

## SKILLS CHECKLIST SPSP Student Committee

The list below contains skills that will help you be competitive for a job in academia. Ultimately, **you** are responsible for garnering the support you need to develop these skills. Use this list to assess your proficiency with each of these skills, and to indicate the extent to which developing each skill is a priority for you. Then identify what sources of support are available to you to develop each skill.

SKILL	Proficiency 1 = Not at all proficient 2 = A little bit proficient 3 = Moderately proficient 4 = Very proficient 5 = Extremely proficient	Priority	Primary Sources of Skill Development					
<b>Strong Academic Writing</b> <i>(In accordance with APA guidelines)</i>	1   2   3   4   5	High Medium Low	Self	Advisor	Peers	Coursework	Workshop	Other: _____
<b>Navigating the Publishing Process</b> <i>(e.g., authorship decisions, how to select target journals, how to respond to reviewers, how to deal with rejections)</i>	1   2   3   4   5	High Medium Low	Self	Advisor	Peers	Coursework	Workshop	Other: _____
<b>Reviewing Academic Papers</b> <i>(e.g., how to volunteer to review articles, how to be fair and tempered, how to offer constructive criticism)</i>	1   2   3   4   5	High Medium Low	Self	Advisor	Peers	Coursework	Workshop	Other: _____
<b>Logical &amp; Appropriate Research Design</b> <i>(e.g., building studies from scratch, the replication process, open science opportunities)</i>	1   2   3   4   5	High Medium Low	Self	Advisor	Peers	Coursework	Workshop	Other: _____
<b>Statistical Skills</b> <i>(e.g., using different stats packages, running analyses, writing up results, clear and responsible reporting)</i>	1   2   3   4   5	High Medium Low	Self	Advisor	Peers	Coursework	Workshop	Other: _____
<b>Writing &amp; Applying For Grants</b> <i>(e.g., finding funding opportunities, preparing applications, revising and resubmitting applications, being competitive)</i>	1   2   3   4   5	High Medium Low	Self	Advisor	Peers	Coursework	Workshop	Other: _____
<b>Public Speaking &amp; Presentations</b> <i>(e.g., presentation style and demeanor, combatting nerves, engaging the audience, responding to audience questions)</i>	1   2   3   4   5	High Medium Low	Self	Advisor	Peers	Coursework	Workshop	Other: _____
<b>Teaching University-Level Courses</b> <i>(e.g., creating syllabi, lectures, and exams; classroom etiquette, managing issues with students)</i>	1   2   3   4   5	High Medium Low	Self	Advisor	Peers	Coursework	Workshop	Other: _____

SKILL	Proficiency	Priority	Primary Sources of Skill Development					
<b>Managing Research Assistants</b> <i>(e.g., recruiting and retaining high quality RAs, training RAs, how to maximize use of RA support, managing RA conflict)</i>	1 2 3 4 5	High Medium Low	Self	Advisor	Peers	Coursework	Workshop	Other: _____
<b>Writing Letters of Recommendation</b> <i>(e.g., what to avoid, what makes a great letter, building a template, how to keep track of the work completed by difference mentees)</i>	1 2 3 4 5	High Medium Low	Self	Advisor	Peers	Coursework	Workshop	Other: _____
<b>Networking with Other Researchers</b> <i>(e.g., reaching out to build collaborations across labs, departments, universities; the pitfalls of collaboration, networking at conferences)</i>	1 2 3 4 5	High Medium Low	Self	Advisor	Peers	Coursework	Workshop	Other: _____
<b>Preparing Post-Doc Materials</b> <i>(e.g., how to position yourself to be competitive for post-doc opportunities, how to get post-doc funding)</i>	1 2 3 4 5	High Medium Low	Self	Advisor	Peers	Coursework	Workshop	Other: _____
<b>Preparing Academic Job Market Materials</b> <i>(e.g., obtaining diverse letters of rec, prepping CV, writing research and teaching statements, packaging yourself and your program of research)</i>	1 2 3 4 5	High Medium Low	Self	Advisor	Peers	Coursework	Workshop	Other: _____
<b>Conflict Management &amp; Negotiation</b> <i>(e.g., having diplomatic conversations, navigating discussions in a hierarchy based world, documenting and reporting issues)</i>	1 2 3 4 5	High Medium Low	Self	Advisor	Peers	Coursework	Workshop	Other: _____
<b>Resilience &amp; Coping with Rejection</b> <i>(e.g., strategies for staying motivated, how to turn rejections into learning experiences, identifying sources of emotional &amp; psychological support)</i>	1 2 3 4 5	High Medium Low	Self	Advisor	Peers	Coursework	Workshop	Other: _____

**TIPS:**

- **Be Focused:** Resist the urge to circle every source of skill development for each skill. Instead, think critically about precisely about what kind of support will be available to you this semester and make a plan to use that source of support proactively. Next semester, you may realize that you need more (or even less!) support in order to keep developing each skill.
- **Be Realistic:** Avoid thinking in ideals (“In an ideal world, my advisor will teach me everything about the publishing process.”) Instead, remember that there may be a lot of trial and error involved in getting a plan in place to develop each skill.
- **Assume It Will Be Hard:** Even the highest achieving scholars have to push themselves to become proficient in multiple skills. Prepare for a challenge, but remember that identifying strong sources of support will help you succeed.
- **Be Agentic:** Albert Bandura apparently made this word up, which is why MS word doesn’t recognize it. But it refers to being self-organized, proactive, self-reflecting, and self-regulating. Being agentic does not mean doing everything by yourself, but it does mean holding yourself responsible for getting a plan in place and making good use of the resources available to you.

For Distribution: Spring 2017

- **Be Honest With Yourself:** Sooner or later, we all need to look the beast of graduate school in the face – and that beast may reveal some hard truths about your level of progress. Avoid the temptation to exaggerate or disparage your proficiency with different skills. Accurate self-assessment is what will help you improve, not false confidence or self-pity.