

# Holland Theme (RIASEC) Skills Activity

**SKILLS** are competencies you have gained through practice or knowledge. They relate to your effectiveness in dealing with information, people, things, and ideas. Skills fall into three categories: Self-management skills, Functional skills, and Content skills.

## Self-management Skills:

Self-management skills are personality traits/strengths that make people unique. These characteristics relate to how individuals get along with others and how they interact with their work environments. Examples include efficiency, reliability, and trustworthiness. **Read the list below and circle or highlight those skills you feel are most descriptive of you.** Feel free to add additional skills that are not on this list.

|                 |             |               |              |
|-----------------|-------------|---------------|--------------|
| Accurate        | Adaptable   | Adventurous   | Assertive    |
| Calm            | Capable     | Cheerful      | Clever       |
| Competent       | Confident   | Conscientious | Considerate  |
| Cooperative     | Creative    | Curious       | Dependable   |
| Determined      | Efficient   | Energetic     | Enterprising |
| Enthusiastic    | Fair-minded | Flexible      | Friendly     |
| Helpful         | Honest      | Humorous      | Imaginative  |
| Independent     | Ingenious   | Intelligent   | Kind         |
| Logical         | Loyal       | Mature        | Methodical   |
| Meticulous      | Open-minded | Optimistic    | Organized    |
| Outgoing        | Patient     | Persevering   | Polite       |
| Practical       | Precise     | Purposeful    | Reasonable   |
| Reflective      | Reliable    | Resourceful   | Responsible  |
| Self-controlled | Sensible    | Sensitive     | Sincere      |
| Sociable        | Sympathetic | Tactful       | Thorough     |
| Thoughtful      | Trustworthy | Understanding | Versatile    |
| Warm            | Witty       |               |              |

Additional Self-management skills:

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## Functional Skills

Functional skills relate to the functions of a task and may be transferred from one career to another. They are indicated by verbs that describe what you can do. Examples include communicating, problem solving, planning, supervising, typing, and organizing. Read through the list of skills below and check those you have demonstrated. Review the list a second time and circle/highlight the skills you have most enjoyed using or that you think you would most enjoy using.

## Realistic Skills

Realistic Skills involved the use of objects, tools, machines, animals, and your body. They are required in activities such as tuning a car, planting a garden, competing in sports, building a bookcase, and repairing a sewing machine.

\_\_\_\_\_ Constructing: putting together parts, assembling, building

\_\_\_\_\_ Cultivating: raising or growing things, such as plants or animals

\_\_\_\_\_ Designing: creating furniture, models, patterns

- \_\_\_\_\_ Handling: lifting, balancing, carrying, loading, moving
- \_\_\_\_\_ Inspecting: appraising, examining
- \_\_\_\_\_ Installing: positioning for use
- \_\_\_\_\_ Maintaining: preserving optimal condition
- \_\_\_\_\_ Operating: controlling a tool, machine, vehicle, equipment
- \_\_\_\_\_ Repairing: fixing, refinishing
- \_\_\_\_\_ Using manual coordination: dexterity
- \_\_\_\_\_ Using motor coordination: agility, endurance, strength
- \_\_\_\_\_ Using sensory faculties: smelling, tasting, seeing, hearing

### **Investigative Skills**

Investigative skills involve exploring, investigating, examining, and analyzing ideas and phenomena. Examples of these skills include playing thought-provoking word and number games, reading technical reports, researching a topic, reading science fiction, and taking a course in calculus.

- \_\_\_\_\_ Analyzing: critically examining, studying, appraising
- \_\_\_\_\_ Conceptualizing: getting a general idea based on what you have learned
- \_\_\_\_\_ Diagnosing: investigating and analyzing the course of nature of phenomenon
- \_\_\_\_\_ Evaluation: assessing or judging information and alternatives
- \_\_\_\_\_ Examining: looking over, exploring
- \_\_\_\_\_ Informing: presenting information through oral or written communication
- \_\_\_\_\_ Interpreting: exploring or assigning meaning, translating into familiar terms
- \_\_\_\_\_ Predicting: anticipating or foreseeing future events
- \_\_\_\_\_ Problem solving: identifying possibilities and alternatives, developing solutions
- \_\_\_\_\_ Questioning: interrogating, interviewing, challenging
- \_\_\_\_\_ Researching: gathering data and information, systematically investigating
- \_\_\_\_\_ Synthesizing: combining and integrating information
- \_\_\_\_\_ Thinking: using logic and reason, formulating creative possibilities
- \_\_\_\_\_ Understanding: perceiving meaning, learning

### **Artistic Skills**

Artistic skills involve creating art forms or products through materials, music, drama, or writing. Activity examples include writing a poem or short story, preparing a special meal, performing in a one-act play, exhibiting your photographs, designing a piece of jewelry, and attending a concert.

- \_\_\_\_\_ Appreciating: being critically and emotionally aware of aesthetic value
- \_\_\_\_\_ Composing: arranging or forming by uniting parts and elements
- \_\_\_\_\_ Creating: bringing into being from thought or imagination, originating, inventing
- \_\_\_\_\_ Decorating/Consulting: advising others on artistry, color, form, arrangement of interiors, clothing, accessories
- \_\_\_\_\_ Designing: conceiving, and planning jewelry, graphics, models, patterns for self or others to produce
- \_\_\_\_\_ Drawing: portraying people, scenes, or events by sketching, painting, illustrating
- \_\_\_\_\_ Entertaining: performing before an audience, diverting, amusing
- \_\_\_\_\_ Exhibiting: displaying, demonstrating
- \_\_\_\_\_ Exploring: seeking new experiences, showing perpetual curiosity
- \_\_\_\_\_ Expressing: conveying thoughts and feelings through an artistic medium
- \_\_\_\_\_ Imagining: visualizing, forming mental images
- \_\_\_\_\_ Producing: making a product in art or craft form, writing, performing

- \_\_\_\_\_ Speaking/Singing: using voice to entertain, inform, tell a story, dramatize
- \_\_\_\_\_ Writing: using words to tell a story, describe a product, critique an artistic event

### **Social Skills**

Social skills involve working with people to help, teach, train, inform, and lead. Examples include facilitating a personal growth group, counseling runaway teenagers, interviewing applicants for a job, supervising playground activities, teaching an adult education class, and caring for a sick person.

- \_\_\_\_\_ Advising: giving information, consulting, aiding, decision making
- \_\_\_\_\_ Collaborating: working as a team member, maintaining cooperation and support
- \_\_\_\_\_ Communicating: exchanging thoughts and information, interviewing
- \_\_\_\_\_ Coordinating: acting as a liaison, putting others in touch with useful resources
- \_\_\_\_\_ Counseling: guiding or mentoring others
- \_\_\_\_\_ Empathizing: understanding and acknowledging the feelings of others
- \_\_\_\_\_ Encouraging: motivating and developing the capabilities of others
- \_\_\_\_\_ Facilitating: assisting the progress of a person or group
- \_\_\_\_\_ Giving/Getting feedback: conducting appraisal of others, asking for and giving supportive and critical feedback
- \_\_\_\_\_ Listening: attending to others actively and accurately and with openness and concern
- \_\_\_\_\_ Planning: arranging meetings, social occasions, activities
- \_\_\_\_\_ Rehabilitating: restoring to healthy functioning
- \_\_\_\_\_ Relating: meeting and associating easily with all kinds of people, developing trust and rapport
- \_\_\_\_\_ Serving: anticipating and attending to the needs of others
- \_\_\_\_\_ Teaching: instructing, tutoring, coaching, training others
- \_\_\_\_\_ Valuing: making decisions that will maximize both individual and collective goods

### **Enterprising Skills**

Enterprising skills involve persuading and leading people and organizations to attain goals or economic gains. Activity examples include campaigning, organizing a fundraiser, starting a business, lobbying, selling products.

- \_\_\_\_\_ Administering: managing people and projects by setting standards, choosing priorities, assigning activities, evaluating progress
- \_\_\_\_\_ Delegating: giving responsibility to others appropriately
- \_\_\_\_\_ Implementing: establishing and executing policies and procedures
- \_\_\_\_\_ Leading: taking initiative, advancing ideas, directing action
- \_\_\_\_\_ Motivating: prompting action, providing incentive, inspiring and encouraging others
- \_\_\_\_\_ Negotiating: promoting resolution of conflict, arbitrating, bargaining
- \_\_\_\_\_ Persuading: winning acceptance and approval for ideas or products, selling, advocating, raising funds
- \_\_\_\_\_ Planning/Forecasting: designing long-range strategies based on predications of the direction of growth and opportunities
- \_\_\_\_\_ Risking: hazarding change, promoting alternatives, troubleshooting
- \_\_\_\_\_ Speaking: communicating publicly and persuasively, representing or acting as a spokesperson
- \_\_\_\_\_ Staffing: recruiting, interviewing, selecting, placing, promoting, and transferring personnel
- \_\_\_\_\_ Supervising: overseeing the performance of others, disciplining, setting priorities
- \_\_\_\_\_ Team building: recognizing and utilizing the skills of others, organizing and supporting cooperative efforts

## Conventional Skills

Conventional skills involve gathering, organizing, and evaluating numerical and written data; attending to detail and systematic procedures; and operating business and data-processing machines. Activity examples include developing a filing system, computing income taxes, serving as club treasurer, setting up a library system, and budgeting.

- \_\_\_\_\_ Auditing: examining and verifying accounts and records
- \_\_\_\_\_ Calculating: using numbers and performing accurate computation
- \_\_\_\_\_ Classifying: cataloging information, coding, filing
- \_\_\_\_\_ Collecting: gathering data and information
- \_\_\_\_\_ Developing: designing systematic procedures
- \_\_\_\_\_ Evaluating: assessing the effectiveness of procedures, accuracy of information, and compliance with standards
- \_\_\_\_\_ Following procedures: attending to detail, following through on details of a plan
- \_\_\_\_\_ Inventorying: counting, listing, assigning value to articles
- \_\_\_\_\_ Keeping records: carefully recording and listing, keeping books
- \_\_\_\_\_ Managing resources: planning and managing finances, time, personnel, materials
- \_\_\_\_\_ Operating: running business and data-processing machines
- \_\_\_\_\_ Organizing: organizing information, procedures, tasks
- \_\_\_\_\_ Preparing: producing budgets, written reports, correspondence, maps, charts, tables
- \_\_\_\_\_ Purchasing: finding and buying resources and materials
- \_\_\_\_\_ Scheduling: making and keeping a schedule

After identifying your FUNCTIONAL skills, list the skills you enjoy using most and the skills you want to develop and use in your future career. Indicate the Holland Theme in which the skills fall:

| Functional Skills | Holland Theme (Realistic, Investigative, Artistic, Social, Enterprising, Conventional) |
|-------------------|--|
|                   |  |

**Content Skills:**

Content skills are specific skills that result from the knowledge gained about a subject matter, procedure, or vocabulary. Some examples include speaking Spanish, programming in C++, and knowing the rules of playing soccer. The usefulness of these skills depends on the relevance in the work environment.

List the content skills you have demonstrated: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Reflection:**

What are the dominant Holland Themes that emerge from the functional skills activity?

What are your top 5 **self-management** skills?

Name 5-6 **self-management**, **functional**, and/or **content** skills you would like to further develop.

Name 4-5 things you can do to develop these **self-management**, **content**, and **functional** skills.