

# Who Am I?

## Overview

Whether exploring career options, contemplating a change in career direction or happy to stay in your chosen career area but wanting to change employer, it's essential to have a thorough understanding of who you are in terms of your unique skills, values and personality.

Packed with easy to follow exercises, this booklet has been designed to help you uncover and realise these unique skills and values and contains links to exercises to provide you with insight into your personality. As well as helping with career decisions, information gathered from these exercises will help you craft the perfect resumé, assist with interviews and improve your overall networking skills.

### e-Booklet Objective

To assist with career decision through heightened self-awareness and understanding.

### Outcome

To clearly articulate who you are and the career options that are right for you.

LinkMe is passionate about helping you get the most out of your career and has numerous resources [online](#) to help you manage your own career and be the best you can be.

# Outline of Activities

**Are you considering a career change?**

▶ Complete ALL steps.

**Changing jobs and/or employers?**

▶ Complete steps marked \*\*.

Step	Exercise	Our Objectives	Time required (approx)	Your Outcomes
1	<b>My Life Today (Mind Map)**</b>	To help you identify different aspects of your life that can impact career decisions.	15 mins	Understand the motives behind your desire to change careers or jobs.
2	<b>Hobbies &amp; Interests</b>	To explore hobbies and interests, and consider if they could represent potential career opportunities.	20 mins	Potential expansion of career options.
3	<b>My LinkMe Skills Profile</b>	To help you identify your key skills.		Thorough understanding of your motivated skills and abilities.
	<b>Part A – Skill Source Prompter</b>	To consider as many life roles as possible as you identify your skills.	10 mins	Consideration of the multiple life roles you've had that contribute to and build your overall skillset.
	<b>Part B – Skills Worksheet**</b>	To help you identify and classify your skills.	45 mins	Understand your skills in terms of: <ul style="list-style-type: none"> <li>• Strengths/weaknesses</li> <li>• Likes/dislikes</li> </ul>
	<b>Part C – Summary Classification Matrix**</b>	To enable you to organise the information gathered in Part B above.	15 mins	See at a glance the skills you have classified above.
	<b>Part D – Skill Example Worksheet**</b>	To provide concrete examples of where you have used your skills.	30 mins	Tangible examples of your skills-useful for interviews and when networking.
	<b>Part E – Skills Interpretation**</b>	To interpret the information collated in Part C above.	5 mins	Gain an understanding of what your skill classifications mean and what to do next.
4	<b>AssessMe: Online Personality Assessment**</b>	To identify your behavioural drivers and values.	10 mins	<ul style="list-style-type: none"> <li>• Be able to describe and understand your main behavioural drivers</li> <li>• Know what you value</li> <li>• Understand the strategies you use to deal with the world.</li> </ul>
5	<b>Online Career Quiz</b>	To explore occupations relevant to your skills and interests.	5 mins	Have a list of potential occupations relevant to your skills and interests.
6	<b>Who Am I Summary**</b>	To condense all information gathered above into a one page summary.	10 mins	Articulate who you are and what your ideal job is quickly and concisely.
7	<b>Reality Check**</b>	To ensure your career options are realistic.	10 mins	Discover if your career choice is realistic and attainable.

# Step 1

## My Life Today

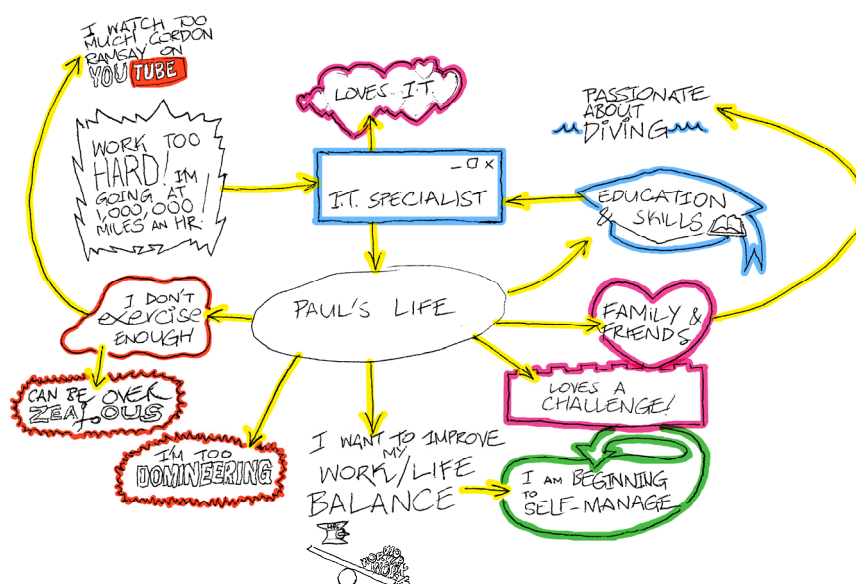
Objective	Time	Outcome
To identify different aspects of your life that may impact career decisions.	15 minutes	You will understand the motives behind your desire to seek career change.

**Before considering where you want to go with your career, it is worth examining your life as it stands today.**

Many people, particularly those who are visually oriented find the concept of mind mapping helpful. People seek a change in career direction for numerous reasons including boredom, fresh challenge, greater work-life balance, greater financial reward etc. Reflecting on the motivation behind your desire to seek change and a review of your life as it stands today can help steer you in the right direction.

Below is an example mind map. From this map we can infer that Paul is an IT specialist who loves his work, but works too hard and wants to have more balance in his life. This insight can guide Paul when evaluating future employment opportunities (eg he will want to avoid those roles that will require long hours). Create your own mind map on the following page.

## Paul's Example Mind Map



# Step 1

## My Mind Map

### Instructions:

1. Write down or draw a picture representing the theme of your map e.g. 'My Life' – start from the centre and work your way out.
2. Write down ideas or pictures that reflect you and your life and look for relationships between these.
3. Use arrows and lines to connect all your words or pictures in a way that is significant to you.
4. Work as quickly as you can and generate as many ideas as possible; it will be useful for you to have plenty of detail.
5. Be as creative as you like using colour and different shapes to make the important things in your life stand out!
6. Review the questions on the right when you have completed your map.

### QUESTIONS

1. Which themes stand out for you?
2. Does it confirm where you are?
3. Are the overall themes positive or negative?
4. Are the main themes being met in your life?
5. Are you stagnant?
6. Has this exercise left you with questions as to where you are in your life?
7. Has it become apparent that you need to redress some of the major themes in your life?

# Step 2

## Hobbies and Interests

Objective	Time	Outcome
To explore hobbies and interests, and consider if they could represent potential career opportunities.	20 minutes	Potential career options will be discovered.

**Hobbies and interests form an important part of life and can equip us with skills marketable in the employment market.**

Of course, some prefer to keep their hobbies quite distinct from their work and that's ok. If this is you, then feel free to skip this exercise.

For those unsure as to what career options they can pursue, this is a useful exercise to get you thinking as broadly as possible about potential options.

For example, you may be passionate about food and therefore might like to consider careers associated with food (e.g. hospitality, retail sales etc).

Similarly, you may love gardening and might want to consider training in horticulture, working at a garden centre or your local council maintaining parks etc.

### INSTRUCTIONS

1. In the first column write down your hobby or interest
2. In the next column consider the skills required and/or developed when you engage in this hobby
3. In the last column think about whether or not this hobby is worth considering as a potential career opportunity.

(If you are unsure whether or not your hobby represents a potential career opportunity you can explore A-Z listings of occupations by title at [jobsearch.gov.au/careers/je\\_home.aspx](http://jobsearch.gov.au/careers/je_home.aspx))

Hobby/Interest	Skills Developed	Potential Career Application Roles
<b>Example:</b> Gardening	Sow seeds/plants/ vegetables Capable of pruning General garden maintenance Landscape abilities (eg design)	Work in a nursery/gardening centre (Nursery Assistant) Greenkeeper Landscape Assistant

## Step 2

Hobby/Interest	Skills Developed	Potential Career Application Roles

### Next Steps

If you have identified potential career opportunities from this exercise you will need to conduct further research to learn about the entry requirements for these options, pay scales, prospects etc.

You can get this information at [http://jobsearch.gov.au/careers/jo\\_home.aspx](http://jobsearch.gov.au/careers/jo_home.aspx)

There are also useful articles and tip sheets in the resources section of [LinkMe](#).

# Step 3 My LinkMe Skills Profile

## Part A: Skill Source Prompter

Objective	Time	Outcome
To consider as many life roles as possible as you identify your skills.	10 minutes	Consideration of the multiple life roles you've had that contribute to and build your overall skillset.

**If you have been out of the paid workforce for a while and/or are considering a career change you'll need to think broadly with respect to your skills.**

Often we take for granted the various skills we've acquired through everyday activities, thus the following list is meant as a prompter (consider these when you are completing the skills profile worksheet in Part B).

The point is that you need not be confined by your previous paid work experience when thinking about your skills, as you'll have acquired many skills through life's activities.

Note: It is not necessary for you to complete each category/role – just complete those relevant to you.

Previous Positions/Work Experience (list job titles only):
Education
You can include secondary and or tertiary education here.
Training Courses
Include courses sponsored by your organisation, and those undertaken personally.

# Step 3 Part A

## Volunteer Work

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## Community Work

e.g. community interest groups/community service etc.

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## Personal Experience

e.g. Carer: \_\_\_\_\_

Parent: \_\_\_\_\_

School Council: \_\_\_\_\_

Project-manage renovations: \_\_\_\_\_

National/international relocation: \_\_\_\_\_

Other: \_\_\_\_\_  
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# Step 3 My LinkMe Skills Profile

## Part B: Skills Worksheet

Objective	Time	Outcome
To identify and classify your skills.	45 minutes	Understand your skills in terms of: <ul style="list-style-type: none"> <li>• Strengths/weaknesses</li> <li>• Likes/dislikes</li> </ul>

### Instructions:

1. Read through the following list of skills and place a tick in the appropriate box indicating whether you believe you are strong or weak in this skill.
2. Next indicate your interest level by placing a tick in the appropriate box as to whether you are enthusiastic (i.e. very interested) or indifferent (not interested).
3. If you consider your skill and interest level for a particular item is only moderate you can choose to either place a tick in the centre (ie between strong/weak checkbox, enthusiastic/indifferent checkbox) or ignore this skill. The point of this exercise is to capture information at the extreme points for later interpretation.

Skill	Ability Level		Interest Level	
	Strong	Weak	Enthusiastic	Indifferent
<b>Verbal Communication</b>				
Convey information effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Perform before groups e.g. speak in meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interview people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present ideas effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Persuade/influence others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sell ideas, products or services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participate in group discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask questions to clarify information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Non-verbal Communication</b>				
Give full attention to what others are saying ie listening and engaged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use body language to make others comfortable (eg smile/eye contact/open posture)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effectively develop rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sensitive to non-verbal cues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Step 3 Part B

Skill	Ability Level		Interest Level	
	Strong	Weak	Enthusiastic	Indifferent
Written Communication				
Write proposals/policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write technical reports e.g. manuals/guides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write fiction/poetry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Edit and proof read written materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write case studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand correct grammar and syntax	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpersonal Skills				
Comfortable around other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sensitive to the needs and reactions of other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create positive environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Control and express feelings appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work under pressure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adjust plans for the unexpected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicate effectively with diverse audiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have a sense of humour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning and Organisation				
Co-ordinate people, activities or tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop plans and objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify and organise tasks or information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop and work to a timeline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Set goals and actions and achieve them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anticipate problems and troubleshoot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establish systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follow through to ensure task completion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Step 3 Part B

Skill	Ability Level		Interest Level	
	Strong	Weak	Enthusiastic	Indifferent
Analyse				
Analyse quantitative, physical and/or scientific data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study data or behaviour for meaning or solutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write analysis of study or research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Measure and evaluate information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Naturally curious and investigate clues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Perform statistical analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research				
Identify appropriate information sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collate information from a variety of sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classify information into categories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop and test hypotheses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present complex information in basic language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilise electronic media to conduct research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creation/Innovation				
Visualise concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eye for colour, shape & form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generate ideas and facilitate group synergy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Express ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create images through sketch, sculpture etc	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write songs, music, poetry, stories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Design programs, products, structures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create original work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Produce stage shows	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Act in musical, stage show or other production	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Produce skilled craft	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Entertain others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Step 3 Part B

Skill	Ability Level		Interest Level	
	Strong	Weak	Enthusiastic	Indifferent
Teaching/Training/Consulting				
Teach, advise, coach others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand human behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comfortable presenting using a variety of media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conduct training needs analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop training materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilitate a group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Target training to different audience needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conduct program evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counselling/Advising				
Counsel, advise, guide others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Care/rehabilitate people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Patient, empathetic and sensitive to the needs of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concern for others health and welfare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attuned to others non-verbal cues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Capable of objectivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilitate self-awareness in others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diffuse anger in others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Administration				
Organise systems (eg data/files)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer literate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparation of reports/presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide customer service (internal/external)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compile, copy and collate information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manage petty cash and basic reconciliations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manage and purchase stationery/equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Step 3 Part B

Skill	Ability Level		Interest Level	
	Strong	Weak	Enthusiastic	Indifferent
<b>Finance and Accounting</b>				
Maintain accurate financial records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compile data and perform statistical analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand tax and other relevant laws	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Management reporting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Debt negotiation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Credit/cash management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Risk management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inventory control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presentation of financial data at senior level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparation of payroll	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Management</b>				
Manage personnel and projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delegate responsibility to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recruit, train and develop others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivate others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discipline others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conflict management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manage financial and material resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Set goals and determine action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establish policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present to senior staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Leadership</b>				
Create vision, motivate and inspire others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create innovative solutions to complex problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicate at all levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop and mentor talent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analyse complex data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decisive—capable of taking calculated risks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strong negotiation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Step 3 Part B

[illegible]

# Step 3 My LinkMe Skills Profile

## Part C: Summary Classification Matrix

Objective	Time	Outcome
To organise the information gathered in Part B above.	15 minutes	See at a glance the skills you have classified above.

### Instructions:

1. Transfer the skills identified in Part B Skills Worksheet into the appropriate box below.
2. If you have identified more than 10 skills in each category try and select the most important to you.
3. Once you have transferred your skills, circle those that are being currently met and/or those you are currently using in your role or job.
4. When you have completed the matrix, you will need to provide examples of where you have used your skills (Part D).
5. Follow on to Part E, which interprets the information gathered below.

Skill Level: <b>Strong</b> Interest Level: <b>Enthusiastic</b> (1 <sup>st</sup> Quadrant)	Skill Level: <b>Strong</b> Interest Level: <b>Indifferent</b> (2 <sup>nd</sup> Quadrant)
<b>Must have in next role</b>	<b>Boring – use with caution!</b>
Skill Level: <b>Weak</b> Interest Level: <b>Indifferent</b> (4 <sup>th</sup> Quadrant)	Skill Level: <b>Weak</b> Interest Level: <b>Enthusiastic</b> (3 <sup>rd</sup> Quadrant)
<b>Stress and burnout – avoid</b>	<b>Training / development opportunity (develop 2-3 of these)</b>

# Step 3 My LinkMe Skills Profile

## Part D: Skill Example Worksheet

Objective	Time	Outcome
To provide concrete examples of where you have used your skills.	30 minutes	Tangible examples of your skills - useful for interviews and when networking.

### Instructions:

- ▶ For all those skills identified as strong with an enthusiastic interest level, write an example illustrating where and how you used those skills.

<b>Skill:</b>	
<b>Example:</b>	
<b>Skill:</b>	
<b>Example:</b>	
<b>Skill:</b>	
<b>Example:</b>	
<b>Skill:</b>	
<b>Example:</b>	
<b>Skill:</b>	
<b>Example:</b>	
<b>Skill:</b>	
<b>Example:</b>	



# Step 3 My LinkMe Skills Profile

## Part E: Skills Interpretation

Objective	Time	Outcome
To interpret the information collated above in Part C above	5 minutes	You will gain understanding of what your skill classifications mean and what to do next.

### Instructions:

- ▶ Read through each of the sections below to learn how to manage each group of skills you identified in Part C.

### Quadrant 1: Strong Ability / Enthusiastic Interest

**This is where you should be focusing most of your work energies as you have indicated both a high strength and strong interest.**

What you can do and what you want to do are fully aligned.

### Suggested next steps:

- ▶ Critically evaluate suggested roles and jobs you apply for, ensuring that a large proportion of your work/job includes these skills.
- ▶ Check your resumé – are these skills prominent throughout your resumé? Make sure they are – do you have achievements highlighted that showcase these skills? Check out tip sheets and articles on [listing achievements](#).
- ▶ If you are unsure of the types of jobs you could be applying for with this skill and interest combination, visit [http://jobsearch.gov.au/careers/cq\\_home.aspx](http://jobsearch.gov.au/careers/cq_home.aspx) to explore possible occupations. (Note: You will be required to complete a short career quiz to access occupational information).

# Step 3 My LinkMe Skills Profile

## Quadrant 2: Strong Ability / Indifferent Interest

**If you have circled a number of skills in this category, this might explain why you may be bored, unhappy or under-utilised in your current job or previous roles you have held.**

Although you have highlighted these skills as strong you are indifferent about using them.

### Suggested next steps:

- ▶ Consider the possibility of expanding your current role to make it more interesting.
- ▶ Carefully assess how many of these skills form a main part of the type of job you are seeking – and then **re**-assess.
- ▶ Check your resumé – are you selling and/or highlighting these skills in your resumé? Either remove or reduce their prominence in your resumé.
- ▶ Sometimes you may not be able to avoid these skills in your work, however try to make sure they do not form a major part of the job.

## Quadrant 3: Weak Ability / Enthusiastic Interest

**Skills highlighted in this area indicate a potential training and development opportunity.**

Consider formal study, short courses, voluntary work, or expanding your current role.

### Suggested next steps:

- ▶ Talk to friends, networks, colleagues to help identify which skills would be worth upgrading based on current and future economic trends. For further information on economic trends, visit <http://www.skillsinfo.gov.au/skills/QuickLinks/EconomicTrends/>. You can also access articles on [LinkMe](#).

## Step 3 Part E

### Quadrant 4: Weak Ability / Indifferent Interest

**If you have circled a number of skills in this category, this can explain why you may be stressed or feeling burnt out in your current role.**

Typically, if you're in a role with no alignment with your skills, you'll find you have low energy and aren't particularly motivated.

#### Suggested next steps:

- ▶ Where possible you should try and avoid using these skills in your (next) job.
- ▶ Carefully assess the types of roles you apply for and ensure the main component of the job is not made up with these skills.
- ▶ Check your resumé – are these skills prominent throughout your resumé? Either remove or reduce their prominence in your resumé.

## Step 4 AssessMe

# Online Personality Assessment

Objective	Time	Outcome
To identify your behavioural drivers and values.	10 minutes	<ul style="list-style-type: none"><li>• Be able to describe and understand your own main behavioural drivers</li><li>• Know what you value</li><li>• Understand the strategies you use to deal with the world.</li></ul>

**The more insight you have into your skills, values and personality the better placed you'll be to consider your career options.**

This simple online personality inventory provides you with insight into the following:

- Discover more about yourself
- Understand your strengths
- Identify your values
- Identify your development needs
- Position yourself against others in similar roles

### Instructions:

- ▶ Visit <http://www.linkme.com.au/Career/payingpartners/AssessMe-LinkMespersonalc.aspx> to begin the assessment.

## Step 5

# Online Career Quiz

Objective	Time	Outcome
To explore occupations relevant to your skills and interests.	5 minutes	You will have a list of potential occupations relevant to your skills and interests.

The Australian Government JobSearch website is packed with information on occupations:

- Occupation categories
- Gender split
- Job prospects
- Main employing industries
- Unemployment rate per category
- Industry size
- Average earnings
- Key indicators
- Median age
- Knowledge, skills, abilities required

It takes less than five minutes to complete the quiz.

### Instructions:

- ▶ Visit [http://jobsearch.gov.au/careers/cq\\_home.aspx](http://jobsearch.gov.au/careers/cq_home.aspx) to begin the quiz.

# Step 6

## Who Am I Summary

Objective	Time	Outcome
To condense all information gathered above into a one page summary.	10 minutes	You will be able to articulate who you are and what your ideal job is quickly and concisely.

### Skills which I am strong in and really am enthusiastic about:

Refer to the Summary Classification Matrix<sup>15</sup>.


### Skills which I am enthusiastic about using, but require development:

Refer to the Summary Classification Matrix<sup>15</sup>.


### Top 5 values:

From your AssessMe online personality profile


### Behavioural drivers:

From your AssessMe online personality profile


### Potential careers/positions for me are:

Refer to your results from the Australian JobSearch Career Quiz


### My ideal job would be:

Be as specific as you can, e.g. full-time/part-time, junior/senior, include organisation name or industry type if you know it.


*Congratulations! You have completed the most labour-intensive part of your career discovery.*

# Step 7

## Reality Check

Objective	Time	Outcome
To ensure your career options are realistic.	10 minutes	You will discover if your career choice is realistic and attainable.

Preferred Career Option 1: \_\_\_\_\_

Preferred Career Option 2: \_\_\_\_\_

Preferred Career Option 3: \_\_\_\_\_

1. Does this career option(s) feel right for me?

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2. What are the employment opportunities for this option(s)?

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3. Will I need to consider relocating to pursue this career option(s)?  
If yes, be as specific as possible re location ie interstate, overseas, etc.

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4. Does this choice(s) make sense given my stage in life and does it match my current values?

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5. Am I willing to invest the time and energy necessary to facilitate this option(s)?

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## Step 7

6. Will this option(s) require me to complete formal training and can I afford this (both time and money)?

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7. Is this choice(s) good for my whole family and are they likely to support me?

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8. What is my next step?

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### Next Steps

Once you're satisfied that your career option is realistic or at least worth exploring further you will need to conduct some research into how you can break into your chosen field.

- ▶ Visit <http://www.linkme.com.au/career/findingjob.aspx> to discover how to:

- Develop a job search strategy
- Conduct research
- Craft achievements
- Create a resumé
- Learn to network effectively

- ▶ For lots of articles and tip sheets, visit [LinkMe career resources](#).

*We hope you have enjoyed this LinkMe e-Booklet and discovered new insight into Who You Are. We welcome your suggestions as to how we can improve this resource – please contact us at [memberservices@linkme.com.au](mailto:memberservices@linkme.com.au).*

*Alternatively, if you really enjoyed this e-booklet and believed it was beneficial, let us know.*

*Good luck!*