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| **Writing** | Expressing ideas and information clearly in a written form that is appropriate to its purpose and readership |
| **Public speaking** | Expressing information and ideas out loud to small or large groups in formal or informal settings. |
| **Informing**  | Giving appropriate necessary information to people in a suitable format. |
| **Explaining** | Giving reasons and helping people to understand concepts |
| **Advocacy** | Speaking or acting on behalf of other individuals or groups |
| **Advising** | Helping people to choose between options or courses of action |
| **Persuading** | Convincing people to follow a particular course of action |
| **Negotiation & conflict resolution** | Bringing about agreement and compromise between groups or individuals with differing objectives or points of view. |
| **Challenging** | Drawing attention to conditions, attitudes or behaviours that are unfair, unhelpful or inappropriate in a way that is suited to the situation. |
| **Social interaction** | Putting people at their ease using conversation, behaviour and body language |
| **Listening & questioning** | Paying noticeable attention to people. Seeking to understand them. Asking appropriate questions to gain information. |
| **Sensitivity & empathy** | Understanding and valuing the feelings of others and behaving appropriately |
| **Cooperation** | Working with other people in a non-competitive way. Sharing resources and contributing effort towards a mutual goal. |
| **Idea generation** | Producing a wide range or large number of ideas or options.  |
| **Innovation** | Introducing change and new ways of doing things |
| **Dexterity** | Skill and grace in manipulating objects |
| **Data collection & investigation** | Identifying and gathering relevant information. Effectively identifying and using information sources. |
| **Attention to detail & checking** | Being meticulous and systematic. Spotting errors and inconsistencies. |
| **Comparison & categorisation** | Identifying correlations between data. Dividing information into appropriate groups based on similar characteristics. |
| **Numerical & textual manipulation** | Being able to use mathematical and grammatical rules to obtain meaning from numerical or written data or to convert information to different formats. |
| **Conceptualisation & theorising** | Identifying patterns and providing realistic possible explanations for events or behaviours |
| **Evaluation & prioritisation** | Assigning and comparing relative validity, importance or worth. |
| **Extrapolation & prediction** | Assigning and comparing relative validity, importance or worth. |
| **Decision making** | Choosing from a range of possibilities in order to satisfy certain criteria. |
| **Goal setting** | Identifying and articulating appropriate objectives for one's self and others. |
| **Directing & delegating** | Instructing others so that they can perform given tasks effectively. |
| **Motivating** | Providing stimuli and encouragements to others to ensure that tasks are completed with sufficient enthusiasm. |
| **Monitoring & assessing** | Maintaining awareness of the progress of others and comparing their performance with given standards. |
| **Developing others** | Encouraging and enabling growth, progression and learning in others in order that they become more effective or achieve greater levels of satisfaction. |
| **Directing & delegating** | Instructing others so that they can perform. |
| **Planning** | Establishing necessary sequences and realistic timescales for tasks in order to achieve a goal. |
| **Resource allocation & prioritisation** | Working out how to use time, money, facilities and staff effectively and efficiently to ensure that tasks are completed. |
| **Timekeeping** | Maintaining awareness of time constraints and ensuring that deadlines are met. |
| **Consistency** | Ensuring that an appropriate quality and standard procedures are applied throughout. |
| **Completion** | Consistently seeing things through to the end, sometimes involves being able to take over projects from others. |
| **Adaptability** | Being able to change one's attitudes or behaviour quickly in response to changing demands or environments. |
| **Learning ability** | Assimilating and applying new information and procedures quickly or thoroughly. |
| **Quick thinking** | Ability to react to new information or situations quickly and appropriately |
| **Observation** | Noticing details of events and surroundings. |
| **Initiative** | Thinking and acting appropriately without the need of detailed instructions or guidance from others |
| **Persistence** | Ability to maintain working on an activity despite difficulties or setbacks |

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