, the results are descriptive rather than predictive in nature.
- Participants can generally work through the 25 skill clusters in the Transferable Skills Checklist within 30 minutes. They may then want to take more time to check out suggested careers.
Skill Statement Clusters

The 25 skill clusters are listed in the following table. The skill clusters are defined in, and appear in the same order as, the checklist. Examples of related skill statements are also provided.

<table>
<thead>
<tr>
<th>#</th>
<th>Skill Cluster</th>
<th>Definition</th>
<th>Examples of Related Skill Statements</th>
</tr>
</thead>
</table>
| 1  | Getting information needed to do the job          | Observing, researching, investigating, examining, evaluating, collecting, surveying and otherwise getting information from various sources. Also includes monitoring and diagnosing some conditions and situations. | • Diagnosing diseases and disorders  
• Investigating data to solve problems  
• Researching mathematics  
• Surveying and measuring land |
| 2  | Inspecting equipment, products or materials       | Inspecting items to identify the causes of errors or other problems or defects.                                                                                                                        | • Inspecting machines  
• Inspecting tools and equipment                                                                       |
| 3  | Processing information                            | Checking, verifying, processing, computing, entering and transmitting information or data.                                                                                                                  | • Computing and totaling charges  
• Processing data on computers  
• Processing sales and purchasing information                                                             |
| 4  | Reviewing or analyzing data or information        | Reviewing and analyzing data, information, plans or materials. Includes proofreading.                                                                                                                     | • Investigating data to solve problems  
• Implementing legal procedures  
• Analyzing life science data                                                                          |
| 5  | Thinking and working creatively                   | Writing ideas, creating and sketching designs, and creating images and concepts. Also includes creating and interpreting dance, musical and dramatic roles.                                                   | • Creating and portraying dramatic and dance roles  
• Creating design concepts for structures and facilities  
• Creating fashion and style designs  
• Writing ideas                                                                                         |
| 6  | Developing objectives and strategies              | Developing objectives and planning strategies to achieve the objectives.                                                                                                                                  | • Formulating program policies and goals  
• Planning education and training programs  
• Planning project activities                                                                          |
| 7  | Following written or spoken instructions          | Understanding and following instructions, orders, guidelines, diagrams and blueprints.                                                                                                               | • Following construction blueprints and plans  
• Following written production guidelines  
• Following spoken instructions                                                                         |
<p>| 8  | Growing and harvesting plans and animals          | Raising, caring for and capturing livestock, poultry, fish and other animal life; or planting, nurturing and harvesting plant life.                                                                      | • Raising or capturing fish or animals                                                                 |</p>
<table>
<thead>
<tr>
<th>#</th>
<th>Skill Cluster</th>
<th>Definition</th>
<th>Examples of Related Skill Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Handling and moving objects</td>
<td>Using one’s hands and arms to handle, sort, work with, manipulate, load, place, move, adjust and test various items.</td>
<td>• Cleaning objects and buildings&lt;br&gt;• Handling and/or testing chemicals&lt;br&gt;• Receiving and storing stock&lt;br&gt;• Preparing food for customers</td>
</tr>
<tr>
<td>10</td>
<td>Controlling machines and processes</td>
<td>Using control devices or direct physical activity to prepare machines and equipment for operation, to start, stop, control and adjust the progress of machines and equipment, and to operate a wide variety of machines and equipment.</td>
<td>• Cutting and slicing with tools&lt;br&gt;• Drying, mixing and separating materials&lt;br&gt;• Operating printing machines&lt;br&gt;• Setting up machines</td>
</tr>
<tr>
<td>11</td>
<td>Operating vehicles and mechanized devices or equipment</td>
<td>Navigating, driving and operating various types of vehicles and mechanized equipment.</td>
<td>• Driving emergency vehicles&lt;br&gt;• Operating agricultural machinery&lt;br&gt;• Operating trains, buses or trucks to transport people or freight</td>
</tr>
<tr>
<td>12</td>
<td>Interacting with computers and other electronic equipment</td>
<td>Operating electronic equipment and machines, such as computers, radar, communications equipment, testing and diagnostic instruments, drafting equipment and audio-visual equipment.</td>
<td>• Operating communications equipment&lt;br&gt;• Operating computer aided design (CAD) systems&lt;br&gt;• Operating computers to record and analyze engineering data&lt;br&gt;• Operating radar equipment</td>
</tr>
<tr>
<td>13</td>
<td>Drafting, laying out or designing equipment, parts or devices</td>
<td>Preparing instructions, drawings, specifications and documentation to inform others how items are to be constructed, assembled, modified, maintained or used.</td>
<td>• Designing machinery, equipment and products&lt;br&gt;• Drawing diagrams, charts and maps</td>
</tr>
<tr>
<td>14</td>
<td>Building and repairing structures and objects</td>
<td>Constructing buildings and highways. Does not include operating equipment, tools, or machines.</td>
<td>• Constructing with brick, stone and mortar&lt;br&gt;• Making large fixed structures and objects</td>
</tr>
<tr>
<td>15</td>
<td>Repairing mechanical or electronic equipment and objects</td>
<td>Observing, diagnosing and repairing objects that operate on the basis of mechanical or electronic principles.</td>
<td>• Observing and diagnosing mechanical problems&lt;br&gt;• Repairing electrical or electronic objects</td>
</tr>
<tr>
<td>16</td>
<td>Using hand or power tools or instruments</td>
<td>Operating tools and instruments for various purposes.</td>
<td>• Using construction hand and power tools&lt;br&gt;• Using electrical repair hand and power tools&lt;br&gt;• Using precision measuring instruments</td>
</tr>
<tr>
<td>#</td>
<td>Skill Cluster</td>
<td>Definition</td>
<td>Examples of Related Skill Statements</td>
</tr>
<tr>
<td>----</td>
<td>--------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 17 | Documenting and recording information      | Preparing, compiling, recording, cataloging and maintaining information in written form or by electronic/magnetic recording. | • Collecting and recording meter and gauge readings  
• Preparing and organizing verbal records  
• Preparing financial reports |
| 18 | Interpreting the meaning of information for others | Explaining and interpreting information to others and helping them understand its meaning | • Explaining banking, loan and financial services  
• Explaining life science concepts  
• Relaying information to dispatch workers |
| 19 | Communicating with people outside the organization | Asking and answering questions and giving information. Communication can be face-to-face, in writing, by telephone or electronic. | • Answering business telephone inquiries  
• Interviewing people to obtain information |
| 20 | Assisting or caring for others             | Giving help and personal care to others.                                  | • Providing child-care services  
• Providing protective services  
• Providing health-care support services |
| 21 | Selling or influencing others             | Buying, selling and demonstrating all types of goods and services, as well as convincing others to buy merchandise. | • Demonstrating products and services  
• Selling products or services  
• Purchasing products for resale |
| 22 | Performing for the public                 | Providing amusement, entertainment and recreation activities for the public. | • Amusing and entertaining audiences  
• Providing recreation and entertainment activities |
| 23 | Developing and building teams             | Working in a variety of settings as a member of a team. Teamwork includes building trust, respect and cooperation among team members. | • Working as a member of a journalism team  
• Working as a member of a design team |
| 24 | Teaching and advising others              | Teaching and advising individuals and groups on various matters, including education, business, personal and financial. | • Counseling and advising people  
• Teaching education or training programs |
| 25 | Managing programs, staff and budgets      | Administering, directing, monitoring and evaluating people, programs and resources from a supervisory or managerial position. | • Assigning duties to workers  
• Hiring and supervising staff  
• Planning and administering budgets |