Services at a Glance...

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Class, Club, and Community Presentations
CANNONLink Online Job Listings and Web-based Recruitment Service
Cover Letter and Resume Development and Critiques
Mock Interviews
Employer and Military Recruitment
Career and Personality Inventories
Job Shadowing Connections
Career Fairs
Resource Room and Materials

TRANSFERABLE SKILLS

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Defining Your Skills

Sometimes it is difficult to find the words to identify our skills. When we write a resume, for example, we try to recall a specific skill we possess and it takes time to put those skills on paper in the appropriate words.

The attached information can help you identify specific skill areas. You probably possess most of these skills but you just don't realize it. If you find that you are lacking any of these skills, take some time to refine the skills you do have, and work to develop the skills that you need. All of these skills will be useful to you throughout your life.

For the purpose of this booklet, most of these skills you will read about are defined as “Transferable” Skills. You will, however, hear these skills referred to in other ways as well. Read ahead to learn more about some of the diverse skill sets that exist.
WHAT ARE TRANSFERABLE SKILLS

Transferable Skills are functional abilities that are required in many different problem-solving and task-oriented situations; at work, home, or play. Transferable Skills can be acquired through informal life experiences or formal education and training, and they can be transferred from one setting to another. Although the specific subject matter of academic disciplines is often a means for developing or refining these skills, the application of these skills is not dependent on the mastery of an academic discipline. Transferable skills are interdisciplinary abilities involving many areas of human development (e.g., cognitive, affective, social, psychological, and moral development).

There are typically nine clusters of skills that are recognized as essential in a variety of careers and other activities.

I. Information Management Skills: ability to...

A. sort data and objects
B. compile and rank information
C. apply information creatively to specific problems or tasks
D. synthesize facts, concepts and principles
E. understand and use organizing principles
F. evaluate information against appropriate standards

II. Design and Planning Skills: ability to...

A. identify alternative courses of action
B. set realistic goals
C. follow through with a plan or decision
D. manage time effectively
E. predict future trends and patterns
F. accommodate multiple demands for commitment of time, energy, and resources
G. assess needs
III. Research and Investigation Skills: ability to...

A. use a variety of sources of information
B. apply a variety of methods to test the validity of data
C. identify problems and needs
D. design an experiment, plan or model that systematically defines a problem
E. identify information sources appropriate to special needs or problems
F. formulate questions relevant to clarifying a particular problem, topic or issue

IV. Communication Skills: ability to...

A. listen with objectivity and paraphrase the content of a message
B. use various forms and styles of written communication
C. speak effectively to individuals and groups
D. use media formats to present ideas imaginatively
E. express one’s needs, wants, opinions and preferences without offending the sensitivities of others
F. identify and communicate value judgments effectively
G. describe objects or events with a minimum of factual errors
H. convey a positive self-image to others

V. Human Relations and Interpersonal Skills: ability to...

A. keep a group “on track” and moving toward the achievement of a common goal
B. maintain group cooperation and support
C. delegate tasks and responsibilities
D. interact effectively with peers, superiors, and subordinates
E. express one’s feelings appropriately
F. understand the feelings of others
G. use argumentation techniques to persuade others
H. make commitments to people
I. be willing to take risks
J. teach a skill, concept or principle to others
K. analyze behavior of self and others in group situations
L. demonstrate effective social behavior in a variety of settings
   and under different circumstances
M. work under time and environmental pressures

VI. Critical Thinking Skills: ability to...

A. identify quickly and accurately the critical issues when making a
decision or solving a problem
B. identify a general principle that explains inter-related
   experiences or factual data
C. define the parameters of a problem
D. identify reasonable criteria for assessing the value or
   appropriateness of an action or behavior
E. adapt one’s concepts and behavior to changing conventions
   and norms
F. apply appropriate criteria to strategies and action plans
G. take given premises and reason to their conclusion
H. create innovative solutions to complex problems
I. analyze the interrelationships of events and ideas from several
   perspectives

VII. Management and Administration Skills: ability to...

A. analyze tasks
B. identify people who can contribute to the solution of a problem
   or task
C. identify resource materials useful in the solution of a problem
D. delegate responsibility for completion of a task
E. motivate and lead people
F. organize people and tasks to achieve specific goals
VIII. Valuing Skills: ability to...

A. assess a course of action in terms of its long-range effects on the general human welfare
B. make decisions that will maximize both individual and collective good
C. appreciate the contributions of art, literature, science, and technology to contemporary society
D. identify one's own values
E. assess one's values in relation to important life decisions

IX. Personal/Career Development Skills: ability to...

A. analyze, and learn from life experiences--both one's own and others'
B. relate the skills developed in one's environment (e.g., school) to the requirements of another environment (e.g., work)
C. match knowledge about one's own characteristics and abilities to information about job or career opportunities
D. identify, describe, and assess the relative importance of one's needs, values, interests, strengths, and weaknesses
E. develop personal growth goals that are motivating
F. identify and describe skills acquired through formal education and general life experience
G. identify one's own strengths and weaknesses
H. accept and learn from negative criticism
I. persist with a project when faced with failure unless it is clear that the project cannot be carried out or is not worth the time or effort needed to complete it
J. recognize when a project cannot be carried out or is not worth the time or effort required to complete it
K. generate trust and confidence of one's actions
L. take risks
M. accept the consequences of one's actions
N. "market" oneself to prospective employers
SOFT AND HARD SKILLS

Also included in the category of skills that are “transferable,” are skills we refer to as “Soft” and “Hard” Skills. You may recognize these skills as some were previously identified in the nine clusters of skills essential for career building.

Soft Skills are the Soft Skills are the Non-Technical Skills necessary for the success in the workplace. You may also hear that some Soft Skills are referred to as transferable. Some of these skills include: Interpersonal Skills; Human Relations Skills; Professional Social Skills; Organizational Management Skills; Time Management Skills; Critical Thinking Skills; Problem Solving Skills

Hard Skills are not as “transferable” as Soft Skills. They are more closely associated with a specific discipline of study, or career field. Hard Skills are the Technical Skills necessary for the success in the workplace. These are also referred to as Content-Specific Skills. Some of these skills include: Pharmacy Skills; Biology Skills; Architecture Skills; Computer Skills; Math Skills; Therapeutic Skills; Teaching Skills; Graphic Design Skills

We have also included other action verbs and key skill areas which help define various skill sets.

There are also two Transferable Skills Checklists to help you with your skill identification.
**TRANSFERABLE SKILLS CHECKLIST**

The skills that will be most important to you have been identified. They are called **transferable skills** because they will be useful in almost any situation.

No one has these skills to the extent that he or she is completely satisfied. Most people will find themselves highly competent in some areas, and not as competent in others.

This list is intended to be used as a tool for use in recognition of stages of development. It may also be useful in identifying areas in which courses should be chosen.

Rate yourself on this scale (1 is low, 10 is high) then discuss this list.

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<thead>
<tr>
<th>Rating (Circle One)</th>
<th>Low</th>
<th>High</th>
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1. Effectively communicate (i.e. clearly explains both orally and in writing).
2. Demonstrate an ability to think critically (i.e., plans ahead carefully to include possible changes, makes necessary decisions).
3. Demonstrate problem-solving skills (i.e., recognizes possible problems in a situation, begins to work them out in planning).
4. Demonstrate an ability to make decisions (i.e., does things without constantly being told).
5. Shows capacity to grow by dealing maturely with new experiences (i.e., looks forward to new experiences or responsibilities).
6. Express personal opinions in a constructive and informational manner (i.e., have skills for participation in discussion).
7. Demonstrate leadership skills (i.e., takes charge, develops ideas, chooses the right people to get the job done).
8. Is responsible and dependable (i.e., shows up on time to get the job done).
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<td>Low 1 2 3 4 5 6 7 8 9 10</td>
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<td>9.</td>
<td>Get along well with others (i.e., gets along well with fellow workers).</td>
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<td>10.</td>
<td>Reflect self-confidence (i.e., volunteers for new assignments, makes decisions easily).</td>
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<td>11.</td>
<td>Understand the environment (i.e., knows about social, cultural, physical, and biological factors in human life).</td>
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<tr>
<td>12.</td>
<td>Demonstrate an awareness of creative contributions of our and other cultures (i.e., is acquainted with literature, art, music, and with other races and religions).</td>
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