

Subjective Reports Transferable Skills Assessment (SRTSA)

Version 0.7 created by Noah Arney based on Canada's Skills for Success, more information available at:

<https://www.canada.ca/en/services/jobs/training/initiatives/skills-success/learning-steps.html>

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This 'subjective reports assessment' is a formative assessment for the transferable skills of **Problem Solving, Creativity & Innovation, Communication, Collaboration, and Adaptability**. The key to the assessment method is that it is based on specific practice during a work-integrated learning period and incorporates self, supervisor, and even peer assessment to support your development. The results from the assessments are compared for the you to reflect on yourself and your displayed skills.

Completing the Assessment

Each of the five **skills** has six **components** and each of those components has three different **levels**: *Building, Enhancing, and Proficient*. A statement about an **action** you can do is given for each level of the component. Each level builds on the ones before.

In scoring the assessment reflect on times when you have done the **actions** within each **component** and **level**. Circle the **highest-level** actions you are frequently able to do for each component of each skill.

Reflection: How many times did you circle Building, Enhancing, or Proficient for each of the skills? What skills did you score yourself higher on than you expected? How often do you think you can demonstrate that component to others?

Problem Solving

Components	Building	Enhancing	Proficient
Identify the issue to be addressed	Recognize familiar problems and the common issues or variables within them.	Identify common variables in new issues and problems, connecting past experience to the problem.	Identify complex and contradictory variables within new and unfamiliar problems and the specific issues at play within them.
Gather information	Connect past experience, knowledge, and skills to familiar problems and common issues.	Identify information sources beyond your past experience that are useful for an unfamiliar issue or problem.	Use new-to-you or complex methods of research to identify information on new-to-you or complex problems.
Analyze the issue	Determine potential common reasons for familiar problems or issues.	Determine multiple causes of and variables of problems and issues that are new-to-you based on gathered information.	Using assessments, tests, research, and external standard procedures analyze a complex issue and synthesize the information about it.
Create multiple options	Troubleshoot familiar problems or issues by determining options for solutions based on past experience with similar problems and issues.	Troubleshoot and develop multiple choices for solving problems and issues where the causes and variables are knowable but require more than one step to analyze.	Determine multiple options for solutions or decisions about complex problems which had unfamiliar variables or unknown causes based on substantial research or diverse unfamiliar sources.
Address the issue	Determine and implement a decision or solution to common or familiar problems and issues based on past or best practice.	Select and implement the best solution to a complicated problem or issue with multiple variables and causes that were previously unknown to you.	Implement and iterate on solutions and decisions to complex problems where there is no identifiable best choice.
Evaluate effectiveness of solution	Assess whether past or best practice solutions were effective in resolving a problem or issue.	Assess and evaluate the effectiveness of the solution or decision made to solve a problem according to an external standard.	Assess and evaluate the effectiveness of a complex solution or decision to a complex problem or issue where there is no identifiable best choice.

Creativity & Innovation

Components	Building	Enhancing	Proficient
Use imagination and curiosity	Imagine a world in which things are different.	Imagine a world in which things are different and explore what might need to happen for that world to be real.	Imagine a world in which things are different and identify specific changes that could happen to make it a reality.
Identify Opportunities to innovate	Explore new-to-you ideas and understand when others show me how they can be expanded.	Explore new and innovative ideas and identify ways they can be improved or expanded.	Expand and innovate on ideas new-to-you and others in a way that substantially improve them.
Generate ideas that are new	Generate new-to-you ideas yourself with support and guidance from someone else.	Generate new-to-you ideas without support from others.	Generate new and original ideas others haven't considered before.
Develop ideas	Develop ideas within the norms and habits of your environment with support.	Develop ideas while embracing uncertainty or failure without support.	Develop ideas in new, innovative, or original ways that iterate on failures.
Apply ideas	Implement ideas others bring forward into systems you are familiar with.	Implement ideas you and others generate in situations without a correct or knowable answer.	Implement a wide variety of innovations and ideas generated by you and others in new and unique ways that embrace failure as part of the process.
Facilitate a creative and innovative environment	Accept changes others make to your environment that are designed to make it more creative or innovative.	Organize your environment in a way that supports your creativity.	Facilitate an environment for others to be creative and innovative.

Communication

Components	Building	Enhancing	Proficient
<i>Listen with intention</i>	Actively listen to topics of interest in an attempt to understand the listener rather than simply to develop a response.	Actively listen to many topics outside of interests in an attempt to understand the listener with no intention of developing a response.	Actively listen to topics which are counter to your own interests or biases or know little about in an attempt to understand the listener with no intention of developing a response.
<i>Listen to understand</i>	Understand content on topics of interest presented with factual and concrete language and understand common non-verbal cues.	Understand content on topics outside of interests presented with factual and abstract language or which includes non-verbal or culturally influenced information.	Understand abstract concepts and content with which you disagree or about things which you know little about and able to understand non-verbal or culturally influenced information from cultures other than your own.
<i>Speak with clarity</i>	Speak about topics of interest in a way that others understand your concepts when presented using factual and concrete language.	Speak about topics outside of interests in a way that others understand your concepts when presented using factual and abstract language.	Speak on a wide range of topics in a way others understand even if they do not have the same cultural worldview.
<i>Speak with purpose</i>	Speak about topics of interest in a way that is structured to explain your points to those who know the topic well.	Speak about topics outside of interests in a way that is structured to explain your points to those who know little about the topic.	Structure speaking on a wide range of topics in a way that guides others through learning about the topic so that they come to the same level of understanding as me even if they knew little to start with.
<i>Adapt to my audiences and contexts</i>	Present on topics of interest to a single person.	Present on topics of interest to individuals or small groups of people you do not know or in places you are not familiar with.	Present on a wide range of topics to large and small groups as well as individuals in a variety of spaces and formats.
<i>Adapt to others communication modes and tools</i>	Adapt presentations enough to be understood based on common non-verbal cues from those listening.	Adapt presentations to be better understood based on complex non-verbal and cultural cues from those speaking.	Adapt presentations to be best understood and increase persuasiveness based on shifting contexts, spaces, formats, and group sizes.

Collaboration

Components	Building	Enhancing	Proficient
<i>Work well with others</i>	Interact with and accomplish goals with familiar people.	Interact with and accomplish goals with unfamiliar people.	Interact with and accomplish goals with large teams of diverse unfamiliar people.
<i>Value diversity and inclusion</i>	Maintain respectful behaviour towards those who are different from you.	Value diversity and inclusion within your groups and encourage the respectful behaviour of others in the groups.	Value diversity and inclusion of all groups and work toward improving your and others respectful behaviour of groups.
<i>Manage difficult interactions with others</i>	Interact with familiar people in a way that minimizes conflict.	Manage difficult interactions with individuals and groups and manage conflicts between others and yourself.	Manage difficult interactions within and between groups and work toward resolving conflicts.
<i>Facilitate an environment of collaboration</i>	Collaborate with familiar people or small groups of unfamiliar people to complete routine tasks.	Collaborate with familiar people and groups of unfamiliar people to coordinate tasks.	Collaborate with large groups, taking responsibility for coaching, motivating, and evaluating others.
<i>Achieve a common goal with others</i>	Work toward a routine goal with familiar people or small groups of unfamiliar people.	Work toward a simple goal with groups of unfamiliar people.	Achieve complex goals with large groups in unpredictable situations.
<i>Reflect and improve on teamwork</i>	Reflect and improve on how you work with familiar people.	Reflect and improve on how you work with unfamiliar people.	Reflect and improve on how groups of people work together.

Adaptability

Components	Building	Enhancing	Proficient
<i>Demonstrate Responsibility</i>	Follow provided directions responsibly with some supervision.	Follow provided and implied directions with minor supervision.	Independently determine what is expected of you and demonstrate responsibility without supervision.
<i>Persist and persevere</i>	Stay positive and persist in the face of minor changes.	Stay positive, persist, and persevere in the face of moderate changes.	Stay positive, persist, and persevere in the face of complex or substantial changes.
<i>Regulate emotions</i>	Regulate emotions in response to minor stress.	Regulate emotions in response to moderate stress.	Regulate emotions in response to high stress.
<i>Set or adjust goals and expectations</i>	Set goals and expectations with direction and adjust in response to minor changes.	Set goals and expectations with supervision and adjust in response to moderate changes.	Set goals and expectations independently and adjust in response to complex changes.
<i>Plan and prioritize</i>	Plan and prioritize tasks and goals when given direction.	Plan and prioritize tasks and goals with some supervision.	Plan and prioritize tasks and goals without any supervision.
<i>Seek self-improvement</i>	Learn what is required of you with direction.	Determine what type of learning or self-improvement is needed with some supervision and begin working on it.	Identify opportunities for self-improvement and life-long learning independently and progress towards them.

Reflection

How many times did you circle *Building*, *Enhancing*, or *Proficient* for the skills?

Level	#
Building	
Enhancing	
Proficient	

Based on your self assessment which are your top two skills and the best two components for each?

Top Skill	Component 1	Component 2

What skills did you score yourself higher on than you expected?

How often do you think you can demonstrate that component to others?