Skills Potentially Used During Your Research Experience

Skill Category	Specific skill	Highly or moderately proficient in	Enjoy using
Relationship	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/or students to facilitate communication and build partnerships		
	Maintain long-term relationships with mentors and advisors		
Communication	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 (plagiarism, references, giving credit to colleagues)		
Creative	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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Skill Category	Specific skill	Highly or moderately proficient in	Enjoy using
Management/ Leadership	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		
Analytical	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		
Physical/ Techncial	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**
Relationship	Work in teams with other TAs to grade papers, develop grading standards		
	Collaborate with professors, administrators, staff to address needs of troubled/low-performing students		
	Embrace diversity in the classroom/create an inclusive environment		
Communication	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 (with PowerPoint?)		
	Lead group discussions		
	Ask questions		
	Listen to student ideas		
Creative	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		
Management/ Leadership	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		
Analytical	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		
Physical/ Techncial	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	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		