

Activity 4. Skills Audit

Activity a

This activity is designed to help you evaluate your current strengths in relation to key skills. Work your way through the audit and answer each question. Select the number you consider is an honest reflection of your skill in that area at this time. You should keep the audit and reflect upon this as your skills develop.

When preparing and giving an oral presentation are you:

1. Able to gather the relevant information in a concise way?

(Low) 1 2 3 4 5 6 7 (high)

2. Aware of the target audience, i.e. what level to direct the technical content of your talk to?

(Low) 1 2 3 4 5 6 7 (high)

3. Able to maximise the use of any available visual aids?

(Low) 1 2 3 4 5 6 7 (high)

4. Able to deliver your talk using a clear confident voice so all of the audience can hear and understand you?

(Low) 1 2 3 4 5 6 7 (high)

5. Sound interested and enthusiastic about your topic?

(Low) 1 2 3 4 5 6 7 (high)

6. Find you do not get worried at the thought of standing in front of others to give a presentation?

(Low) 1 2 3 4 5 6 7 (high)

What opportunities might you have, either during your course, as part of a club or society member, doing part time work or by volunteering, to practice and develop these skills?

When undertaking group work do you:

1. Contribute fully to all of the group discussions?

(Low) 1 2 3 4 5 6 7 (high)

2. Feel you are able to naturally lead the group?

(Low) 1 2 3 4 5 6 7 (high)

3. Listen to everyone's opinion and encourage all members of the group to contribute fully?

(Low) 1 2 3 4 5 6 7 (high)

4. Come away from group discussions feeling you were confident enough to voice your opinion, even if this was a different view to the rest of the group?

(Low) 1 2 3 4 5 6 7 (high)

5. Offer to take on extra responsibilities and work for the group?

(Low) 1 2 3 4 5 6 7 (high)

What opportunities might you have, either during your course, as part of a club or society member, doing part time work or by volunteering, to practice and develop these skills?

When undertaking written work do you:

1. Present the material in a clear and concise way?

(Low) **1 2 3 4 5 6 7** (high)

2. Begin the work without a clear understanding of what the major points should be?

(Low) **1 2 3 4 5 6 7** (high)

3. Spend time ensuring the format and order of the work is both consistent and logical?

(Low) **1 2 3 4 5 6 7** (high)

4. Write the material with the reader in mind?

(Low) **1 2 3 4 5 6 7** (high)

5. Include illustrations and diagrams where appropriate to expand on the written text?

(Low) **1 2 3 4 5 6 7** (high)

What opportunities might you have, either during your course, as part of a club or society member, doing part time work or by volunteering, to practice and develop these skills?

When dealing with problems do you:

1. Logically work through a problem to reach a conclusion?
(Low) **1 2 3 4 5 6 7** (high)

2. Refuse to feel dispirited when the solution to the problem is not readily apparent?
(Low) **1 2 3 4 5 6 7** (high)

3. Adapt and apply rules/applications from other situations that may be relevant to this problem?
(Low) **1 2 3 4 5 6 7** (high)

4. Make full use of available resources in order to reach an answer?
(Low) **1 2 3 4 5 6 7** (high)

5. Discard any irrelevant information in order to focus on the directly relevant facts?
(Low) **1 2 3 4 5 6 7** (high)

What opportunities might you have, either during your course, as part of a club or society member, doing part time work or by volunteering, to practice and develop these skills?

Activity b

You should discuss with your group one example of a problem that you felt you were able to resolve. This doesn't have to be connected to your course but can be from any aspect of your life. For example, it could be an issue with your house mates, something connected to work experience or any club activities. It may be a problem that you had to resolve alone or which was connected to something that only affected you.

As each member of your group describes a particular event you should make a list of the key words that describe that event. At the end of the account you should each read out the list before giving the person that list to keep.

Example

Roger, Steve and Gary share a house. Roger feels it's unfair that Steve makes frequent long distance calls and yet all three of them share the bill equally. At a house meeting to discuss the bills, the situation becomes heated and Roger and Steve begin to argue. Gary is able to calm the situation by suggesting that although they had agreed to split all of the bills equally when they first moved into the house clearly Steve is making almost all of the expensive calls. Gary suggests that as Steve doesn't make any local calls he shouldn't pay towards this part of the bill, instead he should pay only for his long distance calls and a third share of the line rental. The extra cost of having itemised billing will be shared equally between the three of them.

Some of the skills Gary showed he had in this situation were,

- Keeping calm in difficult circumstances
- Effective mediate
- Good listening skills
- Logical thinking
- Problem solving
- Being able to appreciate other peoples views

Meta data

The following table describes information about this resource (meta data) which is also used to locate the resource using search tools. Please note the terms and conditions of use under the Creative Commons licence associated with the use of this resource.

| | |
|--------------------------------|--|
| Author (s) | Della Grice, UK Physical Sciences Centre |
| Owner (s) | University of Hull |
| Title | Skills audit exercise |
| Classification | F900 X220 |
| Keywords | ukoer, sfsoer, employability, quiz, career progression |
| Description | This resource is student activity 4 as part of a broader resource called the Employability Resource Pack. There is a brief tutor guide to accompany this resource. |
| Creative Commons license (url) | http://creativecommons.org/licenses/by-nc-sa/2.0/uk/ |
| Language | English |
| File size | 87Kb |
| File format | Word 2007 |



This work is licensed under the Creative Commons Attribution-Non-Commercial-Share Alike 2.0 UK: England & Wales License. To view a copy of this licence, visit <http://creativecommons.org/licenses/by-nc-sa/2.0/uk/> or send a letter to Creative Commons, 171 Second Street, Suite 300, San Francisco, California 94105, USA.