## Transferable Skills

Transferable skills are verbs and describe what an individual can do with people, things, information and/or ideas. Creative thinking, problem solving, negotiating, organizing, designing and making decisions are all examples of transferable skills. "Transferable" means that these skills can be used in a variety of occupational settings.

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### Information Management Skills:

- sorting data and objects; compiling and ranking information
- applying information creatively to specific problems or tasks
- synthesizing facts, concepts and principles
- understanding and using organizing principles
- evaluating information against appropriate standards
**Design and Planning Skills:**
- identifying alternative courses of action
- setting realistic goals
- following through with a plan of decision
- managing time effectively
- predicting future trends and patterns
- accommodating multiple demands for commitment of time, energy and resources

**Research and Investigation Skills:**
- using a variety of sources of information
- applying a variety of methods to test the validity of data, identifying problems and needs
- designing an experiment, plan or model that systematically defines a problem
- identifying information sources appropriate to special needs or problems
- formulating questions relevant to clarifying a particular problem, topic or issue

**Communication Skills:**
- listening with objectivity and paraphrasing the content of a message
- using various forms and styles of written communication
- speaking effectively to individuals and groups
- using media formats to present ideas imaginatively
- expressing one’s needs, wants, opinions, and preferences without violating the rights of others
- identifying and communicating value judgments effectively
- describing objects or events with a minimum of factual errors
- conveying a positive self image to others

**Human Relations and Interpersonal Skills:**
- keeping a group "on track" and moving toward the achievement of a common goal
- maintaining group cooperation and support
- delegating tasks and responsibilities
- interacting effectively with peers, superiors and subordinates
- understanding the feelings of others
- using argumentation techniques to persuade others
- teaching a skill, concept, or principle to others
- analyzing behavior of self and others in group situations
- demonstrating effective social behavior in a variety of settings and under different circumstances
- working under time and environmental pressures

**Critical Thinking Skills:**
- identifying quickly and accurately the critical issues when making a decision or solving a problem
- identifying a general principle that explains related experiences or factual data
- defining the parameters of a problem
- identifying reasonable criteria for assessing the value or appropriateness of an action or behavior
- adapting one’s concepts and behavior to changing conventions and norms
• applying appropriate criteria to strategies and action plans
• taking given premises and reasoning to their conclusion
• creating innovative solutions to complex problems
• analyzing the interrelationships of events and ideas from several perspectives

Management and Administration Skills:
• analyzing tasks
• identifying people who can contribute to the solution of a problem or task
• identifying resource materials useful in the solutions of a problem
• delegating responsibility for completion of a task
• motivating and leading people
• organizing people and tasks to achieve specific goals

Valuing Skills:
• assessing a course of action in terms of its long range effects on the general human welfare
• making decisions that will maximize both individuals and collective good
• appreciating the contributions of art, literature and science technology to contemporary society
• identifying one’s own values
• assessing one’s values in relation to important life decisions

Personal/Career Development and Learning Skills:
• analyzing and learning from experience--both one’s own and the experience of others
• relating the skills developed in one environment (e.g. school) to the requirement of another environment (e.g. work)
• matching knowledge about one’s own characteristics and abilities to information about job or career opportunities
• identifying, describing and assessing the relative importance of one’s own needs, values, interests, strengths and weaknesses
• developing personal growth goals that are motivating
• identifying and describing skills acquired through formal education and general life experience
• identifying one’s strengths and weaknesses
• accepting and learning from negative criticism
• persisting 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 to complete it
• recognizing when a project cannot be carried out or is not worth the time or effort to complete it
• generating trust and confidence in others

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Please call to schedule an appointment with a career counselor or advisor