

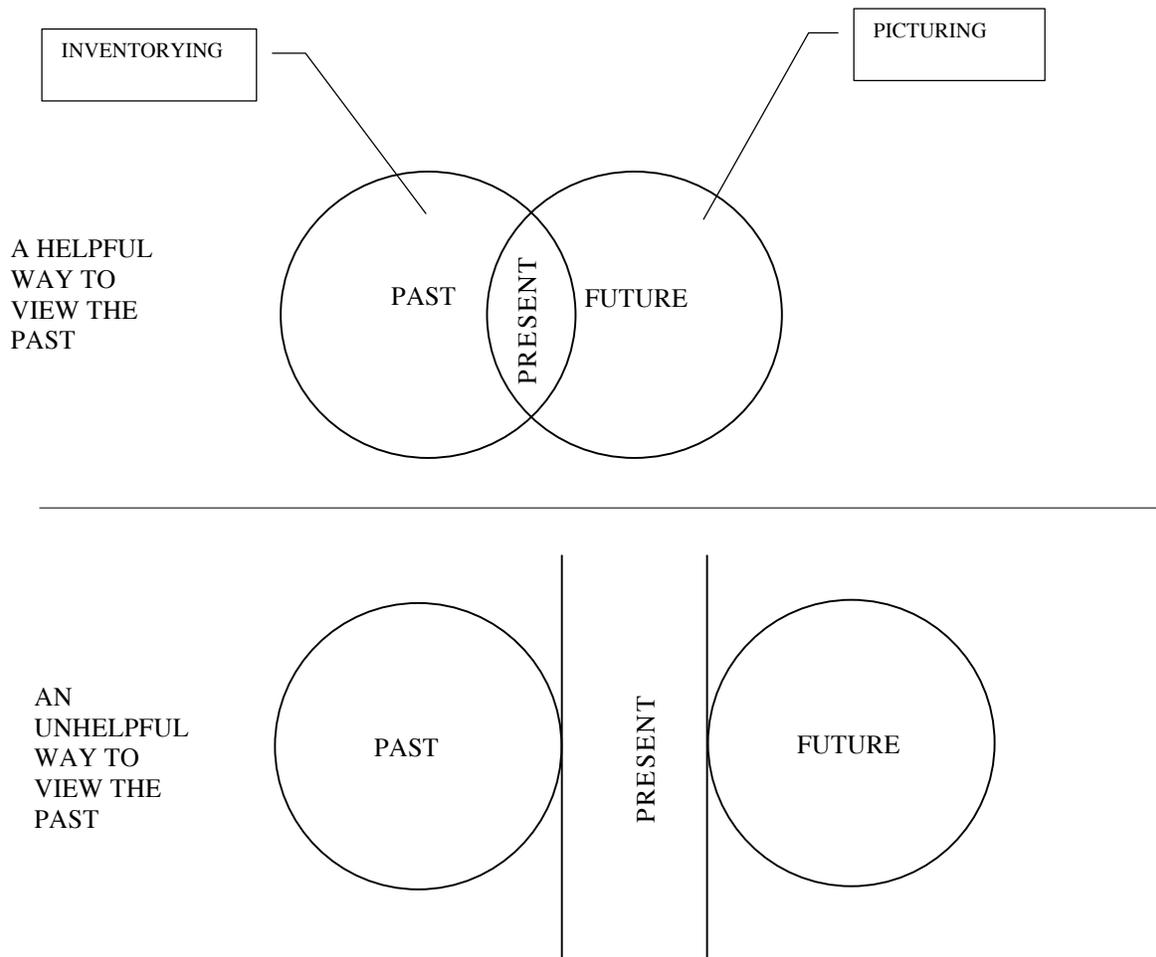
Name: \_\_\_\_\_

# ANALYSIS OF SKILLS

*Getting in touch with accomplishments*

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In order for you to picture the future most clearly and make choices in the present, it is important to inventory the past. Many people neglect to draw from their immediate past experiences and accomplishments in order to determine how they are already, in some very significant ways, prepared for future career options.



These worksheets are designed to help you get in touch with past accomplishments and gain an overview of your life in terms of significant achievements. As you list your accomplishments, choose those in which you were active and exercised some initiative. Do not choose things that you passively received, rather, choose achievements that you actively brought about through effort on your own part.



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Arrange your list of 25 accomplishments in the categories below. Enter additional accomplishments as they come to mind.

FAMILY LIFE AND PERSONAL

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AVOCATIONAL AND RECREATIONAL

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JOB/PROFESSION

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ACADEMIC

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COMMUNITY ACTIVITIES

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An important part of career and life planning is identifying your skills. All skills can be divided into three major categories or families, which are described below.

The task of identifying your skills is crucial, since it will enable you not only to evaluate where you are now in terms of career appropriateness, but also to determine options as well. It can be one way to resolve a feeling of being trapped or locked into your present job. Seeing alternatives for your particular cluster of skills can be freeing.

The following comparisons may help you to distinguish more carefully among the three families of skills as you do your skill analysis.

FUNCTIONAL SKILLS	SPECIAL KNOWLEDGE SKILLS	ADAPTIVE BEHAVIOR SKILLS
<ul style="list-style-type: none"> <li>• Use verbs</li> <li>• Are based on aptitudes</li> <li>• Are acquired as natural-born talent, refined by experience and education</li> <li>• Are related to PEOPLE, DATA and THINGS, and transferable from one job or profession to another</li> </ul>	<ul style="list-style-type: none"> <li>• Use nouns</li> <li>• Are based on personal experience and preference</li> <li>• Are acquired by study, professional or technical training</li> <li>• Are related to performing a special job in a particular field or profession</li> </ul>	<ul style="list-style-type: none"> <li>• Use adjectives</li> <li>• Are based on temperament</li> <li>• Are acquired in early years among family, peers, school; or later in life by intensive education</li> <li>• Are related to self-management in terms of space, time, authority, impulse control, dress, etc.</li> </ul>

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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

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

As you begin your skill analysis, your task will be to choose a significant achievement in which you were active and accomplished something satisfying. You will need to write specifically what you did and how you did it. From your list of significant accomplishments, choose the five most important ones – those that will be most helpful to you in analyzing your skills. If you find it difficult to identify significant accomplishments, think in terms of things you have done that you very much enjoyed, are glad you did, feel you did well and are proud to have done.

Use the attached sheets to describe specifically what you did and how you did it. When you have completed writing the first accomplishment, go back over what you have written and identify the skills you have used from the three families of skills (see page 5). Note them in the margins. Do this before writing about the next accomplishment, since it will help you in developing the next one. Do not worry about having an exact and clear understanding of the distinctions between the three families of skills at this stage. This will become clearer as you continue to work through the process with your counselor.

#### TOP FIVE ACCOMPLISHMENTS

#1

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#2

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#3

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#4

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#5

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In identifying the skills used in each of your accomplishments, please also consider why the accomplishment was so significant to you. Don't hesitate to write about feelings. What abilities, expertise and/or know-how did you use most effectively in each accomplishment? Use the three categories described on page 5 to help you identify the specific skills involved. Looking back, what abilities, expertise and/or know-how do you wish you might have used to make the accomplishment more meaningful? Is there anything else you feel about this accomplishment?

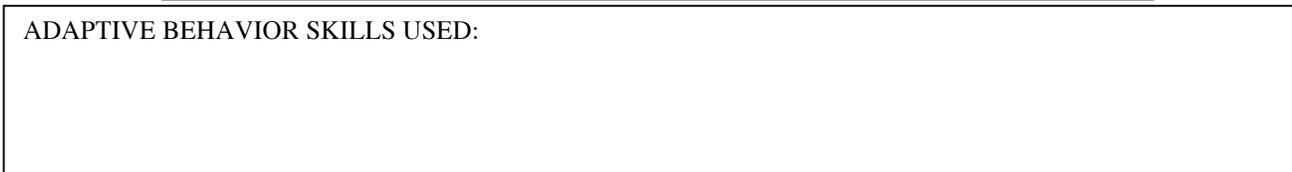
SIGNIFICANT ACCOMPLISHMENT # 1 \_\_\_\_\_.

FUNCTIONAL  
SKILLS USED:

KNOWLEDGE  
SKILLS USED:



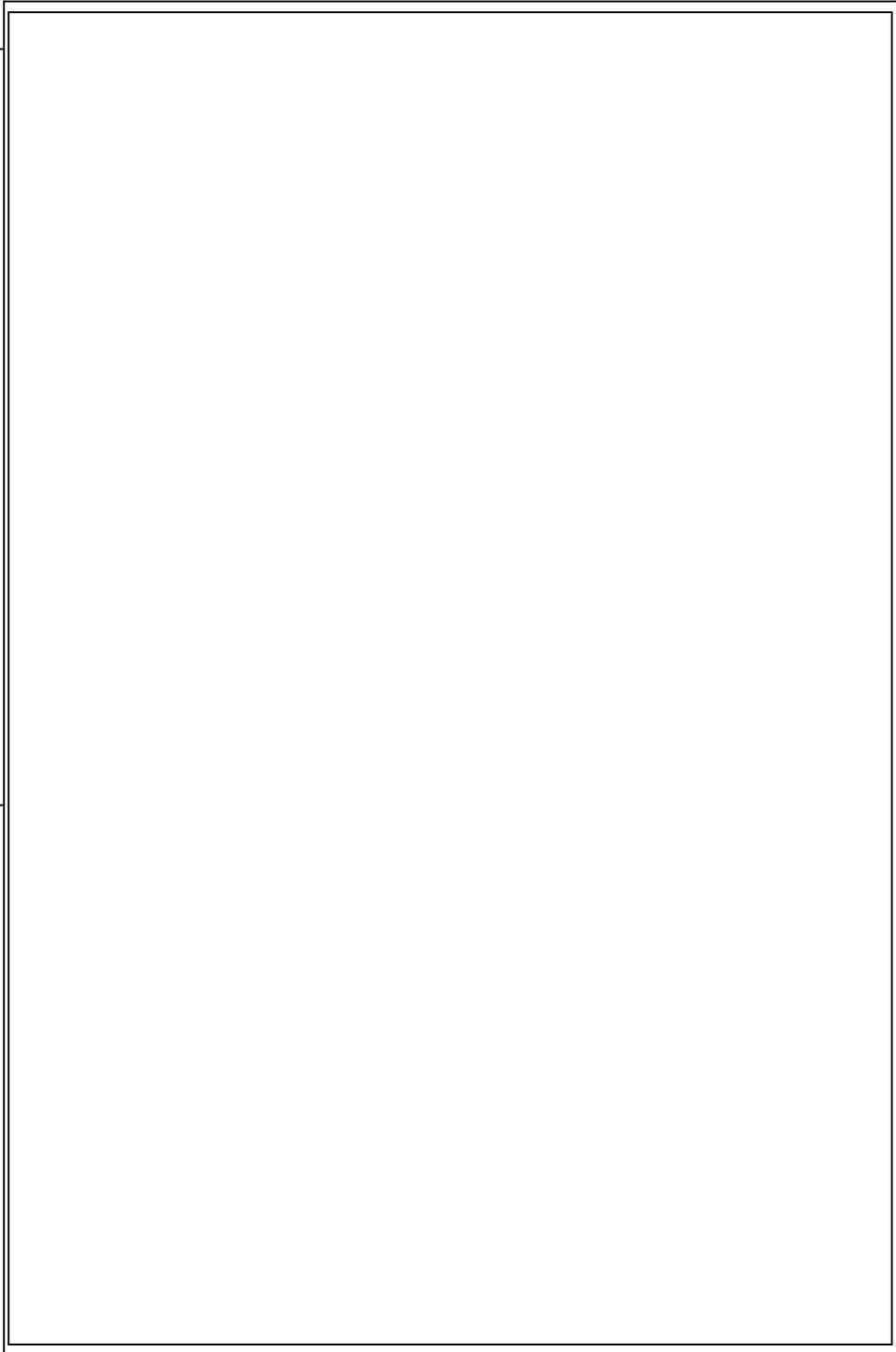
ADAPTIVE BEHAVIOR SKILLS USED:



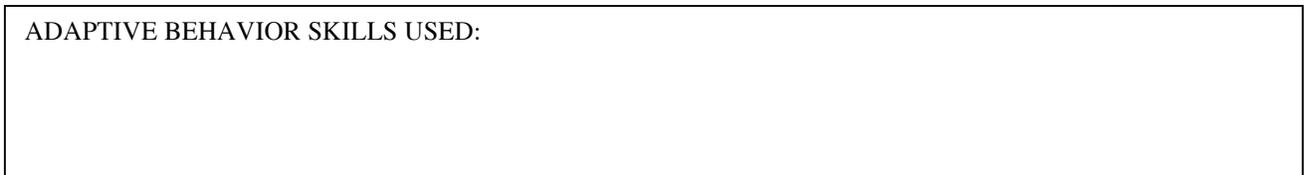
SIGNIFICANT ACCOMPLISHMENT # 2 \_\_\_\_\_.

FUNCTIONAL  
SKILLS USED:

KNOWLEDGE  
SKILLS USED:



ADAPTIVE BEHAVIOR SKILLS USED:



SIGNIFICANT ACCOMPLISHMENT # 3 \_\_\_\_\_.

FUNCTIONAL  
SKILLS USED:

KNOWLEDGE  
SKILLS USED:

A large, empty rectangular box with a double-line border, intended for a detailed description of the significant accomplishment.

ADAPTIVE BEHAVIOR SKILLS USED:

An empty rectangular box with a single-line border, intended for listing adaptive behavior skills used.

SIGNIFICANT ACCOMPLISHMENT # 4 \_\_\_\_\_.

FUNCTIONAL  
SKILLS USED:

KNOWLEDGE  
SKILLS USED:

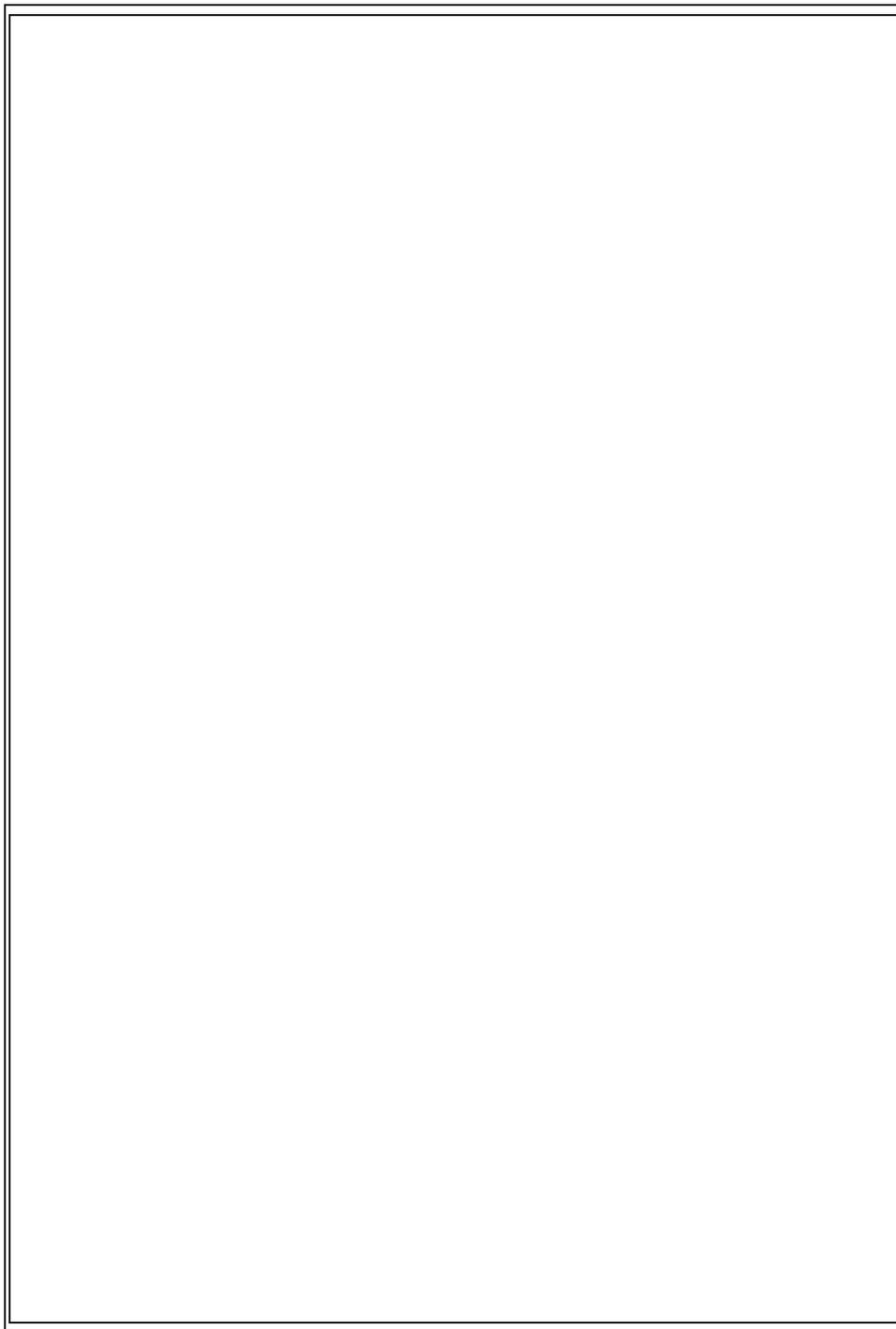
A large, empty rectangular box with a double-line border, intended for a detailed description of the significant accomplishment.

ADAPTIVE BEHAVIOR SKILLS USED:

An empty rectangular box with a single-line border, intended for listing adaptive behavior skills used.

SIGNIFICANT ACCOMPLISHMENT # 5 \_\_\_\_\_.

FUNCTIONAL SKILLS USED:



KNOWLEDGE SKILLS USED:

ADAPTIVE BEHAVIOR SKILLS USED: