

# Your Company's Skills Inventory Checklist



Your name: \_\_\_\_\_

Today's date \_\_\_\_\_

**CONFIDENTIAL**

## *Suggested covering memo*

To: The Staff  
From: The Manager  
Subject: Your Skills, Strengths and Special Talents Inventory  
Date: [Today's date]

One of the most important and powerful things we can do in a customer response centre is ensure we all benefit by each other's strengths. With that in mind, please consider the following checklist.

The purpose of your taking time to fill out this checklist is to help us better understand and recognise your particular individual strengths, training or expertise and to ensure you are appraised of training opportunities that can enhance your career. There may also be areas you are keen to develop as a 'secondary responsibility' to your normal workday – be sure they are noted here.

Once we have this information it will be entered into a spreadsheet so we can see the resources of our people. From this we will also see natural ambassadors, committee groups and special project team resources. The checklist is divided into natural areas, including:

- Managing your day
- Technical/professional knowledge – general
- Technical/professional knowledge – specific
- Other areas in general

The best person to decide if you want to use and be recognised for your skills or special knowledge is you and you are the best person to decide what areas you are interested in knowing more about or being more involved in.

There is also a section for you to list specific details, such as your special interests (career and personal). Finally, if you see that we've left out an area, please feel free to add it.

Your Skills Inventory Checklist is confidential and private and will be kept in your personnel file. There are no right or wrong answers and if you do not feel you have strengths or special skills to share, it will have no bearing on your career here. Additionally, you are always welcome to edit or add to your personal Skills Inventory Checklist at any time.

If you have any questions about a specific item or how you might be involved or if the checklist is not clear about something don't hesitate to discuss this with your manager. And thank you again for your support with our customers.

Your Manager

## Confidential Skills Inventory Checklist

Below you will find a number of activity categories and within each of these you will find some specific items to consider. Across from each item you will find six rating choices. Consider each item and then circle the number you believe indicates your current effectiveness and/or interest in that area. For example:

Circling 1 indicates you have no, skill, training, talents, strengths or interest in the item.

Circling 6 indicates you have the most (100%) skill, training, talent, strengths or interest in the item.

Circling any number in between 1 and 6 indicates a less intense rating.

Some boxes have more than one example listed. When you read through the items listed, if you believe only specific parts pertain to you please feel free to cross out the item(s) you feel are not within your skill, training, talents, strengths or interests. If you believe some are missing, feel free to write them in the appropriate box or at the end of the checklist.

### Managing your day

In this section you can indicate your strengths in day-to-day matters, such as time management, organisation, decision-making and interpersonal skills.

|   |                    |   |   |   |   |   |
|---|--------------------|---|---|---|---|---|
| <b>Initiative</b> Using your influence and determination over events to achieve goals; preferring to be proactive versus preferring to be given guidelines and/or steps to take along the way. Please indicate how much you like to do the following. |                    |   |   |   |   |   |
| —————>  | Not at all<br>100% |   |   |   |   |   |
| Seek and gather information relevant to a problem or issue  | 1                  | 2 | 3 | 4 | 5 | 6 |
| Generate ideas aimed at taking action towards improving a process or situation  | 1                  | 2 | 3 | 4 | 5 | 6 |
| Take action to implement an idea  | 1                  | 2 | 3 | 4 | 5 | 6 |

Comments:

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|  |                    |   |   |   |   |   |
|--|--------------------|---|---|---|---|---|
| <b>Motivation/achievement</b> Are you the type of person who likes to set high goals for personal or group accomplishment? Do you enjoy involvement in the process of accomplishing significant goals? How important to you are the activities listed below and how much do you enjoy each of these? |                    |   |   |   |   |   |
| →  | Not at all<br>100% |   |   |   |   |   |
| Set and achieve high goals for personal/group accomplishment   | 1                  | 2 | 3 | 4 | 5 | 6 |
| Actively participate in goal related activities  | 1                  | 2 | 3 | 4 | 5 | 6 |
| Seek achievement for its own sake  | 1                  | 2 | 3 | 4 | 5 | 6 |

Comments:

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|  |                    |   |   |   |   |   |
|--|--------------------|---|---|---|---|---|
| <b>Adaptability</b> How do you consider you adjust in varying environments and with different tasks, responsibilities and people? How do you rate your interest in the following activities? |                    |   |   |   |   |   |
| →  | Not at all<br>100% |   |   |   |   |   |
| Recognise situational differences in tasks, responsibilities and people  | 1                  | 2 | 3 | 4 | 5 | 6 |
| Experiment with different responses or styles in response to different situations  | 1                  | 2 | 3 | 4 | 5 | 6 |
| Effectively match different responses to the requirements of the situation   | 1                  | 2 | 3 | 4 | 5 | 6 |

Comments:

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|   |                    |   |   |   |   |   |
|---|--------------------|---|---|---|---|---|
| <b>Planning and organising</b> Establishing a course of action for you to accomplish a specific goal. Planning resources and people you will need to help you accomplish a specific goal. How well do you think you do the following? |                    |   |   |   |   |   |
| →   | Not at all<br>100% |   |   |   |   |   |
| Prioritise by identifying crucial activities or tasks and adjusting priorities as needed  | 1                  | 2 | 3 | 4 | 5 | 6 |
| Schedule tasks and events by making effective use of time, avoid/resolve time conflicts and schedule adequate preparation time  | 1                  | 2 | 3 | 4 | 5 | 6 |
| Plan and coordinate by making accurate estimates of time requirements; organise materials, files and resources required to perform a job effectively; keep others informed, coordinate resources and keep track of tasks/projects     | 1                  | 2 | 3 | 4 | 5 | 6 |

Comments:

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|  |                    |   |   |   |   |   |
|--|--------------------|---|---|---|---|---|
| <b>Quality awareness</b> Identifying conditions that might affect the quality of a product or service for both external and internal customers. Considering the items below indicate your interest or skill. |                    |   |   |   |   |   |
| →  | Not at all<br>100% |   |   |   |   |   |
| Review product or service specifications and requirements for clarity and accuracy   | 1                  | 2 | 3 | 4 | 5 | 6 |
| Highlight areas of product or service specifications that require special attention and non-standard procedures, terms and conditions, features and so on  | 1                  | 2 | 3 | 4 | 5 | 6 |
| Seek to identify and eliminate root causes of quality problems   | 1                  | 2 | 3 | 4 | 5 | 6 |

Comments:

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| <b>Teamwork and Collaboration</b> Working effectively within a team to accomplish shared organisational goals by taking actions that respect the needs and contributions of others; also contributing to and accepting any consensus. How would you rate your strengths, etc. in the following areas? |                    |   |   |   |   |   |
|---|--------------------|---|---|---|---|---|
| →   | Not at all<br>100% |   |   |   |   |   |
| Share by stating and accepting information, ideas and suggestions; expand on the ideas and suggestions; expand on the ideas of a team member; check for understanding and consensus by team   | 1                  | 2 | 3 | 4 | 5 | 6 |
| Develop agreement by stating your personal opinions and areas of disagreement tactfully; subordinating your own position to support the group's decision; proposing acceptable compromises and expanding the ideas of others  | 1                  | 2 | 3 | 4 | 5 | 6 |
| Acknowledge contributions, praise efforts, participation and ideas; redirect the conversation when others' self-esteem is threatened; disagree by focusing on the facts rather than personal preference; show empathy and understanding when appropriate  | 1                  | 2 | 3 | 4 | 5 | 6 |

Comments:

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## Decision making

|  |                    |   |   |   |   |   |
|--|--------------------|---|---|---|---|---|
| <b>Analysis</b> Sourcing relevant information and identifying key issues and relationships from a base of information; relating and comparing information, then identifying cause and affect relationships. How would you handle the following?                            |                    |   |   |   |   |   |
| →  | Not at all<br>100% |   |   |   |   |   |
| Identify issues and problems, recognising the major issues; identify key facts, trends and issues; separate relevant from irrelevant data  | 1                  | 2 | 3 | 4 | 5 | 6 |
| Seek information and recognise information gaps or the need for additional information, obtain information by clearly describing what needs to be known and the means to obtain it; pose specific and clear questions to verify facts and obtain the necessary information | 1                  | 2 | 3 | 4 | 5 | 6 |
| Organise information and data to identify or explain trends, problems and their causes   | 1                  | 2 | 3 | 4 | 5 | 6 |

Comments:

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|  |                    |   |   |   |   |   |
|--|--------------------|---|---|---|---|---|
| <b>Judgment</b> Committing to an action after developing alternatives that are based on logical assumptions and factual information that takes into consideration resources, constraints and organisational culture and values. How do you rate your performance in the following? |                    |   |   |   |   |   |
| →  | Not at all<br>100% |   |   |   |   |   |
| Develop and consider alternative options for action to address an issue or a problem   | 1                  | 2 | 3 | 4 | 5 | 6 |
| Select a course of action that is most appropriate to the circumstances after considering a variety of possibilities   | 1                  | 2 | 3 | 4 | 5 | 6 |
| Ability and strength to take action when appropriate   | 1                  | 2 | 3 | 4 | 5 | 6 |

Comments:

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## *Interpersonal*

|  |                    |   |   |   |   |   |
|--|--------------------|---|---|---|---|---|
| <b>Listening</b> The ability to hear words and understand the meaning of not just the words themselves but the underlying meaning of the words (hearing between the lines). How would you consider your skills here? |                    |   |   |   |   |   |
| —————▶   | Not at all<br>100% |   |   |   |   |   |
| Respond to someone speaking (after hearing what they've said) by seeking clarification or confirming understanding   | 1                  | 2 | 3 | 4 | 5 | 6 |
| Appropriately acknowledge the feelings behind what is said in a conversation   | 1                  | 2 | 3 | 4 | 5 | 6 |
| Remember and use information obtained from the other person from earlier in the conversation   | 1                  | 2 | 3 | 4 | 5 | 6 |

Comments:

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|  |                    |   |   |   |   |   |
|--|--------------------|---|---|---|---|---|
| <b>Sensitivity</b> Taking action that indicates a consideration for the feelings and needs of others; being aware of the impact of your behaviour and words on others. How do you think you react in these situations? |                    |   |   |   |   |   |
| —————▶   | Not at all<br>100% |   |   |   |   |   |
| Respect, maintain and enhance the self-esteem of others  | 1                  | 2 | 3 | 4 | 5 | 6 |
| Listen and respond with appropriate empathy or sympathy  | 1                  | 2 | 3 | 4 | 5 | 6 |
| Demonstrate an awareness of your impact on other people by taking actions based on accurate appraisal of feelings, motives, needs and skills of others   | 1                  | 2 | 3 | 4 | 5 | 6 |

Comments:

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|  |                    |   |   |   |   |   |
|--|--------------------|---|---|---|---|---|
| <b>Presentation skills</b> Formally and informally presenting ideas effectively to individuals or groups both on the spot and also when given time for preparation, and targeting presentations to the characteristics and needs of the audience. Do you feel you have talents here? |                    |   |   |   |   |   |
| →  | Not at all<br>100% |   |   |   |   |   |
| Consider audience characteristics, needs and motivations   | 1                  | 2 | 3 | 4 | 5 | 6 |
| Develop a logical structure for ideas and clear context for required action or recommendations   | 1                  | 2 | 3 | 4 | 5 | 6 |
| Use images, formats, language, terminology and style appropriate to your audience  | 1                  | 2 | 3 | 4 | 5 | 6 |

Comments:

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|   |                    |   |   |   |   |   |
|---|--------------------|---|---|---|---|---|
| <b>Written communication</b> Expressing ideas clearly with appropriate organisation and structure, correct grammar, language and terminology to match the needs of those you are writing to. How strong are your skills here? |                    |   |   |   |   |   |
| →   | Not at all<br>100% |   |   |   |   |   |
| Consider audience characteristics, needs and motivations  | 1                  | 2 | 3 | 4 | 5 | 6 |
| Develop a logical structure for ideas and present them in a clear context for clearly indicated action or recommended action  | 1                  | 2 | 3 | 4 | 5 | 6 |
| Use language, terminology and explanations appropriate to the audience  | 1                  | 2 | 3 | 4 | 5 | 6 |

Comments:

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|   |                    |   |   |   |   |   |
|---|--------------------|---|---|---|---|---|
| <b>Words you use</b> Expressing ideas effectively in individual, group or formal situations. Adjusting language or terminology to the characteristics and needs of the audience in day-to-day contact. How do you feel you handle the following?  |                    |   |   |   |   |   |
| →   | Not at all<br>100% |   |   |   |   |   |
| Mechanics – fluently use appropriate grammar and vocabulary; using words relevant to the complexity of the message and the intended audience – not using jargon   | 1                  | 2 | 3 | 4 | 5 | 6 |
| Organisation – sequencing of information in a logical manner to aid understanding; speaking clearly and understandably and with an appropriate number of words  | 1                  | 2 | 3 | 4 | 5 | 6 |
| Delivery style – speaking with a pace and inflection that aids understanding; appearing interested, enthusiastic and confident; using body language (when appropriate) that is consistent with the verbal communication; listening to others and demonstrating you understand their message | 1                  | 2 | 3 | 4 | 5 | 6 |

Comments:

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| Customer service orientation Making the effort needed to listen to, understand and respond to the customer (both internal and external), anticipating customer needs; giving high priority to customer satisfaction; knowing when to provide extra effort. How do you rate your commitment to the following?  |                    |   |   |   |   |   |
|---|--------------------|---|---|---|---|---|
| →   | Not at all<br>100% |   |   |   |   |   |
|   | 1                  | 2 | 3 | 4 | 5 | 6 |
| Acknowledge the person, recognising, maintaining and enhancing the customer's self-esteem and the company's corporate image; listen carefully and respond with appropriate empathy or sympathy  |                    |   |   |   |   |   |
| Understand the customer's needs and take responsibility for action by asking questions or analysing information to determine needs, problems or requests; provide appropriate information to elicit or help clarify needs, summarise to check understanding; as appropriate, offering an apology for misunderstandings, inconvenience or mistakes; make customer aware of how needs can be met  |                    |   |   |   |   |   |
| Meet or exceed needs and confirm satisfaction by acting promptly in routine and exceptional service situations; agree with a customer on a clear course of action; meet or exceed the customer's practical and personal needs; take action to remedy misunderstandings, mistakes or inconveniences; owns the issue through to completion; ask questions to verify customer satisfaction; follow up with customers after handling their issue or request |                    |   |   |   |   |   |

Comments:

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## *Technical/professional knowledge – general*

In this section you explore your strengths in other areas of expertise in general technical/professional knowledge about office systems, industry and product knowledge. As above, simply circle the number from 1 to 6 that best describes your skills.

| Systems and processes – office systems               |                    |   |   |   |   |   |
|--|--------------------|---|---|---|---|---|
| →  | Not at all<br>100% |   |   |   |   |   |
| Lotus Notes  | 1                  | 2 | 3 | 4 | 5 | 6 |
| Microsoft Word                                       | 1                  | 2 | 3 | 4 | 5 | 6 |
| Microsoft Excel                                      | 1                  | 2 | 3 | 4 | 5 | 6 |
| Microsoft PowerPoint                                 | 1                  | 2 | 3 | 4 | 5 | 6 |
| Other word processing software (indicate which)      | 1                  | 2 | 3 | 4 | 5 | 6 |
| Other spreadsheet software (indicate which)          | 1                  | 2 | 3 | 4 | 5 | 6 |
| Other graphic presentation software (indicate which) | 1                  | 2 | 3 | 4 | 5 | 6 |
| Other software (indicate which)                      | 1                  | 2 | 3 | 4 | 5 | 6 |

Comments:

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| Systems and processes – regulatory knowledge                                     |                    |   |   |   |   |   |
|--|--------------------|---|---|---|---|---|
| →  | Not at all<br>100% |   |   |   |   |   |
| Telemarketing Code of Practice   | 1                  | 2 | 3 | 4 | 5 | 6 |
| Consumer Protection Act  | 1                  | 2 | 3 | 4 | 5 | 6 |
| Privacy legislation  | 1                  | 2 | 3 | 4 | 5 | 6 |
| Trade Practices Act  | 1                  | 2 | 3 | 4 | 5 | 6 |
| Any knowledge specifically pertinent to your industry regulations or legislation | 1                  | 2 | 3 | 4 | 5 | 6 |

Comments:

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| Systems and processes – industry knowledge       |                    |   |   |   |   |   |
|--|--------------------|---|---|---|---|---|
| →  | Not at all<br>100% |   |   |   |   |   |
| Major industry segments                          | 1                  | 2 | 3 | 4 | 5 | 6 |
| Segment trends                                   | 1                  | 2 | 3 | 4 | 5 | 6 |
| Major competitors                                | 1                  | 2 | 3 | 4 | 5 | 6 |
| Competitor performance                           | 1                  | 2 | 3 | 4 | 5 | 6 |
| Industry bodies and regulators                   | 1                  | 2 | 3 | 4 | 5 | 6 |
| Compliance issues                                | 1                  | 2 | 3 | 4 | 5 | 6 |
| Knowledge of professional standards for industry | 1                  | 2 | 3 | 4 | 5 | 6 |

Comments:

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| Systems and processes – product knowledge                              |                    |   |   |   |   |   |
|--|--------------------|---|---|---|---|---|
| →  | Not at all<br>100% |   |   |   |   |   |
| Specific for your product set  | 1                  | 2 | 3 | 4 | 5 | 6 |
| Actions surrounding it (such as calculations or risks associated with) | 1                  | 2 | 3 | 4 | 5 | 6 |

Comments:

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### *Technical/professional knowledge – specific*

This section is where you can specifically highlight your training strengths and needs, including current skill levels in the technical areas indicated below.

| Technical and professional knowledge – selling skills     |                    |   |   |   |   |   |
|---|--------------------|---|---|---|---|---|
| →   | Not at all<br>100% |   |   |   |   |   |
| Basic selling skills – qualifying the sale                | 1                  | 2 | 3 | 4 | 5 | 6 |
| Basic selling skills – fact finding and identifying needs | 1                  | 2 | 3 | 4 | 5 | 6 |
| Basic selling skills – closing the sale                   | 1                  | 2 | 3 | 4 | 5 | 6 |

Comments:

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| Technical and professional knowledge – general professional skills |                    |   |   |   |   |   |
|--|--------------------|---|---|---|---|---|
| →  | Not at all<br>100% |   |   |   |   |   |
| Mathematical knowledge and skills                                  | 1                  | 2 | 3 | 4 | 5 | 6 |
| Basic computer programming   | 1                  | 2 | 3 | 4 | 5 | 6 |
| Specialised industry knowledge                                     | 1                  | 2 | 3 | 4 | 5 | 6 |
| Legislative knowledge  | 1                  | 2 | 3 | 4 | 5 | 6 |

Comments:

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### *Other areas in general*

| →                         | Not at all<br>100% |   |   |   |   |   |
|---------------------------|--------------------|---|---|---|---|---|
| Technical (phones or PCs) | 1                  | 2 | 3 | 4 | 5 | 6 |
| Administration            | 1                  | 2 | 3 | 4 | 5 | 6 |
| Budgets/accounting        | 1                  | 2 | 3 | 4 | 5 | 6 |
| Customer surveys          | 1                  | 2 | 3 | 4 | 5 | 6 |
| Filing                    | 1                  | 2 | 3 | 4 | 5 | 6 |
| Fulfilment (mailing)      | 1                  | 2 | 3 | 4 | 5 | 6 |
| Privacy                   | 1                  | 2 | 3 | 4 | 5 | 6 |
| Staffing/rosters          | 1                  | 2 | 3 | 4 | 5 | 6 |
| Statistics                | 1                  | 2 | 3 | 4 | 5 | 6 |
| Typing                    | 1                  | 2 | 3 | 4 | 5 | 6 |
| Care of plants            | 1                  | 2 | 3 | 4 | 5 | 6 |
| Other (specify)           | 1                  | 2 | 3 | 4 | 5 | 6 |

Comments:

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### *Training*

| →                              | Not at all<br>100% |   |   |   |   |   |
|--------------------------------|--------------------|---|---|---|---|---|
| Customer care                  | 1                  | 2 | 3 | 4 | 5 | 6 |
| Staff selection and interviews | 1                  | 2 | 3 | 4 | 5 | 6 |
| Products and services          | 1                  | 2 | 3 | 4 | 5 | 6 |
| Researching courses            | 1                  | 2 | 3 | 4 | 5 | 6 |
| Telephone techniques           | 1                  | 2 | 3 | 4 | 5 | 6 |
| Helping with training          | 1                  | 2 | 3 | 4 | 5 | 6 |
| Mentoring new staff            | 1                  | 2 | 3 | 4 | 5 | 6 |
| Other (specify)                | 1                  | 2 | 3 | 4 | 5 | 6 |

Comments:

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## *Special Projects*

| →                   | Not at all<br>100% |   |   |   |   |   |
|---------------------|--------------------|---|---|---|---|---|
| Events coordination | 1                  | 2 | 3 | 4 | 5 | 6 |
| Recognition program | 1                  | 2 | 3 | 4 | 5 | 6 |
| Disaster planning   | 1                  | 2 | 3 | 4 | 5 | 6 |
| Quality control     | 1                  | 2 | 3 | 4 | 5 | 6 |
| Research            | 1                  | 2 | 3 | 4 | 5 | 6 |
| Legal               | 1                  | 2 | 3 | 4 | 5 | 6 |
| Other (specify)     | 1                  | 2 | 3 | 4 | 5 | 6 |

Comments:

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## *Creative talent*

| →                            | Not at all<br>100% |   |   |   |   |   |
|------------------------------|--------------------|---|---|---|---|---|
| Artistic                     | 1                  | 2 | 3 | 4 | 5 | 6 |
| Interior design              | 1                  | 2 | 3 | 4 | 5 | 6 |
| Environmental design or care | 1                  | 2 | 3 | 4 | 5 | 6 |
| Other (specify)              | 1                  | 2 | 3 | 4 | 5 | 6 |

Comments:

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**Languages** Please indicate your level of fluency (e.g. basic/beginners, conversational, advanced, native).

| →                 | Not at all<br>100% |   |   |   |   |   |
|-------------------|--------------------|---|---|---|---|---|
| German            | 1                  | 2 | 3 | 4 | 5 | 6 |
| Spanish           | 1                  | 2 | 3 | 4 | 5 | 6 |
| Greek             | 1                  | 2 | 3 | 4 | 5 | 6 |
| Italian           | 1                  | 2 | 3 | 4 | 5 | 6 |
| French            | 1                  | 2 | 3 | 4 | 5 | 6 |
| Japanese          | 1                  | 2 | 3 | 4 | 5 | 6 |
| Chinese (dialect) | 1                  | 2 | 3 | 4 | 5 | 6 |
| Other (specify)   | 1                  | 2 | 3 | 4 | 5 | 6 |

Comments:

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### *Other skills and attributes*

| →   | Not at all<br>100% |   |   |   |   |   |
|---|--------------------|---|---|---|---|---|
| Other sales (party plan or multi-level marketing, etc.) | 1                  | 2 | 3 | 4 | 5 | 6 |
| Organisational skills in general                        | 1                  | 2 | 3 | 4 | 5 | 6 |
| Creative  | 1                  | 2 | 3 | 4 | 5 | 6 |
| Analytical/problem solving                              | 1                  | 2 | 3 | 4 | 5 | 6 |
| Writing   | 1                  | 2 | 3 | 4 | 5 | 6 |
| Fixing computers  | 1                  | 2 | 3 | 4 | 5 | 6 |
| PCs and gadgets knowledge                               | 1                  | 2 | 3 | 4 | 5 | 6 |
| Numerical   | 1                  | 2 | 3 | 4 | 5 | 6 |
| Leadership  | 1                  | 2 | 3 | 4 | 5 | 6 |
| First Aid Senior Certificate                            | 1                  | 2 | 3 | 4 | 5 | 6 |
| First Aid – CPR Training                                | 1                  | 2 | 3 | 4 | 5 | 6 |
| First Aid Advanced                                      | 1                  | 2 | 3 | 4 | 5 | 6 |
| Fire Marshal training                                   | 1                  | 2 | 3 | 4 | 5 | 6 |
| Other (specify)   | 1                  | 2 | 3 | 4 | 5 | 6 |

Comments:

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## Courses and interests

Please list any non-formal and formal training awards and recognition you have achieved (feel free to use the back of these sheets if necessary).

|   |  |
|---|--|
| Any courses you have completed to enhance your job skills, either sponsored by your employer or by yourself                                       |  |
| Any courses you have undertaken on a personal level to pursue interests and or hobbies (e.g. photography, painting, personal development courses) |  |
| Any interests or pastimes you have (e.g. sports, family, dancing, glass painting)   |  |
| Any area you would be keen either to take on as a secondary skill or simply be interested to learn more about (work or personal related)          |  |

Other

We have tried to make this inventory as comprehensive as possible but it's likely we have forgotten an area where you may have additional skills, abilities or interests. Please indicate them below.

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## Thank you

Thank you for taking the time to complete this long form. I hope it has helped you remember and identify areas of personal and professional strengths, gifts, talents, training and interests. The results of everyone's choices will be entered into a confidential spreadsheet to help us better recognise and acknowledge your potential contributions to the team, the organisation and to yourself. One of the team leaders will be talking to you about ideas to consider.