

Transition Career Exploration Workshop

Skills and Abilities



The Transition Career Exploration Workshop is a product of the Maine Department of Labor. The ND Division of Vocational Rehabilitation has permission to add the ND DVR brand to all information.



Facilitator Notes:

LEARNING OBJECTIVE: Participants will learn about the three types of skills and how to use them to select future employment goals.

In this section, we will focus on identifying all of the skills that you have already accumulated so far. These skills can come from a variety of experiences – mowing lawns, delivering newspapers, babysitting, hobbies, sports. Let’s look at how to inventory these skills so you can name them.

Inventory Your Skills

- Skills come in a variety of forms. We all have them.
- Skills are abilities you do well that are important to employers as you pursue employment.
- We recommend learning how to pinpoint your skills—honestly and quickly—when you are asked, and to be able to back up your claims with examples of when you used them to accomplish something meaningful.

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Facilitator Notes:

As we are learning, skills come in a variety of forms. We all have them. And each of us has a different combination of skills.

Skills are abilities you do well that are important to employers as you pursue employment. They want to know “what you can do for them.”

We recommend learning how to identify your skills—honestly and quickly—so that when you are asked these questions during an interview, you will be able to back up your claims with examples of when you used them to accomplish something meaningful.

Understanding what a skill is and learning to inventory your skills will be helpful to doing a resume and for interviewing.

“But, I don’t have any skills yet.”

Think about all the skills you have learned:

- At home
- In school – activities, committees
- In your community through volunteer work
 - part-time or paid work
- Having fun by yourself, with friends or family
- In your leisure time (things you love to do)
- Through hobbies, interests, sports

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Facilitator Notes:

The challenge here is to help participants realize that they have learned all sorts of skills, especially if they look at all areas of their lives; i.e., home, school, leisure life, volunteer/work, hobbies, etc.

Remind participants that we are not just focusing on their work life, but every part of their life.

To help you to understand and organize your skills, next we are going to talk about three types of skills.

Three Types of Skills

- **Job-Specific Skills or Knowledges**
 - What are some **specific** things I have learned to do or learned about over the years?
- **Self-Management Skills**
 - How would I describe myself as a person?
- **Transferable Skills**
 - What are the long-term skills that I've learned and continue to use over and over?
- Let's look at each type -

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Facilitator Notes:

We will focus on the three types of skills and inventory your skills in each area.

Job-Specific Skills/Knowledge

- Name something new you have learned about or learned to do in the last year -
 - In school
 - At home
 - In my community
 - From/with my friends and in fun activities

Record in your **Participant Workbook** a job-specific skill under the “**Skills: Job-Specific**” section.



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Facilitator Notes:

Here, we are focusing on the job-specific or “technical” skills that distinguish one job from another.

Sometimes, we call them “knowledge” because they are skills we have learned on a particular job or they’re something we know something about from experience.

These are skills that usually cannot be transferred from one job to another.

Have them brainstorm some examples of skills that cannot be transferred from one job to any other.

Then, have them each indicate something they have learned about over the last year.

Ask participants to record these skills on the SODA handout located at the beginning of the workbook under - Skills: Job Specific Section.

Self-Management Skills

- **How would I describe myself as a person?**
 - Quiet and shy?
 - Active and noisy?
 - Friendly?
 - Helpful?
 - Cheerful?
 - Motivated?
 - Hard-working?
 - Patient?

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Facilitator Notes:

Here, we're focusing on "how" you work. These are typically adjectives that people would use to describe you in the workplace.

These are the skills that could describe your "work ethic" or your work "personality."

What do you think co-workers would say about you? What would you say about yourself? There is an activity to help with vocabulary to describe or inventory self management skills after the next slide.

“But, I can’t think of any skills”

- How about looking at a list of skill ideas?



”What Do You Have Going for You NOW?”

- Complete the one-page list of **self-management skills**, checking with an “X” those “skills” or “characteristics” that describe you as a person.
- Don’t be afraid to take credit for who you are.

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Facilitator Notes:

Projected Time – 20 minutes

Self Management Skills: Certain personality traits, developed through experience and rooted in your temperament, are those you use to manage yourself. These traits affect your work habits and are usually expressed as adjectives. Remember, you need to be able to describe a situation when you have used these skills if you claim to have them.

Participants will complete the one-page self-management skills inventory. There is a copy in the Participant Workbook and the Facilitator Manual.



Sharing Your Skills

- We'd like you to share your list of **self-management skills** with another person who knows you.
 - Read your list of checked skills.
 - Can the other person add any skills that you missed? If so, check them off on your list.
 - Now listen to his/her list and add any skills that he/she missed.
- Congratulations, you are a skilled person!

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Facilitator Notes:

Activity: You could do this as a class activity and relate some of this to the Story Circle information they got from sharing their experiences. They could add to this list from that exercise.

Ask participants about what it was like to do this exercise. Did they find skills that surprised them? You could ask them how many skills they checked, and could they discuss how they used these skills in a real life situation. Also remember that some of these skills began to develop early in life. Maybe they were always a good dancer, or basketball player, reader or math person, or musician or singer.

Self-Management Skills

- Now that you can identify your skills from the inventory, you can write them down.
- How would you talk about these skills with an employer?



*List a couple of your **Self-Management Skills** in your **Participant Workbook** next to the box titled “**Skills: Self-Management**”*

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Facilitator Notes:

Now that you can identify your skills from the inventory you can take the time to record the results on the SODA in the Participant Workbook.

How would you talk about your skills with an employer? Talking with an employer is different than talking with a friend or a parent or a guidance counselor. So, how would you describe your skill and a situation where you used that skill?

Examples -

Knowing how to use tools to build something –
maybe you helped to build a doghouse or a deck.

Knowing how to use software to create flyers or other documents –
maybe you designed the layout for the school newsletter

Knowing how to develop a website using HTML or other software –
maybe you created a website for a friend’s business

Transferable Skills

- What are Transferable Skills?
 - Skills you can use life-long
 - Skills that can be “**transferred**” or used:
 - in different kinds of jobs
 - in your volunteer or leisure life
 - in your learning activities
 - everywhere!

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Facilitator Notes:

The third kind of skills we referred to were transferable skills.

Go over the slide.

Quite simply, transferable skills are skills that you developed in one situation and can use them in another situation; i.e., like knowing how to use tools, computer software, drive a vehicle, communication skills, problem-solving skills, and planning skills. [adapted from Nelson Bolles (1996)]

Everyone has transferable skills, and they are acquired all through a person’s life from infant to grade school through to college via formal courses, informal education, personal reading, social activities, professional activities and life in general. Once you have identified the set of essential skills that you can take with you and apply anywhere you go, you can embark on a dedicated mission to cultivate these skills further and add to their inventory.



Another Inventory

- To learn more about your transferable skills, complete the one-page inventory identifying transferable skills.
- 6 different groups of transferable skills:
 - Manual, Problem-Solving, Innovative, Social, Managing and Detail
- In the squares, mark with an “X” those transferable skills you **have demonstrated** at least once.

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Facilitator Notes:

The instructions and the one-page inventory are in the Participant Workbook and the Facilitator Manual.

After the inventory, the following slides discuss each of the 6 different groups of transferable skills.

Manual and Technical

- | | |
|--|---|
| <input type="checkbox"/> Assemble/install | <input type="checkbox"/> Operate equipment |
| <input type="checkbox"/> Construct/build | <input type="checkbox"/> Drive vehicles |
| <input type="checkbox"/> Fix/repair | <input type="checkbox"/> Landscape/garden |
| <input type="checkbox"/> Reason mechanically | <input type="checkbox"/> Possess physical stamina |
| <input type="checkbox"/> Work with animals | <input type="checkbox"/> Labor outdoors |
| <input type="checkbox"/> Use hand tools | <input type="checkbox"/> Use hands well. |
| <input type="checkbox"/> Operate machinery | |

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Facilitator Notes:

Go over the six groups with the participants to help them to understand and identify the skills that fit for them.

The first group is the Manual and Technical – how does this relate to the kind of learner a person is and what their temperament is with the Holland and the WOWi. Help them to make connections between all the different forms of learning they have been doing.

Did any of them check off any of these skills? How do they use them?

Analytical/Problem-solving Skills

- | | |
|---|--|
| <input type="checkbox"/> Analyze/Diagnose | <input type="checkbox"/> Analyze finances |
| <input type="checkbox"/> Research/investigate | <input type="checkbox"/> Reason mathematically |
| <input type="checkbox"/> Interpret data | <input type="checkbox"/> Use facts |
| <input type="checkbox"/> Classify/organize | <input type="checkbox"/> Prioritize |
| <input type="checkbox"/> Evaluate/assess | <input type="checkbox"/> Put things into logical order |
| <input type="checkbox"/> Write scientifically | <input type="checkbox"/> Explore scientifically |
| <input type="checkbox"/> Write technically | <input type="checkbox"/> Use rational reasoning |
| <input type="checkbox"/> Make logical decisions | <input type="checkbox"/> Heal/Nurse/Nurture/Cure |

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Facilitator Notes:

The skill area is Analytical/Problem-solving skills.

Go over the words to make sure that everyone understands what is being described and how that relates to job search and work.

Did any of them check off any of these skills? How do they use them?

Do they use any of these skills in their daily lives – at home or at school?

Innovative/Original Skills

- Use imagination to create
- Design graphically
- Use intuition
- Design programs, events
- Originate ideas
- Act/perform
- Write creatively
- Brainstorm (think of many possibilities)
- Have artistic sense
- Draw/design artistically
- Move creatively
- Dance/Mime
- Put facts together creatively
- Innovate/invent
- Compose music, songs, lyrics

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Facilitator Notes:

This skill set is referred to as Innovative/Original Skills.

Again, go over the words to make sure that everyone understands what is being described and how these relate to work and all the activities they have been doing?

Did any of them check off any of these skills? How do they use them?

Can they think of anything they did at school where they used these skills?

Social/Interpersonal Skills

- Listen skillfully
- Develop rapport, understanding
- Counsel/Guide/Mentor
- Draw people out/Interview
- Instruct/Train/Educate
- Put others at ease
- Facilitate groups
- Communicate with tact
- Serve/Respond
- Advise
- Cooperate with others
- Show warmth and caring

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Facilitator Notes:

This set of transferable skills is known as the Social/Interpersonal Skills.

Go over the words to make sure that everyone understands what is being described.

Did any of them check off any of these skills? How do they use them?

How important do you think these skills are in school, work and life in general?

Managing/Influencing Skills

- Administer programs or resources
- Direct/Supervise
- Make business decisions
- Negotiate with others or groups
- Sell/Persuade
- Convince through force of personality
- Oversee programs, projects, activities
- Organize/Set goals
- Undertake entrepreneurial activities
- Organize and manage activities
- Exercise leadership in a group
- Take risk in public
- Negotiate deals or transactions
- Coordinate people and activities

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Facilitator Notes:

This set of transferable skills – managing/influencing skills are learned over time.

Go over the words to make sure that everyone understands what is being described.

Did any of them check off any of these skills? How do they use them?

Do they have any of these skills? How could they use them in the workplace?

Details/Data Skill

- Work with numerical data
- Proofread/Edit
- Inspect/Examine/inventory
- Type with word processor
- Follow directions accurately
- Be careful and accurate
- Do math quickly and accurately
- Attend to detail
- Schedule/Organize events
- Complete details on schedule
- Keep track of data or numbers/Accounting
- Categorize/Sort
- Remember numbers or specific facts
- File/Classify/Record and retrieve.

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Facilitator Notes:

Make sure you go back and review with the group the choices and the number of choices that they made under each category and have a class discussion about this.

Go over the words to make sure that everyone understands what is being described.

Did any of them check off any of these skills? How do they use them?

How important are these skills in everyday life, in school, at work?

The above was taken from the National Corporation for Community Service and Serve AmeriCorps Act.



Sharing My Skills

- Pick **two** of the transferable skills you have checked from your list.
- Write down a situation or example of when you used that skill.
- In groups of two, share those two examples with your partner and have him/her do the same.
- Did either of you find a lot of skills in one or more of the six groups? Which ones?

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Facilitator Notes:

Activity for the Discussion of Transferable Skills

This is an exercise you could do with participants to help them to relate these skills to their experience. Relate to hobbies, interests, volunteer work, etc.

Transferable Skills

- Now that you can identify your transferable skills, you can record them, talk about them and share them with others.



Participant Workbook: *Write in 2-3 of your favorite transferable skills next to the box titled “Skills: Transferable.”*

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Facilitator Notes:

Have participants record the appropriate information in their Participant Workbook in the SODA Grid.

During the next activity, participants are going to talk about their achievements as these skills relate to what they achieve. Help them to bring these three types of skills into the Achievement Story Circles.

Is There a Connection Between What You Can Do and What You Like to Do?

Transferable Skill Types (Can Do)

- Manual/Technical
- Problem-Solvers
- Innovative
- Social/Interpersonal
- Managing/Influencing
- Detail/Data

Holland Types (Likes to Do)

- Realistic – Doers
- Investigative – Thinkers
- Artistic – Creators
- Social – Helpers
- Enterprising – Persuaders
- Conventional – Organizers

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Facilitator Notes:

Listed on the left are the six types/groups of Transferable Skills.

Looking at their transferable skills inventory, have participants designate in which of the 6 skill area(s) they checked the most Transferable Skills.

Have them look at the related Holland Type in the right-hand column.

Do any of their preferred Transferable Skill types match their Holland Type?

There may be a connection between what you like to do (interest) and what you can do (Transferable Skill).