

## Skills Potentially Used During Your Research Experience

Skill Category	Specific skill	Highly or moderately proficient in	Enjoy using	Required in job
<b>Relationship</b>	Work in teams on a project (with undergrads, grad students, postdocs, staff, professors)			
	Network with others in order to collaborate, share resources, brainstorm			
	Train undergraduates, graduate students, or postdocs			
	Serve as a liaison among professors, staff, and students to facilitate communication and build partnerships			
	Maintain long-term relationships with mentors and advisors			
<b>Communication</b>	Present research (invited talks at conferences, poster presentations, PowerPoint presentations)			
	Translate languages			
	Convert technical language into lay language			
	Write a grant			
	Persuade advisor about your idea			
	Write papers, book chapter, dissertation			
	Edit/copyedit colleagues' work, your own work			
	Write reviews for papers or books			
	Read, write, and/or speak foreign language(s)			
	Provide diplomatic answers to advisors/colleagues' ideas and provide constructive criticism			
	Negotiate with your advisor your timeline for exams, finishing your thesis			
	Attribute work properly ( references, giving credit to colleagues)			
<b>Creative</b>	Brainstorm ideas for your thesis			
	Find alternative solutions or arguments			
	Identify new topic in field to be addressed in your thesis (potentially combining new fields of thought)			
	Create an original work (could be a molecule, musical composition, article, or building)			
	Develop new techniques or protocols			

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<b>Management/ Leadership</b>	Create schedule/timeline			
	Design travel/research trips (logistics such as visas, flights, accommodation, permits, etc.)			
	Administer budget for fellowship/grant (or manage budget for research project)			
	Articulate a vision for a project			
	Negotiate conflict with advisor, committee, colleagues			
	Establish a laboratory for your professor (research equipment, negotiate with vendors, oversee installation, troubleshoot and calibrate machines)			
	Coordinate events, individuals, research trips in order to meet the goals of your project			
	Set goals for your project, thesis, or exam study schedule			
<b>Analytical</b>	Assess legitimacy of resources			
	Ask insightful questions that hit at a problem or heart of argument			
	Review papers in field: provide suggestions for improvement, highlight weaknesses, recommend for or against publication			
	Analyze an idea and come up with counter-arguments			
	Consolidate/synthesize large amounts of information into a coherent argument			
	Collect and analyze data and come to conclusions			
	Organize and classify information			
	Compare results and come up with recommendations			
<b>Physical/ Technical</b>	Use databases			
	Use technical languages, computers, computer programs to conduct research, analyze data, or communicate results of your research			
	Install equipment and fix it when it doesn't work			
	Draw pictures, diagrams, or graphs			
	Repair equipment			

## Skills Potentially Used During Your Teaching Experience

Skill Category	Specific skill	Highly or moderately proficient in	Enjoy using	Required in job
<b>Relationship</b>	Work in teams with other TAs to grade papers, develop grading standards			
	Collaborate with professors and staff to address needs of troubled/low-performing students			
	Embrace diversity in the classroom/create an inclusive environment			
<b>Communication</b>	Translate technical information into simple language			
	Find analogies, examples, or demonstrations (from internet, colleagues, books, your mind) to illustrate points			
	Mentor students on academic success, course schedule, or career interests			
	Identify experts in field and invite them in as guest lecturers			
	Give feedback and constructive criticism, both written and verbally			
	Deliver lectures (potentially with PowerPoint or other tools)			
	Lead group discussions			
	Ask questions			
	Listen to student ideas			
<b>Creative</b>	Brainstorm ideas for your thesis			
	Find alternative solutions or arguments			
	Come up with creative ways to convey difficult or new information			
	Design a course from scratch by identifying key readings/concepts appropriate for the audience, identify learning goals, and structure course around them			
<b>Management/ Leadership</b>	Create schedule/timeline			
	Ensure fairness and consistency in grading students			
	Discipline students (teach them professionalism)			
	Prioritize work activities			
	Develop a schedule/syllabus			
	Meet deadlines (to students, to professor, to university)			
	Organize student trips (event logistics and coordination)			
	Supervise undergraduate TAs			
<b>Analytical</b>	Develop grading standards			
	Evaluate student progress throughout course and assess grade			
	Identify most important concepts in a book and develop lectures, exams, quizzes, and assignments to test understanding of the concepts			
<b>Physical/ Technical</b>	Use technology in classroom (develop podcasts, use Blackboard or eportfolios, etc.)			
	{Please include any of your discipline-specific information here—what did you teach in the course?}			
	Install equipment and fix it when it doesn't work			
	Draw pictures, diagrams, or graphs			
	Repair equipment			

## Potential Personal Qualities

Personal Quality	Highly or moderately proficient in	Enjoy using	Required in job
Ambitious			
Calm in a high-pressure environment			
Comfortable with ambiguity or situations where there isn't a clear solution			
Competitive			
Compassionate			
Creative			
Detail-oriented			
Energetic			
Entrepreneurial			
Ethical			
Flexible/adaptable			
Goal-oriented			
Hard-working			
Humorous			
Imaginative			
Intelligent			
Inquisitive			
Methodical			
Organized			
Passionate			
Patient			
Positive			
Precise			
Poised			
Resilient			
Resourceful			
Responsible			
Respectful			
Self-motivated			
Self-sufficient			
Tactful			
Tenacious			
Tolerant			