

## CAREER BY DESIGN: SKILLS MODULE

Skills are . . .

- Activities you do well.
- Competencies you have acquired.<sup>1</sup>
- Talents you have developed.

Usually you will develop a skill when you have been rewarded in some way for doing that activity. You might be rewarded in lots of different ways—by money, awards, promotions, approval, your own internal sense of accomplishment, positive feedback, and status. As a result you will keep doing what you are getting kudos for doing well, and become even better at doing those activities.

However, skills are not the primary indicator of career satisfaction, although you may feel really good about doing things well. According to research, skills are not as good a predictor of career effectiveness as are motivating interests.

***But when you put motivating interests and skills together, your work-life is really good.***

Career satisfaction and success come from doing what you love and doing what you do well. In order to have a career by design, you will therefore need to know what you do well—your skills.

This module includes a number of tools to help you identify your skills. First is a SKILLS WORKSHEET. Use the Skills List and Relational Skills List to complete that.

I provided a list of Relational Skills for those of you who work with people to get things done. All too often people adept at using these skills cannot name the skills, undervalue the skills, or find these relational skills are undervalued because their importance and impact in organizations are invisible.

Accurate assessment of skill-ability requires feedback. The [Korn Ferry VOICES 360-Leadership Architect Feedback](#) program is my tool of choice for getting that feedback. Contact me if you're interested in doing that.

If you are exploring career options, you may find the Career Exploration Report from Birkman, and [SkillScan](#) help with that. See the Motivating Interest module for more information about the Career Exploration Report. I provide some information about [SkillScan](#) with its thematic organization that correlates skills to possible occupations at the end of this module.

Skill assessment can be somewhat tricky because you want to do three things:

1. Get an accurate assessment of what skills you have
2. Know how skilled you are with the skills you have, and
3. Know what skills are most useful for the career you have, or wish to have.

The Skills Worksheet on the next page will allow you to self-identify skills you believe you have. In the Best Work Skills Worksheet I guide you through some questions that will help you gain a more objective assessment of whether you have used those skills productively. This is a good start for your skills assessment purpose #1.

For a more accurate assessment of your actual skill level (purpose #2), you will need additional information. To get that information I suggest you:

- ✓ Review your performance reviews.
- ✓ Ask for feedback from your colleagues.
- ✓ Do a 360 feedback assessment, such as the Korn Ferry Leadership 360 Feedback report.

A coach can help you examine your reviews. You can always ask colleagues for feedback. That will help you with the second part of your skills assessment.

For the third part, determining what skills you have or need for a particular job or career—I suggest the Birkman Career Exploration Report, informational interviews with people doing the job you are interested in doing, and/or SkillScan. In this workbook, I do not go into much detail for linking skills to specific jobs or careers, but I do describe SkillScan more near the end of this module.

Note: The skills lists are deliberately broad and inclusive. Some terms may be competencies (a combination of attitude-skill-talent), some talents, some strengths. My intent is to have you choose the terms that resonate most to you for describing you. Whatever words you use, be sure to *FOCUS!* Use no more than five skills for each section.

## SKILLS WORKSHEET 1

A. List 3-5 skills where you have very high interest in this activity (you love doing it) AND you are highly skilled AND it is important to you for your career aspirations.

- 1
- 2
- 3
- 4
- 5

B. List 3-5 skills where you have very high interest in this activity BUT you skills need some improvement (and it may not be important to your career at this time).

- 1
- 2
- 3
- 4
- 5

C. List 3-5 skills where you have very high skill in this activity BUT you do not love doing it. You do it for various reasons and have become good at doing it or even have a natural talent, but you don't LOVE doing it.

- 1
- 2
- 3
- 4
- 5

D. List 3-5 skills that need improvement; you don't really love doing these but they are important for your work and somebody's got to do it.

- 1
- 2
- 3
- 4
- 5

## Skills List

Accounting	Conceptualizing	Fairness
Achiever	Conflict resolution	Farming
Action orientation	Confronting direct reports	Filing
Activator	Connectedness	Finding opportunities
Adaptability	Consistency	Focus
Advising	Constructing	Following through, up
Advocacy	Consulting	Forecasting
Analytical	Convincing	Foreign language
Analyzing	Cooking	Functional-technical skills
Approachability	Coordinating	Fund-raising
Arranger	Counseling	Futuristic
Artistic	Creating images	Gardening
Assembly	Creativity	Gifting time and attention
Attention to detail	Crediting others	Goal setting
Being active outdoors	Critiquing	Growing plants
Belief	Cultural competence	Hand dexterity
Body coordination	Customer focus	Harmony
Bookkeeping	Customer service	Hiring & Staffing
Boss relationships	Dealing with ambiguity	Hiring good people
Brainstorming	Dealing with paradox	Humor
Bringing people together	Debating	Idea generation
Budgeting	Decision quality	Ideation
Building	Decorating	Identifying problems
Building effective teams	Delegating	Imagining, visioning
Building things	Deliberative	Implementing
Business acumen	Demonstrating foresight	Improving
Campaign management	Designing	Including
Career ambition	Determining importance	Individualization
Caring about direct reports	Developer	Influencing others
Caring for others	Developing direct reports	Information management
Categorizing	Developing people	Informing
Change management	Diagnosing	Innovating
Clarifying issues	Directing	Innovation management
Classifying data, information	Directing others	Input
Clear, engaging direction	Discipline	Inspecting
Coaching	Doing skilled work with hands	Installing equipment
Coalition building	Drafting	Instructing
Collaborating	Drawing.	Integrating different ideas
Comfort-higher management	Drive for results	Integrity & trust
Command skills	Editing	Intellection
Communicating graphically	Educating	Intellectual horsepower
Communicating in writing	Empathy	Interpersonal savvy
Communicating verbally	Encouraging	Interviewing
Communicating visually	Entertaining people	Inventing
Communication	Envisioning	Investigating
Compassion	Estimating	Involving
Competition	Ethics and values	Keeping your word
Composing	Evaluating	Leading
Composure	Examining things, ideas	Learner
Computer graphics, animation	Expressing confidence	Learning on the fly
Computing	Expressing ideas	Listening
Conceiving	Facilitating groups	Making a profit

Making decisions	Perspective	Significance
Making judgment calls	Persuasion	Sizing up people
Managerial courage	Planning	Sketching
Managing	Planning events-parties	Standing alone
Managing & measuring work	Playing a musical instrument	Statistical interpretation
Managing conflict	Policy-making	Statistical modeling
Managing diversity	Political savvy	Storytelling, joke telling
Managing negative emotions	Positivity	Strategic
Managing operations	Presentation skills	Strategic agility
Managing people	Prioritizing shared interests	Strategic planning
Managing projects	Priority setting	Studying things, people, animals, ideas, objects
Managing records	Problem solving	Synthesizing
Managing resources	Problem-solving-people	Taking a stand
Managing stress	Process management	Talking
Managing through systems	Producing	Teaching
Managing vision & purpose	Promoting	Team building
Mathematics	Protecting	Technical learning
Maximizer	Public speaking	Testing
Meaning making	Raising-tending animals	Time management
Mentoring	Reading	Timely decision-making
Monitoring	Receiving feedback	TQM/ISO
Motivating others	Expressing optimism	Training
Music	Reconciling	Transcribing
Negotiating	Recording	Treating people as individuals
Observing	Relator	Trusting
Officiating, serving as referee	Repairing	Understanding
Operating equipment	Researching	Understanding others
Organizational agility	Resolving conflict	Updating
Organizing	Respecting others	Using intuition
Organizing people, ideas, info	Restoring	Using numbers
Outdoor-nature skills	Renovating	Using words
Overseeing	Risk taking	Using your expertise
Painting, drawing, cartooning	Scheduling	Visual-motor
Participating in sports	Self-assurance	Visualizing
Patience	Self-development	WOO-Win others over
Peer relationships	Self-knowledge	Work-life balance
Performance evaluations	Selling	Working with animals
Performing	Service	Working with environment
Perseverance	Serving people	Writing
Personal disclosure	Setting goals	Written communications
Personal learning	Setting priorities	

## Relational Skills

*If you are like many of the people I work with, you have and need relational skills but may not know how to articulate them. There is a tendency in business for relational skills to be overlooked, discounted, or lumped into a single category generically referred to as "good with people." So I developed a list of relational skills just for people in that situation. The relational skills listed here are behaviors that will help you describe more specifically what you do when you work with others to accomplish your tasks. Relational skills are skills used to obtain results through working productively with people.*

Adapting—Adjusting to changing tasks, responsibilities, and environments

interactions with others, and recognizing when others are interpreting behavior differently, based on differing cultural backgrounds

Advising—Suggesting or providing professional, technical recommendations

Customer/client care—Providing hospitality and service to internal and external customers that meets or exceeds their expectations

Caring—Concern for the well-being of direct reports, coworkers, clients, colleagues

Developing others—Helping others to enhance their skills, knowledge, and abilities

Celebrating successes and achievements—Making plans to bring people together to acknowledge achievement milestones

Empowering others—Giving people appropriate decision-making authority, enhancing their skills and competencies, and trusting them

Championing people, ideas—Taking actions that move exciting new possibilities (people, products, ideas, services) forward

Encouraging—Helping others think and do for themselves

Coaching—Setting mutual expectations and providing feedback and assistance to enhance individual or group performance

Energizing—Sustaining a high level of activity, energy, concentration about an idea, project, or task over time

Collaborative conflict management—Communicating information in a manner that gains acceptance; maximizing concerns for both self and others; working cooperatively with other team members

Envisioning—Formulating and communicating a compelling vision and direction for a group or organization

Communicating expectations—Letting people know what is important to you in achieving the task, what they must do, and what will be the consequences or results of their behavior

Expressing confidence—Displaying and sharing beliefs that you (all) can do what needs to be done to succeed

Considering people's needs—Paying attention to the needs, abilities, and aspirations of others

Expressing optimism—Assisting people to see setbacks as challenges they can learn from, encouraging them to persist, try out new approaches rather than give up, blame self/others, or get demoralized

Counseling—Understanding feelings, listening impartially, and identifying issues so that people can do what they need to do to cope and be effective

Feedback (giving)—Providing specific, timely, behavior-based information to a person about their work

Crediting others—Giving people credit for ideas (and using their names)

Feedback (receiving)—Asking for, listening to (without defensiveness), and using information to modify/correct actions that would cause you to go off track; graciously using that information as a guide for changing behaviors and creating respectful relationships.

Cultural competency—Demonstrating cultural awareness and sensitivity; being aware of how personal and cultural values/beliefs impact

Gifted time and attention—Spending time teaching, coaching, listening, developing, helping others

Giving clear, engaging direction—Letting team members know what they have to do, discussing why it connects to the mission, and sharing the boundaries/limits

Goal setting—Setting SANE goals: Specific, Actionable, Noticeable results, and Enjoyable; giving people moderate challenges that allow them to accumulate successes, become more confident, enjoy the process and each other, and do their best

Including—Asking for, and using, others' ideas, talents, skills, information on projects; asking inclusive questions

Involving—Asking questions and sharing information in a way that influences the opinions and actions of others; including all stakeholders in decisions, plans, and problem solving

Keeping your word—Doing what you say you will do; delivering what you promised as a reward

Learning—Re-examining key assumptions, questioning when/whether they are appropriate or working, and fixing errors when discovered

Leveraging different perspectives —Openly asking for, listening to, and using different viewpoints; looking at issues, problems, and ideas through various view points

Listening—Giving others your undivided, caring attention (without judgment or agenda) when they are talking to you

Managing negative emotions—Using emotionally difficult situations as a chance to understand what you are feeling, why you are upset, and how you can handle it

Meaning making—Sharing insights and ideas that enhance understanding through written, verbal, visual, musical, storytelling, digital, or other media

Motivating—Letting people know when they have met or exceeded expectations; reinforcing desired behavior through positive feedback

Prioritizing shared interests—Being willing and able to go beyond self-interest for the good of the team

Respecting others—Demonstrating respect for others, and encouraging people's respect for each other

Selling—Giving information in a way that influences the external customer's buying decision or the internal customer's choice to use a product or service

Taking a stand—Sharing your views on controversial issues with conviction, grounded in both personal and organizational values, mission, and purpose

Teaching—Explaining/describing concepts or issues through presentations or discussion

Team building—Bringing together groups of people who are interdependent for a task and then providing clear, engaging direction, inclusive leadership, appropriate influence at the right time, modeling collaboration and team recognition—rewards—celebration so that team members achieve results, learn, and enjoy working together

Treating people as individuals—Paying attention to others as people, rather than as numbers, groups, or "headcount" (as if they are only heads and not whole people)

Trusting—Understanding the importance of being able to rely on each other, telling the truth, allowing people to do delegated tasks without micromanaging, keeping confidences, and being consistent in word, thought, and deed

Using names—Learning, pronouncing correctly, and using people's names (especially effective in conjunction with credit for ideas, positive feedback, and contributions)

Visioning—Exploring exciting possibilities and articulating a compelling view of the future

Win-win negotiating and integrative problem solving, jointly solving problems by blending divergent views so that all parties get what is most important to them

## Invisible Work

In my research with a team of people looking at gender equity issues in organizations, we noticed a tendency for some female leaders to do a great deal of mostly invisible, behind-the-scenes work in order to short-circuit problems, while maintaining a veneer of serenity and graciousness. Ironically, since these women manage to avoid catastrophes, they rarely received recognition or reward for having solved problems . . . since those problems never occurred in the first place! The invisible work was also often invisible to *them*, their coworkers, their peers, as well as their bosses. Their challenge was to get everyone to acknowledge and appreciate the work that goes into making their effective management and leadership look effortless.

As [Joyce Fletcher](#), who was part of that research team writes in her books and articles<sup>ii</sup> on [invisible work and relational practice](#), the skills that it takes to make teams work, people collaborate, and have shared learning–problem solving in organizations are often devalued or made invisible for several reasons.

First, the skill set is usually not seen as a SKILL set, but rather as individual traits or characteristics. If we think a person is born with the ability to work well with others, we (and they) often take that ability for granted. As a result, that person’s efforts in developing his or her competence may not be evident, nor will other people think that they too can develop those competencies.

Second, relationship skills are often undervalued in many cases because it is hard to quantify their contribution to results. In many organizations we don’t value what we cannot count. So relationship skills literally don’t count.

Third, despite our rhetoric that we value collaboration, teamwork, and systemic thinking, we actually reward individual achievement, heroic efforts, autonomy, and specialization. And it is folly to hope for *A* (collaboration, teamwork, and systemic thinking), while rewarding *B* (individual achievement, autonomy, and specialization).

Fourth, we often misunderstand people involved in relational practice—thinking they are just being “nice” rather than competent and committed to outcomes. Or we think that they are hiding behind others when they talk about “we” because they’re afraid to take credit for personal achievements, and that they are weaker than the big, bold, strong leaders who stand out front.

I talk about invisible work and women because there is significant and robust research that attests to women being in this situation far too frequently. This does not mean that it never happens that men doing relational work find themselves in situations where their contribution to making shared goals happen is undervalued. Whether you are female or male doing devalued invisible work that influences people to work respectfully toward a shared goal, Fletcher’s research can provide a way to understand the dynamics of that devaluation.

In my book [Dance of Leadership](#), I call this the Lyrical leadership style. When relational skills are developed and used intentionally to achieve results toward a shared goal, it is an



empowering leadership style. Lyrical leadership, through the intentional use of relational skills to achieve shared goals, is particularly effective in situations that require collaboration, creativity, and commitment. It is an *involving* style. We find that people who have to get work done with others, or who exercise influence without control, must use their relational skills. Moreover, research supports the idea that committed performance is better than coerced performance. And relational skills involve people, so that you get committed performance. Some researchers are starting to find that leaders don't have enough power to lead effectively if they have to resort to using position power or coercion. In the long run, when working with people (as opposed to managing time, processes, or things) influencing through the use of relational skills is more effective.

I admit to wanting to give special attention to relational skills and invisible work in order to help more people see how important their contribution is and to encourage us all to acknowledge these contributions. If you recognize yourself as someone in this situation and you would like to be acknowledged for your work, I suggest that you . . .

- Refer to your relational skills as *skills*, not as traits.
- Claim your accomplishments using these skills (by putting them on your performance appraisals, for instance).
- Measure your contributions as a result of using these skills; when you make them count, others are more likely to value these skills.

Intentional use of relational skills is very important in our organizations. Yet, relational work is often invisible, unless you identify these skills and keep track of your accomplishments by using these skills. If you don't, nobody else will. Name and Claim! Name your skills and claim your contributions from using them. The more you lead and manage people, the more important these skills become.

## SKILLS WORKSHEET 2: BEST WORK SKILLS WORKSHEET DETAILS

I call the skills you listed in section A (Do well and Love) your best work skills. For those skills, please provide some additional information in the worksheet below.

SKILLS	SITUATION (specifics)	DATA-EVIDENCE	
1			
2			
3			
4			
5			

## SkillScan

[SkillScan](#) is an online assessment that will organize your skills into themes, link those skills to valued workplace competencies, suggest career options, and provide some practical application ideas as well as personal development and training activities. As is the case with all of the assessments I mention in *Career by Design*, you can choose to invest in the more detailed report, or you can see if you have enough guidance using the information I am providing here. I will tell you that SkillScan is widely used by a number of University Career Services for people who are trying to discover which occupations best use the skills they have, whether they are entering the workforce for the first time, after some formal education program, or whether they are re-entering the workforce having taken some time off, or considering a significant change in their career to align more with their personality, values, interests, and skills. This can be a particularly helpful assessment for reinventing yourself by using your existing skills in a new career. It is a tool I recommend highly.

[SkillScan](#) organizes skills into six categories, skill sets, and sample career options: Analytical, Communication, Creative, Management–Leadership, Physical–Technical, and Relationship. I added a seventh skill theme, Nature–Outdoors, to the list.

These skills words often end with "-ing" as a way to denote their action orientation. As you read the skills below, highlight skills you use, want to use, or need to use. You may not have, or need, every skill listed in a skills theme. However, using more precise skill words on your resume, in your performance reviews, and in your conversations about what you do demonstrates that you have given thought to your career aspirations.

At the end of each paragraph I mention which Motivating Interest theme from the previous module correlates with that set of skills. Remember! In the Motivating Interests module I describe not only the theme, but some common personality characteristics, strengths, and challenges (weaknesses, blind spots) associated with that motivating interest. Review those if you need to too.

Finally at the end of this Module I provide some examples of occupations that combine skill sets.

**Analytical:** *Logical processing of information and data to produce usable results.* Skills include analysis, investigating, observing, searching, comparing, calculating, programming, inventorying, bookkeeping, analyzing costs, itemizing, copying, transcribing, updating, systematizing, examining, scheduling, expediting, coordinating, following through, prioritizing, reflecting, testing, assessing, diagnosing, reasoning, conceptualizing, adapting, hypothesizing, discovering, improving, devising, problem solving, mathematics, statistics, categorizing, classifying, evaluating, managing data and records, budgeting, computing, estimating, and forecasting. These skills are used in business, finance, information systems, government, medicine, computer systems, law, marketing, research, technology, mathematics, statistical analysis, and the sciences, for example. *These skills line up with the Research, Numbers, and Data themes described in the Motivating Interests module.*

**Communication:** *Fundamental verbal and written communication skills for interaction with individuals and groups.* Skills include listening, speaking, interacting, writing, persuading,

promoting, selling, consulting, editing, translating, interpreting, storytelling, critiquing, meaning-making, interviewing and negotiating. These skills are used in advertising, coaching, fundraising, journalism, HR, marketing, sales, public relations, politics, and publishing, for example. *Many of these skills line up with the Creativity theme in the Motivating Interests module.*

**Creative:** *Process, generate, and connect ideas and information into something new.* Skills include brainstorming, demonstrating foresight, using intuition, conceptualizing, designing, synthesizing, integrating, visualizing, composing, authoring, creating images, photographing, video-graphing, decorating, displaying, exhibiting, painting, cooking, crafts, acting, dancing, directing, staging shows, singing, playing music, poetry, and performing. These skills are used in all the creative arts as well as advertising, marketing, education, publishing, entertainment, information systems, science and technology. *These skills line up directly with the Creativity theme in the Motivating Interests module.*

**Management–Leadership:** *The use of organizational, managerial, and leadership skills to accomplish organizational goals.* Skills include coordinating, implementing, managing projects, organizing, planning, team building, coaching, goal-setting, envisioning, leading, and making decisions. These skills are used in business and general management, education, event planning, management consulting, non-profit management, HR, information systems, legal administration, publishing and tourism, for example. *These skills line up with the People-Leadership theme in the Motivating Interests module.*

**Physical–Technical:** *Interaction of the body with physical objects, including machines and technological systems.* Skills include body coordination, hand dexterity, observation, building, constructing, restoring, renovating, sketching, drawing, inspecting, testing, installing, operating equipment, repairing and athleticism—aquatics, acrobatics, juggling, rodeo, stunt performance, and cheerleading. These skills are used when working with computers, and in construction, earth sciences, engineering, health & medical technology, manufacturing & production, occupational health & safety, skilled trades, sports, and security services, for example. *These skills line up with the Things, and Sports-Activity themes in the Motivating Interests module.*

**Relationship:** *Interpersonal skills that directly aid individuals or groups in dealing with each other.* Skills include all the skills mentioned in the Relational Skills list in this module. The skills listed for relationship in SkillScan are collaborating, cultural sensitivity, conflict resolution, advocacy, providing care and support, serving as a liaison, customer/client care, counseling, group facilitation, and training. Other relationship skills are nursing, ministering, elder care, child care, informing, mentoring, tutoring, and explaining. These skills are used by mediators, community organizers, diversity trainers, travel and tourism agents, sales, business development, public relations, career and executive coaching, counseling, teaching and social work, for example. *These skills line up with People–Collaboration–Service theme in the Motivating Interests module.*

Another skill theme that is not included in SkillScan, but might be a theme that resonates with you is:

**Nature–Outdoors:** *Involvement with the earth, animal or plant life.* Skills include tending natural or cultivated plants, gardening, farming, caring for wild or domesticated animals, working with the land and its resources, and doing tasks and activities in nature. These skills are used in adventure tourism, fire protection, fishing, hunting, forestry, landscape services, agriculture, animal care, environmental protection and remediation, parks and outdoor recreating, natural resource management, oil exploration, yard and garden work, ranching, veterinary medicine, zoo keeping, botany, and recycling coordination, for example. *These skills line up with the Nature theme in the Motivating Interests module.*

## **Skill Set Combinations and Occupations**

It is common for sets of skills to combine in certain occupations. For instance, you could combine **Analytical** and **Physical–Technical** skills to be an air-traffic controller, cartographer, computer service technician, electronics technician, aerospace engineer, chiropractor, criminologist, dentist, industrial engineer, optometrist, or facilities planner.

Combining **Creative** with **Physical–Technical** skills is helpful for architecture, audio-visual production, chef, fashion design, jeweler, medical illustrator, set design, sound engineering, special effects, or sculpting careers.

Add **Relationship** to **Physical–Technical** when you when you are considering catering, cosmetology, emergency medical technician, flight instruction, vocational education jobs.

And add **Leadership** to **Physical–Technical** skills for commercial airplane pilot, contractor, military officer, mining safety engineer, police commanding officer, plant management, fire marshal, ship pilot, small business owner, technical director, or security consultant work.

**Nature–Outdoors** and **Physical–Technical** skills are needed for activities such as hiking, cycling, climbing, camping, skiing, boating, surveying, and mining.

**Analytical** and **Creative** skills are helpful for art appraisal, cartography, editors, media specialists, television production specialists.

**Analytical** and **Relationship** skills are useful for accountants, administrative assistants, business educator, claim representatives, credit counselors, event planners, financial planners, project coordinators, and reservations agents.

Please do not worry if you do not see your theme combination or your present or desired occupation above. There are an infinite number of combinations and permutations for skills. The ones listed above are merely a sample. In the end you want to design the career that's just right for your unique combination of skills and interests.

Some skills you will use for work; some skills you will use as hobbies. Not all skills are used throughout your career. We use different skills at different points in our lives. That is another reason why it is more important to know yourself (personality and values) and your motivating interests. Skills will be developed and dropped, used and not, at various parts of your life.

## Skill development thoughts

Use this checklist to stimulate your thinking about how to develop skills strategically.

### On the Job

- Seek special assignments or membership on a task force or committee
- Teach a workshop, lunch and learn
- Train or coach less experienced coworkers
- Join a brainstorming or problem-solving group
- Take on an internship
- Initiate a job rotation or temporary assignment
- Look for opportunities to make a presentation
- Make presentation/teaching videos and post to YouTube or Internet
- Volunteer

### Education & Training

- Attend workshops or seminars
- Take online courses
- Take courses at educational institution
- Participate in professional forums or conferences
- Take self-study courses

### Flexible work systems

- Job-share, work part-time, or telecommute
- Work on simplifying work processes to make more time for learning
- Trade less preferred non-work or work tasks with others

No matter what your skills, choose to do what you **love** to do, not what you think you **should** do.

At this point in the *Career by Design* assessment process you may know what skills you have, what skills you need, what skills you enjoy using, and what skills match your motivating interests while being consistent with your values and personality. If that's the case for you, fantastic! If that is not the case for you, you may need to take another step or two to hone in on the right career for you.

You've now done the work to organize your thoughts about who you are and what you want when it comes to work. And that takes us to the career matrix for your career by design. Be sure to have all of your skills worksheets completed before you start working with the Career by Design Matrix.

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<sup>1</sup> The 360 feedback tool I use, [Korn Ferry VOICES 360 / Leadership Architect](#), uses the term competency rather than skill. LA-measured competencies are a blend of skill, attitude, aptitude, and interests.

<sup>ii</sup> "Invisible Work: The Disappearing of Relational Practice at Work", Simmons College (free pdf download)