

Skills audit

This activity helps you to identify and assess your current skills, as well as any gaps between the skills you currently possess and what you'll need to function effectively in your next professional role.

For each skill, decide whether you can confidently perform the task listed, are still developing your ability to do so, or are not confident performing that task at all. Focus on developing the tasks you have ticked as 'Not Confident' in your next professional experience.

Going through this process inevitably asks you to reflect on your experience and think of examples, in which you have shown these skills. This reflective process is useful when writing applications and going for interview, because employers want you to 'prove' that you *can do the job* by discussing examples.

How well developed are your skills?

	Confident	Still developing	Not confident
Communication			
I can express myself and my ideas clearly when speaking and in writing		X	
I change my language and how I communicate to suit the understanding of my target audience	X		
I can write in a variety of formats, changing my style relevant to the context and purpose		X	
I can create visually engaging material to present data and communicate my message	X		
I give my full attention to others when they are speaking to me and ask for clarification when needed		X	
I can present a well-structured and evidenced argument orally or in writing		X	
I ask questions to make sure my message was received the way I intended		X	
I can communicate in a foreign language (in writing and verbally)			X
I possess high level literacy skills	X		

	Confident	Still developing	Not confident
Teamwork			
I enjoy working as part of a team	X		
I enjoy discussing ideas and brainstorming possible solutions to problems as part of a group		X	
When in a group discussing a topic that I have extensive knowledge of, I prefer to take a leadership role	X		
I can plan and make decisions using others' input	X		
I am willing to do what is necessary to achieve team goals, even if I don't entirely agree with the process		X	

	Confident	Still developing	Not confident
Problem solving & Analytical skills			
I am able to develop practical solutions to problems		X	
I am good at evaluating situations, especially for feasibility and quality		X	
I can work as part of a team to brainstorm solutions to problems	X		
I am able to identify potential problems in plans and projects	X		
Given several options, I can choose the most appropriate strategy to solve problems		X	
I can find the best sources of relevant information		X	
I have the research skills that I need to find and organise relevant information		X	
I am able to independently make judgements about what information is relevant and important to tackle problems		X	
I possess strong numeracy skills		X	

	Confident	Still developing	Not confident
Initiative and enterprise			
I easily adapt to changes and new demands in work or courses		X	
I enjoy brainstorming multiple solutions to problems		X	
When working on a project, I enjoy formulating strategies to meet desired outcomes		X	
I consider myself a creative person and can easily come up with new ideas	X		
I enjoy and am good at taking leadership roles	X		
I recognise gaps or areas for improvement and find new ways to respond to challenges and tackle problems	X		

	Confident	Still developing	Not confident
Organisation & Planning			
I am able to manage my time and priorities by using diaries, setting timelines, and coordinating tasks for myself		X	
I am able to set reasonable goals for myself and meet them		X	
I am able to manage my time by prioritising and scheduling tasks to meet deadlines		X	
I can work logically, sequentially and systematically		X	
I can manage a variety of tasks and projects simultaneously (multitask)		X	
I can keep up-to-date records, logs, and data			X
I can quickly switch between multiple tasks without forgetting what I have completed and what I need to do next, without compromising accuracy		X	
I can flexibly respond to changing priorities		X	

	Confident	Still developing	Not confident
Self-management			
I plan and prioritise my work to meet deadlines and regularly reflect on progress and outcomes		X	
I am open to feedback, and when I receive unfavourable feedback I note areas that may need improvement	X		
I am able to adapt to changing requirements or information, and incorporate those changes into long-term projects		X	
I generally do not rely on meetings with supervisors or managers to keep my work on track	X		
I am able to evaluate my skills and knowledge gaps and take steps to bridge those gaps		X	
I consistently strive to meet quality standards and specifications	X		
I know who to turn to for advice	X		
I make sure I maintain a healthy work-life balance		X	
I am able to collect data to provide evidence of achievement		X	

	Confident	Still developing	Not confident
Learning			
I use a range of resources to help me learn		X	
I actively seek learning opportunities (classes, workshops, etc.) that relate to my career interests	X		
I am open to learning new ideas and techniques to solve problems that I might face	X		
I know how I learn best and try to find situations that suit my learning style	X		
I identify areas of knowledge and skills that I need to develop and seek resources to improve them		X	

	Confident	Still developing	Not confident
Technology			
I can use a word processor to create and edit documents – such as memos, letters, handouts and reports – that effectively communicate information	X		
Drawing on my knowledge of other software, I can quickly learn how to use new programs	X		
I am able to choose the most appropriate media (e.g. multimedia presentations, web pages, reports) to present information, findings or research	X		
I am comfortable using technology in the workplace	X		
I am able to do basic troubleshooting when technology doesn't work the way it should	X		

	Confident	Still developing	Not confident
Specialist Skills			
Relevant industry skill 1 – Approaching different people		X	
Relevant industry skill 2 -			

Prove it!

Employers won't necessarily believe you when you simply state that you have great skills: you need to prove it by providing examples in which you developed your skills.

For this next section, think of your studies, employment, volunteering, student club involvement, community engagement, and other contexts. What are some examples of situations in which you have used your skills?

Use the STAR approach to describe your examples. This is a common way to address selection criteria (included in many application processes) and to answer interview questions. When you use the STAR approach, you provide a complete indication of your skills and level of skills development.

STAR stands for: Situation, Task, Action and Result. In discussing your example, describe a Situation in which you performed a Task, had duties or solved a problem. Then, describe the Actions you took to perform that Task or duties or solved that problem. The Action element is the most important part of your description: these are the transferable skills you take with you from the activity in which you used

and developed your skills to your next opportunity. Finally, include a Result or outcome of your actions.

Communication

Examples of situations that have developed my communication skills include:

For my current job, I work as a receptionist at my local pool. It requires greeting customers when they arrive, answering phone calls, answer emails, process various payments and answering any questions customers might have. By doing this, I have had to improve my communication skills both physically and digitally. Due to the range of people coming into the pool, from young children to the elderly, I have to adjust my communication appropriately to each customer.

Teamwork

Examples of activities I have participated in that have developed teamwork skills include:

As someone who enjoys playing sports, I prefer to be involved with more team sports than individual sports. I love to play touch football and netball, both team sports. Playing in team sports means you are playing with a variety of different people that you need to make connections with as well as work together to set and achieve the same goals. No matter who you play with, you have to learn to respect and trust your teammates as well as identify when you can step up to help out a teammate in need. You learn to develop similar skills together and how to put those skills into action.

Problem solving

Examples of situations that have developed my problem-solving skills include:

I have spent over a year working in events, where no two events were the same. One main example is when we would have last minute adjustments such as dietary needs, seating arrangements and technological issues. We would have limited time to make changes to suit the client's needs, having to find a solution that suited each different situation in a timely manner. Also, as a touch football coach, there has been times where my players have not liked who they played against, specific spectators or even their own teammates. In situations like this, you must be quick to identify these issues and find a solution to the problems. As an example, if teammates are not getting along, I either try to separate them in the drills we are doing or bring everyone together for team building exercises. I do my best not to single anyone out unless it is a major incident. Another example would be during a game, and I notice a specific play or defensive structure not working. I would then either change the players on the field at that time or adjust the structures to suit the style of game being played.

Initiative and enterprise

Examples of times where I have shown initiative and enterprise include:

As a coach, it was my role to make sure that all the kids not only developed from my sessions but enjoyed them as well. When coaching a touch football team, pre-made drills can fall through and not be enjoyed by the team. As a touch football coach, I have had to deal with many different groups of children with varying abilities. When you first walk into a coaching session, you only have a rough idea of what they can do and most of the time, must change your program plans on the spot to suit the children you're working with. Once you start a drill, you quickly get the idea if everyone is enjoying and understanding it. There have been multiple times where pre-made drills are not effective and I have had to change or adapt the drill to suit the age and abilities of the children. As an example, I might be running a drill that includes passing but not all the children are at the same level of passing. Once I identify this, I can firstly change the rules of the drill to suit everybody, such as making the distance smaller or changing the form on the passer. I can then change the next drill before it starts to suit the abilities of all the children.

Planning and organisation

Examples of times that I have successfully planned and organised activities or events include:

When I worked in events, I had the opportunity to develop my planning and organisation skills professionally. To start, I would have to communicate with the client and take down information about the times, specific room, estimated number of attendees, food arrangements and more. From there, I would have to check availabilities, create an estimated cost and communicate with other sectors in the club to organise hospitality and staffing. Once this is done, I would again communicate with the client and finalise as much information as possible. Come the day of the event, I firstly would have to set the room, including adding any decorations, table settings, seating arrangements and any technological devices. Secondly, depending on the size of the event, I would have to coordinate with other staff members and kitchen staff to confirm the times for food delivery as well as when to clean up throughout the even then welcome attendees to the even. As well as this, I would have a colour coordinated checklist and time frame list for all staff to follow. During the event, we would deliver food at specific times, keep in contact with the main client and make any changes necessary. By doing all of these things, we would have a successful event thanks to the planning and organisation I would do behind the scenes.

Self-management

Examples of activities and situations that have developed my self-management skills include:

As someone who plays a lot of sport, is a fulltime university student, has a casual job, a partner and aspirations to travel all the time, managing myself and my time is very important to keep a healthy routine. I must set sensible goals for myself and then prioritise what is important for me to do and at what time. To help me do this, I try to put set events into my shared calendar with my partner. By doing this, I can not only keep track of what I have going on, but what my partner has on which helps us to find

time to spend together. I also reach out to external sources to help me develop my goals, such as an exercise physiologist and a counsellor. Together, we help set achievable goals and work towards them in a healthy way. By using these external sources, I find that it improves my own self-management by having this help rather than not having any help at all.

Using Technology

Examples of times where I have demonstrated my ability to use technology include:

Having worked in various jobs, I have had to adapt to different technologies, such as computer and payment systems. I have had to teach myself how to use a range of software's from Microsoft, WANDA, POS, Eventpro, Tencia, IGT systems as well different devices from tablets, computers, phones and payment machines. By learning how to use these different technologies, I can adapt quickly to different working environments and the technologies they use. For example, at my current workplace we use a online membership system that allows members to scan in and out of the area they are using. If the system decides not to work, I must manually log them in online. Working in an environment where different systems and technologies are at play, I have to learn to be able to adapt quickly, communicate effectively and work in a timely manner.

Learning

Examples of times where I have taken responsibility for my own learning include:

Since starting at the University of Canberra, I have been teaching myself to go outside of my comfort zone. One of the main things for me is developing my learning. As a sports media student, I want to gain as much experience as possible to help improve my knowledge in the sporting industry. To help develop my learning, I have taken up multiple volunteer roles with different sports. These roles include content creation, writing match reports and athlete profiles for different sporting organisations. By doing this, I am using practical methods to help improve my learning capabilities.

Areas for development

Finally, reflecting on your examples and looking back at the table above, identify three skills that you feel are your strengths:

1. Planning and organising activities and events.
2. Initiative and enterprising

3. Teamwork

What three skills would you like to develop?

To answer this question, it may help you to research the industry, organisation and type of job you'd like to have to identify the skills you need and how well developed they need to be.

1. Communication skills

2. Self-management

3. Problem solving and analytical skills