

Transferable Skills Checklist

First, mark the spaces next to each skill as follows:

☺ = if you have the skill, and like it or it is life-giving

X = if you have the skill, but don't like it or it drains you

• = if you have the skill but are indifferent; you don't like or dislike it

Leave blank if you do not possess the skill

** = if you do not possess the skill but want to learn it*

Communication Skills

- | | |
|---|--|
| <input type="checkbox"/> speaking effectively | <input type="checkbox"/> providing appropriate feedback |
| <input type="checkbox"/> writing clearly and concisely | <input type="checkbox"/> negotiating |
| <input type="checkbox"/> listening attentively and objectively | <input type="checkbox"/> perceiving nonverbal messages |
| <input type="checkbox"/> expressing ideas | <input type="checkbox"/> persuading |
| <input type="checkbox"/> facilitating group discussion | <input type="checkbox"/> reporting information |
| <input type="checkbox"/> interviewing | <input type="checkbox"/> describing feelings |
| <input type="checkbox"/> editing | <input type="checkbox"/> public speaking |
| <input type="checkbox"/> responding appropriately to +/- feedback | <input type="checkbox"/> using various styles of written communication |
| <input type="checkbox"/> using various media to present ideas imaginatively | <input type="checkbox"/> conveying a positive self image to others |

Research/Planning/Investigation

- | | |
|---|---|
| <input type="checkbox"/> forecasting/predicting | <input type="checkbox"/> analyzing |
| <input type="checkbox"/> creating ideas | <input type="checkbox"/> developing evaluation strategies |
| <input type="checkbox"/> identifying problems | <input type="checkbox"/> testing validity of data |
| <input type="checkbox"/> imagining alternatives | <input type="checkbox"/> designing an experiment or model |
| <input type="checkbox"/> identifying resources | <input type="checkbox"/> formulating questions |
| <input type="checkbox"/> gathering information | <input type="checkbox"/> making conclusions |
| <input type="checkbox"/> solving problems | <input type="checkbox"/> conceptualizing |
| <input type="checkbox"/> setting goals | <input type="checkbox"/> observing and discovering |
| <input type="checkbox"/> extracting important information | <input type="checkbox"/> defining needs |

Human Relations/Interpersonal

- | | |
|---|--|
| <input type="checkbox"/> developing rapport | <input type="checkbox"/> being patient |
| <input type="checkbox"/> being sensitive | <input type="checkbox"/> interacting effectively with peers, superiors, and subordinates |
| <input type="checkbox"/> listening | <input type="checkbox"/> persuading others |
| <input type="checkbox"/> conveying feelings | <input type="checkbox"/> being willing to take risks |
| <input type="checkbox"/> providing support for others | <input type="checkbox"/> teaching/instructing others |
| <input type="checkbox"/> motivating | <input type="checkbox"/> demonstrating effective social behavior |
| <input type="checkbox"/> sharing credit | <input type="checkbox"/> perceiving feelings and situations |
| <input type="checkbox"/> helping others | <input type="checkbox"/> delegating with respect |
| <input type="checkbox"/> counseling | <input type="checkbox"/> working with diversity or multi-cultural issues |
| <input type="checkbox"/> cooperating | <input type="checkbox"/> keeping a group "on track" |

Work Survival

- | | |
|---|--|
| <input type="checkbox"/> implementing decisions | <input type="checkbox"/> meeting goals |
| <input type="checkbox"/> cooperation | <input type="checkbox"/> enlisting help |
| <input type="checkbox"/> enforcing policies | <input type="checkbox"/> accepting responsibility |
| <input type="checkbox"/> being punctual | <input type="checkbox"/> setting and meeting deadlines |
| <input type="checkbox"/> managing time and stress | <input type="checkbox"/> organizing |
| <input type="checkbox"/> attending to detail | <input type="checkbox"/> making decisions |
| <input type="checkbox"/> working effectively under pressure | <input type="checkbox"/> seeking opportunities for professional development |
| <input type="checkbox"/> taking initiative in job-related duties | <input type="checkbox"/> evaluating personal and professional strengths and weakness |
| <input type="checkbox"/> discerning appropriate behaviors for the workplace | |

Transferable Skills Checklist

Organization/Management/Leadership/Decision Making

- | | |
|--|--|
| <input type="checkbox"/> initiating new ideas and tasks
<input type="checkbox"/> handling details
<input type="checkbox"/> coordinating tasks
<input type="checkbox"/> coaching/mentoring
<input type="checkbox"/> counseling
<input type="checkbox"/> managing conflict
<input type="checkbox"/> motivating and leading people
<input type="checkbox"/> organizing people/tasks to achieve a specific goal

<input type="checkbox"/> following up with others to evaluate progress
<input type="checkbox"/> conducting meetings
<input type="checkbox"/> giving praise and credit to others for a job well done
<input type="checkbox"/> solving problems/mediating
<input type="checkbox"/> taking risks
<input type="checkbox"/> implementing sound decisions | <input type="checkbox"/> managing groups
<input type="checkbox"/> delegating responsibility
<input type="checkbox"/> teaching/instructing
<input type="checkbox"/> promoting change
<input type="checkbox"/> selling ideas or products
<input type="checkbox"/> making decisions with others
<input type="checkbox"/> analyzing tasks
<input type="checkbox"/> identifying people who can contribute to solutions of problems or tasks
<input type="checkbox"/> facilitating brainstorming activities
<input type="checkbox"/> developing goals for an organization
<input type="checkbox"/> prioritizing tasks
<input type="checkbox"/> encouraging and inspiring
<input type="checkbox"/> negotiating agreements
<input type="checkbox"/> taking responsibility for decisions |
|--|--|

Financial Management

- | | |
|---|---|
| <input type="checkbox"/> developing a budget accurately estimating expenses and income
<input type="checkbox"/> keeping accurate and complete financial records
<input type="checkbox"/> accounting
<input type="checkbox"/> assessing
<input type="checkbox"/> investing | <input type="checkbox"/> ensuring timeliness of payments

<input type="checkbox"/> fundraising
<input type="checkbox"/> calculating
<input type="checkbox"/> projecting/forecasting |
|---|---|

Critical Thinking/Problem Solving

- | | |
|---|--|
| <input type="checkbox"/> anticipating problems before they occur
<input type="checkbox"/> defining problems and indentifying possible causes
<input type="checkbox"/> indentifying possible solutions and selecting the most appropriate ones
<input type="checkbox"/> creating innovative solutions to complex problems | <input type="checkbox"/> involving group members to evaluate solutions
<input type="checkbox"/> developing plans to implement solutions
<input type="checkbox"/> multi-tasking

<input type="checkbox"/> identifying a general principle that explains interrelated experience |
|---|--|

Second, relate your transferable skills to your previous experiences. Fill out five skills and list an example of when, how, or why you used them. This is the beginning of a resume bullet!

Skill	Example
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

Finally, schedule an appointment with the [COVE Career Center via Handshake](#) to review the implications of your transferable skills!