## The Parachute Skills Grid

| Your Seven Stories |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| In the space to the left, write above each |
| number, in turn, the name you give to each |
| story. Begin with Story \#1. Then go down |
| the list and mark the box if you used that |
| skill in each story. |


| 1 | 2 | 3 | 4 | 5 | 6 | 7 | SKILLS WITH PEOPLE <br> continued |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  | Speak |
|  |  |  |  |  |  |  | Listen |
|  |  |  |  |  |  |  | Counsel, guide, mentor |
|  |  |  |  |  |  |  | Communicate well, in person |
|  |  |  |  |  |  |  | Communicate well, in writing |
|  |  |  |  |  |  |  | Divert, amuse, entertain, perform, act |
|  |  |  |  |  |  |  | Play an instrument |
|  |  |  |  |  |  |  | Interpret, speak, or read a foreign language |
|  |  |  |  |  |  |  | Serve, care for, follow instructions faithfully |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | SKILLS WITH DATA/IDEAS <br> As my story shows, I can . . . |
|  |  |  |  |  |  |  | Use my intuition |
|  |  |  |  |  |  |  | Create, innovate, invent |
|  |  |  |  |  |  |  | Design, use artistic abilities, be original |
|  |  |  |  |  |  |  | Visualize, including in three dimensions |
|  |  |  |  |  |  |  | Imagine |
|  |  |  |  |  |  |  | Use my brain |
|  |  |  |  |  |  |  | Synthesize, combine parts into a whole |
|  |  |  |  |  |  |  | Systematize, prioritize |
|  |  |  |  |  |  |  | Organize, classify |
|  |  |  |  |  |  |  | Perceive patterns |
|  |  |  |  |  |  |  | Analyze, break down into parts |
|  |  |  |  |  |  |  | Work with numbers, compute |
|  |  |  |  |  |  |  | Remember people, or data, to unusual degree |
|  |  |  |  |  |  |  | Develop, improve |


| 1 | 2 | 3 | 4 | 5 | 6 | 7 | SKILLS WITH DATA/IDEAS continued |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  | Solve problems |
|  |  |  |  |  |  |  | Plan |
|  |  |  |  |  |  |  | Program |
|  |  |  |  |  |  |  | Research |
|  |  |  |  |  |  |  | Examine, inspect, compare, see similarities and differences |
|  |  |  |  |  |  |  | Use acute senses (hearing, smell, taste, sight) |
|  |  |  |  |  |  |  | Study, observe |
|  |  |  |  |  |  |  | Compile, keep records, file, retrieve |
|  |  |  |  |  |  |  | Copy |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | SKILLS WITH THINGS <br> As my story shows, I can . . . |
|  |  |  |  |  |  |  | Control, expedite things |
|  |  |  |  |  |  |  | Make, produce, manufacture |
|  |  |  |  |  |  |  | Repair |
|  |  |  |  |  |  |  | Finish, restore, preserve |
|  |  |  |  |  |  |  | Construct |
|  |  |  |  |  |  |  | Shape, model, sculpt |
|  |  |  |  |  |  |  | Cut, carve, chisel |
|  |  |  |  |  |  |  | Set up, assemble |
|  |  |  |  |  |  |  | Handle, tend, feed |
|  |  |  |  |  |  |  | Operate, drive |
|  |  |  |  |  |  |  | Manipulate |
|  |  |  |  |  |  |  | Use my body, hands, fingers, with unusual dexterity or strength |

